

Dines Green Primary School

Tudor Way, Worcester, Worcestershire WR2 5QH

Inspection dates

13–14 November 2018

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

Summary of key findings for parents and pupils

This is a school that requires improvement

- Although improving, the quality of teaching is not strong enough to ensure that all pupils make the progress they should. Some pupils do not reach the high standards of which they are capable.
- Pupils make good progress in some subjects, but not others. They do not achieve well enough in subjects such as science, history, geography, art and music.
- The provision for pupils with special educational needs and/or disabilities (SEND) is not effective. Those who have education health and care (EHC) plans do not receive the support they should.
- Teachers do not know how to teach pupils with SEND. The additional support these pupils receive in class is ineffective.
- There has been much change in the early years recently. As a result, some children have not learned as well as they should. Some of the teaching is not as strong as it needs to be for children to make the swift progress they could.
- Some aspects of leadership and management are not effective enough. Subject leaders have led some improvements in the quality of teaching, but it remains inconsistent. Arrangements for coordinating the provision for pupils with SEND do not work.

The school has the following strengths

- Staff are passionate about the safety and well-being of pupils at the school. Everyone works extremely hard to make pupils feel safe, happy and valued.
- The quality of teaching and the school's curriculum is improving rapidly. This is the result of skilled leadership by the head and deputy headteachers.
- The early years provision is improving well. Some of the teaching is now strong.
- Pupils behave well. They are polite and well mannered. They enjoy taking responsibility.
- Most pupils now make good progress in English and mathematics. Standards are rising quickly. The quality of pupils' work is, largely, as it should be for their ages. Some of the most able pupils are beginning to achieve the higher standards of which they are capable.
- Governors hold leaders closely to account for improving the quality of education.

Full report

This inspection was carried out under section 8 of the Education Act 2005. The inspection was deemed a section 5 inspection under the same Act.

When Dines Green Primary School was inspected in February 2017, it was judged to require special measures. Subsequently, the school was inspected on two occasions. At the previous monitoring inspection, leaders and managers were judged to be taking effective action towards the removal of special measures.

In accordance with section 13(4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures.

What does the school need to do to improve further?

- Make sure that all teachers:
 - are skilled in teaching pupils with SEND
 - identify pupils in the class who are not achieving their potential and challenge them appropriately.
- Improve outcomes for pupils by making sure that:
 - pupils with SEND are taught well in English, mathematics and other subjects
 - underachieving, able pupils make the progress of which they are capable
 - all pupils make strong progress in a wide range of subjects, not just in English and mathematics.
- Ensure that the strong teaching that exists in the early years is replicated consistently.
- Improve outcomes for pupils who have SEND by making sure that:
 - teachers understand how to meet their needs in lessons
 - the additional support they receive is effective
 - the agreed actions in EHC plans are carried out
 - their attendance matches that of other pupils in the school.
- Improve the impact of leadership and management so that:
 - subject leaders can show that their actions have led to improved outcomes for pupils
 - provision for pupils with SEND results in good outcomes for these pupils.

Inspection judgements

Effectiveness of leadership and management

Requires improvement

- The headteacher and the deputy headteacher are a strong and dynamic team. Their vision is for the school to provide the very best for pupils. They are passionate and resolute in their efforts to achieve this. This is why the school is improving rapidly.
- Staff share this commitment. They appreciate the support they have received. This has built their confidence. They are keen to keep improving.
- Subject leaders are taking an increasingly active role in driving improvement. This is beginning to make a difference. Their work is helping to raise standards. However, it is not entirely successful. The impact of subject leaders' work is not strong enough to have ensured that all pupils make good progress.
- Arrangements for coordinating the provision for pupils with SEND are not effective. This is because this aspect is not given enough priority within the staffing structure. The role is combined with other substantial responsibilities. As a result, leaders have not checked that these pupils receive the quality of teaching or support that they are entitled to. The actions set out in pupils' EHC plans are not carried out. The additional funding for these pupils is not well used and they make slow progress.
- The school's curriculum has improved since the previous inspection. Pupils now have more chances to be creative and to experience memorable activities within and beyond the school day. The curriculum promotes pupils' spiritual, moral, social and cultural development well. It helps pupils to appreciate British values. Leaders have detailed plans to take this much further. They are developing a curriculum that is set around the aim of extending pupils' ambitions and equipping them to play a full and active role in society.
- Leaders have used the primary school sports funding well. Pupils now spend more of their time being active. By the time they leave at the end of Year 6, more than two thirds can swim 25 metres. This figure is going up all the time. Pupils learn about the need to lead a healthy lifestyle.
- Leaders have worked hard to ensure that they are using the pupil premium effectively. The previous inspection recommended that this was externally reviewed. Leaders welcomed this. They commissioned another review recently to help them judge whether things had improved. Because of leaders' efforts, disadvantaged pupils are now making notably better progress. They are now catching up steadily with other pupils nationally.

