

Dormers Wells Infant School

Dormers Wells Lane, Southall UB1 3HX

Inspection dates

16–17 January 2018

Overall effectiveness	Inadequate
Effectiveness of leadership and management	Inadequate
Quality of teaching, learning and assessment	Inadequate
Personal development, behaviour and welfare	Inadequate
Outcomes for pupils	Inadequate
Early years provision	Inadequate
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is an inadequate school

- The school's safeguarding arrangements are ineffective. Leaders do not take the necessary actions to protect pupils from potential harm.
- Governance of the school is inadequate. Leaders and governors have overseen a decline in the school's effectiveness.
- Outcomes are inadequate. Pupils' attainment in reading, writing and mathematics is too low. They do not make enough progress in these subjects.
- Roles and responsibilities across the leadership team are unclear. Not all leaders are willing to accept accountability for inadequacies when they are identified.
- Provision for pupils who have special educational needs (SEN) and/or disabilities is inadequate. Leaders have not ensured that pupils in need of extra support are catered for appropriately.
- Pupils do not have the necessary skills in writing or mathematics to be able to succeed in the next stage of their education.
- Teaching does not meet the needs of different groups of pupils well enough, including the most able and those who have SEN and/or disabilities. Teachers do not have high expectations of what pupils can achieve.
- Pupils' attendance is too low. Pupils are at a disadvantage because little is done to support them to catch up.

The school has the following strengths

- The interim headteacher has a clear vision and detailed plans in place to move the school forward swiftly. After much turbulence she has brought temporary stability to the school.
- Leaders carry out all necessary checks on staff. This aspect of safeguarding is effective.
- Outcomes in early years are improving. In 2017, the proportion of children that achieved a good level of development was close to the national average.

Full report

In accordance with section 44(1) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.

What does the school need to do to improve further?

- Urgently improve the school's arrangements to protect pupils and keep them safe by:
 - ensuring that all leaders understand the role they play in keeping children safe from harm
 - working effectively with appropriate agencies to support the most vulnerable
 - ensuring that the leaders responsible for this aspect of the school's work have the necessary knowledge, skills and understanding to carry out their roles effectively
 - making sure that governors maintain diligent oversight of the effectiveness of the school's arrangements to safeguard children from harm.
- Strengthen all aspects of leadership, including governance, by:
 - ensuring that leaders at all levels have the knowledge, skills and understanding to carry out their roles effectively
 - providing clarity of roles, responsibilities and lines of accountability, so that leaders, staff and governors understand precisely who is responsible for what
 - carefully monitoring the newly implemented systems to inform the school's own self-evaluation and future school improvement planning.
- Improve outcomes rapidly for pupils who have SEN and/or disabilities by:
 - regularly reviewing pupils' progress and using this information to plan effectively
 - improving teachers' understanding of how to meet the needs of those who have SEN and/or disabilities
 - increase the impact of teaching assistants in lessons, so that they make a noticeable contribution to pupils' achievement over time.
- Improve the quality of teaching and thereby improve outcomes for all pupils by:
 - implementing consistently the new system of holding teachers to account for the quality of their teaching and the achievement of pupils they teach
 - raising teachers' expectations of what pupils can do and ensure that teachers' planning is informed by ongoing assessments
 - improving teachers' skills in adapting learning to meet the needs of all groups of pupils.
- Improve pupil's attendance and reduce the proportion of pupils who are persistently absent from school.

Inspection judgements

Effectiveness of leadership and management

Inadequate

- The school's effectiveness has declined considerably since the last inspection. Instability in leadership has led to consistently low standards. Although the interim headteacher has a clear view of the school's weaknesses, improvements are in their very early stages and the impact is not yet evident. This is a temporary appointment and does not reflect long-term planning for the future.
- A lack of clarity about leadership roles and responsibilities leads to misunderstandings about accountability. This means that some important decisions are not made swiftly enough. The school should not appoint newly qualified teachers at this time.
- Leadership of provision for pupils who have SEN and/or disabilities is weak. Information about progress and attainment of this group is not accurate. The reports about progress suggest a positive picture, which is not a true reflection of how well pupils are doing. Leaders do not monitor the quality of provision for this group.
- Detailed assessment and tracking systems have been introduced recently. Teachers are not using these effectively and it is difficult to assess their impact.
- The pupil premium strategy clearly identifies how the funding will support disadvantaged pupils. The gap between disadvantaged pupils and non-disadvantaged pupils is narrowing. However, pupils' achievement is well below national averages.
- Subject leaders spoke positively about benefits of partnership working with another local school, sharing ideas and expertise. Teachers benefit from professional development linked to their performance management targets. Professional development for teaching assistants is in its early stages. However, they could talk about the training they have received and its impact.
- The interim headteacher is competent and confident. She demonstrates a relentless determination to improve the school and will be remaining until August 2018. She has swiftly identified key points for development and her evaluation is accurate. She has provided some stability to the school under very challenging circumstances. Staff acknowledge improvements since her appointment and said, 'Every day we are seeing something else.'
- Pupils are given opportunities to reflect and share their thoughts with others. They recognise the difference between right and wrong and talked about consequences of their behaviour and actions.
- Pupils spoke effectively about respect for other people including those who are older and those from different cultures. They could talk about different festivals for different cultures and celebrated diversity through effective artwork. This was particularly evident in art produced by pupils which included the British flag combined with features from their individual cultures.
- Pupils were very excited as they explained how they had voted for the leader of the school council.
- The plan for expenditure of the physical education and sport premium grant is effective. It includes a sports partnership and resources to improve physical activity at

playtimes. The positive impact of additional resources was evident during the inspection. A variety of after-school clubs have been recently introduced to enhance the curriculum, including sporting activities. Pupils spoke of trips to help their learning. They were particularly inspired by a trip to Birdworld.

Governance of the school

- Governance of the school is inadequate.
 - Governors have not supported leaders. They have not recognised the serious nature of weaknesses in school. This led to the appointment of an interim executive board, which took place during the inspection week. It is therefore too early to judge any impact of the new board.
 - The interim executive board have had three meetings prior to their starting date. It is evident from minutes that priorities have been identified and plans are in place for a swift response. Members of the board have extensive knowledge and experience and their roles and responsibilities have been allocated according to their strengths. As with the headteacher, the interim executive board is a temporary solution.

Safeguarding

- The arrangements for safeguarding are not effective.
- Leaders and governors have not created a rigorous process which ensures that all pupils are safe from harm. Systems for recording concerns, in particular referrals to external agencies, are not robust. As a result, it is not clear what actions are being taken when a child is at risk.
- Leaders lack knowledge and understanding regarding key aspects of keeping children safe. This includes aspects of up-to-date policy and how to respond to concerns about members of staff, should they occur.
- Not all leaders accept that safeguarding is the responsibility of all staff. Consequently, not all concerns are investigated and this puts pupils at risk.
- Reports provided for meetings with external agencies are fit for purpose. However, planning to support pupils who need intervention is not. It is not clear which professionals will lead on actions or what the intended outcomes will be.
- Leaders ensure that all necessary checks on staff are carried out.
- Pupils said that they know how to be safe, including on the internet. Parents and carers said that their children are safe in school.

Quality of teaching, learning and assessment

Inadequate

- Teaching is failing to meet pupils' needs because planning is not based on accurate assessment information. As a result, pupils do not make the progress of which they are capable.
- Teachers do not develop pupils' knowledge, skills or understanding effectively.

Consequently, many pupils are not able to access the wider curriculum well enough. Leaders rightly recognise that this is due to poor teaching over time.

- Pupils have limited vocabulary and this impacts on their ability to access texts. At times, teachers and teaching assistants use the wrong vocabulary because of weak subject knowledge. This develops misconceptions in pupils.
- There are not enough resources to support learning, particularly for those who have SEN and/or disabilities and those for whom English is an additional language.
- The most able pupils are not challenged well enough and therefore do not achieve standards of which they are capable. This is evident in all curriculum areas, including English and mathematics, and in the books read by pupils.
- Pupils are not always actively involved in their learning. They lose interest and this leads to low-level disruption.
- There is a lack of consistency in the way that teachers provide work to match the needs of pupils who have SEN and/or disabilities. As a result, these pupils are not making the progress of which they are capable.
- Progress meetings identify pupils causing concern and plans are created to fill any gaps in knowledge, skills and understanding. As yet, teachers are not implementing the plans and therefore they are not having any impact.
- On occasions when teachers focus on the needs of individuals, pupils make progress. For example, extended writing sessions give boys in Year 1 the opportunity to develop and transfer skills. In addition, Year 1 pupils are given time to talk about what they are learning and how their learning can be further developed.
- In phonics lessons, teaching assistants work well with pupils and offer better support. Adults demonstrate how to pronounce sounds and use physical actions to help pupils understand the process of how to blend sounds together. However, in these sessions, the most able pupils are not sufficiently challenged and this hinders their learning.

Personal development, behaviour and welfare

Inadequate

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is inadequate because pupils are not safe from potential harm.
- Teachers do not show pupils how to be successful learners, therefore pupils have little understanding of this.
- Pupils are confident, polite and courteous. They are keen to share their work. Inspectors saw examples of pupils persevering when tackling unfamiliar words in their reading.
- Pupils said that they know how to be safe, including on the internet. They said that they feel safe in school and know who to talk to if they have a problem. Parents who spoke with inspectors were positive about behaviour and pupils' safety. Parents said that safeguarding had improved since the interim headteacher had arrived.
- Pupils said that they enjoy playtimes, particularly making up imaginary games. Playtime

is a positive experience for pupils. Adults provide a variety of games and activities and pupils play well together. Pupils use resources effectively and talked about the importance of physical activity.

- Pupils spoke highly of the important roles some pupils had in school. This included 'red cap' pupils who feel important because of the status this brings. 'Values ambassadors' are proud of their roles and they provide help and support to other pupils.

Behaviour

- The behaviour of pupils is inadequate.
- Incidents of low-level disruption are evident in all classes. Pupils do not move around school well, often running and shouting. Leaders do not analyse behaviour incidents and records relating to incidents are not kept.
- Overall attendance continues to improve but remains below national averages. Pupils are not supported to attend well. A first-day call is made when a pupil is absent. However, follow up by leaders to pupils' absences is ineffective. There is no evidence of leaders working with families to improve attendance even for the most vulnerable pupils.
- There is no evidence that additional support is provided to enable pupils to catch up following an absence. This means that pupils are disadvantaged by poor attendance.
- Teachers respond swiftly to behaviour incidents, often in a positive way. For example, inspectors saw some examples where teachers and teaching assistants supported pupils who had chosen to behave inappropriately by refocusing them on their learning.
- Pupils are clear about the consequences of poor behaviour in lessons and said that usually these systems help improve behaviour after an incident occurs.

Outcomes for pupils

Inadequate

- Pupils underachieve considerably by the end of Year 2. Pupils at the school make less progress in reading, writing and mathematics from their starting points than pupils nationally.
- Pupils are not equipped well enough with the skills, knowledge and understanding in reading, writing and mathematics to prepare them for the next stage in their education.
- Outcomes in reading, writing and mathematics in 2016 and 2017 were well below national averages. The proportion of pupils achieving national expectations in writing and mathematics in 2017 was in the lowest 10%. Only a small minority of pupils achieved higher levels in reading and mathematics. No child achieved the higher standard in writing.
- Assessment is not used effectively, particularly with reference to groups of pupils. Assessment information is not used to inform teachers' planning in order to improve outcomes for pupils.
- The school's assessment information confirms the proportion of current Year 2 pupils working at age-related expectations in reading, writing and mathematics is very low.

For example, only a quarter of pupils are currently working at the appropriate standard in writing. Many pupils in Year 2 are still developing basic skills, such as using capital letters and full stops accurately.

- The interim headteacher rightly acknowledges that there is still much to do to improve outcomes for pupils who have SEN and/or disabilities. This group do not make progress of which they are capable. This is because teachers do not take responsibility for this group of pupils' learning. In addition, teaching assistants do not have the necessary skills to plan effectively for this group. In addition, progress towards individual targets is not monitored effectively.
- Written documentation celebrates success for pupils who have SEN and/or disabilities. Unfortunately, this information is inaccurate and shows ineffective analysis of data. For example, a data report states that 53% of pupils are performing at age-related expectation in mathematics, when only 7% are. Many pupils who have SEN and/or disabilities cannot access the curriculum.
- Outcomes in phonics have improved over time and in 2017 were just below national averages. This is because phonics is taught well and pupils develop skills they need. In Year 1, pupils transfer skills to their writing effectively. Most pupils use phonics knowledge to decode unfamiliar words when they are reading.
- When reading to inspectors, the most able pupils in Year 2 demonstrated fluent reading and age-appropriate comprehension skills. However, lower-ability pupils had reading material that was too easy for them and therefore did not develop their decoding skills. The level of challenge for the most able readers is inconsistent.
- The interim headteacher works effectively with additional schools to ensure that pupils with specific needs make progress.

Early years provision

Inadequate

- Children leave early years with skills required to prepare them for the Year 1 curriculum. However, early years provision is inadequate because of weaknesses in safeguarding.
- The quality of teaching and learning across early years is inconsistent. In some cases, there are missed opportunities for teaching writing and developing basic number skills. At times, the learning is not appropriate for individuals, leaving some children unable to access it. Additionally, there are times when the most able children are not challenged to extend their learning.
- Behaviour of children across classes is inconsistent, but staff handle low-level disruption swiftly. Children do not move around school in a sensible way.
- Children are proud of their work and keenly shared it with inspectors. In teacher-led activities, some children were motivated. These activities were interesting and stimulating for children. Activities which are not adult led do not engage children. This is particularly evident outdoors where the opportunity to develop gross motor skills is limited.
- Photographs and observations are recorded and kept in individual learning books for children. Targets for children to further develop their learning are not evident. While

there is evidence of some work produced by the children, there is not enough to demonstrate good progress.

- The quality of teachers' questioning is inconsistent. At times it is effective; conversely, it is also weak at times, not giving children opportunities to deepen their understanding.
- Teachers do not provide opportunities or resources to develop children's language skills well enough, particularly when children are engaged in free-choice independent activities. Therefore, children cannot verbally express themselves adequately.
- Children will cooperate and communicate well with peers and adults. At times staff demonstrate how this should be done. Staff also promote positive social skills, for example how children should share. Working relationships between staff and children are warm and caring.
- Parents are invited to workshops and to contribute written comments about their child's progress. However, opportunities for staff to communicate with parents, for example at the end of a nursery session, are missed.
- The early years leader demonstrates a good understanding of early years and routines are established. She is working in partnership with another school to improve provision. With the exception of safeguarding, statutory requirements are met.
- The development and application of phonics skills is evident. In Reception, inspectors observed children tackling some tricky words. This was also apparent in independent writing on display, telling the story of 'The snail and the whale'.

School details

Unique reference number	101938
Local authority	Ealing
Inspection number	10041982

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Infant
School category	Maintained
Age range of pupils	3 to 7
Gender of pupils	Mixed
Number of pupils on the school roll	369
Appropriate authority	Local authority
Chair	Harry James
Interim headteacher	Harsha Patel
Telephone number	0208 574 6999
Website	www.dormerswellsinfants.org.uk/
Email address	dwisadmin@dwis.ealing.sch.uk
Date of previous inspection	10 September 2013

Information about this school

- There have been several changes in staffing since the previous inspection, including the appointment of an interim headteacher.
- The school is larger than an average-sized infant school.
- The proportion of pupils from minority ethnic groups is well above average.
- The proportion of pupils who speak English as an additional language is well above average.
- The proportion of disadvantaged pupils supported by the pupil premium grant is below average. The proportion of those who have SEN and/or disabilities is also below average.
- Pupils are taught in single-year classes. There are 12 classes and a nursery.

Information about this inspection

- Inspectors observed learning in 23 lessons, some jointly with the interim headteacher and leaders. Inspectors observed pupils' behaviour and attitudes in classrooms, at breaktimes and at lunchtimes.
- Individual pupils and different groups of pupils spoke with inspectors to discuss their learning and views of the school. Inspectors listened to pupils read and discussed their reading with them. Inspectors also looked at samples of pupils' work across subjects and year groups.
- A range of documents were considered, including the school's improvement plan, self-evaluation documentation, information about pupil progress and attendance, behaviour logs and safeguarding arrangements.
- Two members of the newly appointed interim executive board met with inspectors. The lead inspector also held a telephone conversation with a representative from the local authority and met with an additional local authority representative. In addition, meetings were held with school staff.
- The inspectors took account of the views expressed in eight online responses to Parent View, Ofsted's online questionnaire. In addition, they gathered views of several parents during informal meetings at the school.
- Inspectors took account of the views of 19 staff in responses to the staff questionnaires. There were no responses to the pupil survey.

Inspection team

Donna Chambers, lead inspector	Her Majesty's Inspector
Jacqueline Underwood	Ofsted Inspector
Rekha Bhakoo	Ofsted Inspector

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In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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