Governance of the school

- Governors:
 - are determined that the school will provide the quality of education pupils deserve
 - hold leaders closely to account for making this happen
 - keep a close eye on the work of the school so that they know exactly what is working well and what needs to be better

- are well prepared for the imminent change in the school’s status as it is to become a sponsored academy very soon.

Safeguarding

- The arrangements for safeguarding are effective.
- This is a very caring school. Pupils’ safety, happiness and well-being lie at the heart of everything that staff do.
- Leaders are acutely aware of the risks to pupils’ safety in the local and wider community. They have ensured that staff are well trained to spot signs that all may not be well. This means that staff are well placed to protect pupils from the dangers of domestic violence, extremism, radicalisation and exploitation.
- Staff are quick to act when necessary. Leaders are tenacious in ensuring that they have done all they can to help. They believe that their responsibilities go beyond dealing with individual incidents. Rather, they do their best to work with families to ensure that everyone gets the support they need to keep their children safe.

Quality of teaching, learning and assessment

Requires improvement

- The quality of teaching has improved since the previous inspection, but weaknesses remain. It is not consistently good enough to ensure that all pupils make the progress they should.
- Teachers now understand what pupils’ work should look like in relation to their ages. As a result, they now expect more from pupils than they did in the past. Therefore, standards are rising.
- Teachers try to adapt work for pupils of different abilities to make it suitably challenging. However, they are not successful enough. In some classes, work is too easy for some pupils and too hard for others. This is because the work is best suited to middle-ability pupils. These pupils learn well. Some of the higher- and lower-ability pupils are not so lucky. They make slower progress.
- Teachers find it hard to cater for the needs of pupils who have SEND. The work set for these pupils is often too difficult. This means that the pupils cannot complete it successfully. As a result, this group of pupils makes slower progress than their classmates.
- Pupils with SEND receive additional support in lessons. Often, this support is not effective. Sometimes teaching assistants do not do enough to help the pupil understand what they have to do. Sometimes this is because the teaching assistant has not been well enough briefed by the teacher. As a result, many of these pupils do not meet the individual targets that teachers set for them.
- In some classes, teachers actively check how well pupils are learning during the lesson. They are quick to move pupils on to harder work when needed. However, this is not universal. For example, in a mathematics lesson, several pupils finished their work easily. They put their hands up to tell the teacher. The teacher did not notice. She left the pupils with no work to do for quite some time. This slows pupils’ progress.

- Some pupils are more able than teachers think. These pupils have not achieved as well as they should in the past. Teachers do not take this into account well enough when they plan work. This means that they do not give these pupils the work that they are capable of doing. This limits how well these pupils achieve.
- The teaching of mathematics has improved since the previous inspection. Teachers devote time to teaching basic number facts. Teachers ensure that pupils know and use correct mathematical language when answering questions. As a result, pupils' mathematical knowledge is increasingly secure. Teachers are less skilled at helping pupils to think mathematically. More training is planned to help teachers do this better.
- Phonics teaching is effective. Teachers ensure that pupils learn to recognise letters and say the sounds correctly. They help pupils to use this knowledge when they are reading and writing.
- The teaching of writing is now more effective. Teachers help pupils to understand the process of creating a piece of writing from the initial idea through to an edited and well-presented final version. In addition, teachers place great emphasis on giving pupils a rich and varied vocabulary. They usually check that pupils are using correct spelling, punctuation and grammar in their writing. As a result, pupils are beginning to produce well-thought-out work that is detailed and interesting to read.
- Teachers have worked hard to improve the teaching of reading and to inspire pupils to love books. In reading lessons, teachers systematically teach pupils how to derive meaning from texts. This has worked. Most pupils now read well.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Staff believe that pupils will learn best when they feel safe, happy and valued. As a result, staff strive to make this happen from the moment pupils arrive at school in the morning.
- Pupils appreciate this. They told inspectors that they enjoy coming to school. They feel safe and well cared for. As a result, pupils grow in confidence and rise to the challenge of learning.
- The school's values of 'Respect, resilience, reflection, curiosity, empathy, honesty' provide a strong foundation for pupils' spiritual, moral, social and cultural development. Staff work hard to bring these values to life. They provide rich and varied opportunities to broaden pupils' social and cultural horizons. A wide range of activities, both in and out of school, brings pupils into contact with people from different cultures and walks of life.
- Pupils are very proud of their school. They increasingly contribute to school life and take responsibility for its day-to-day running. For example, the pupil parliament was involved in interviewing the headteacher before he was appointed.
- The school takes care to teach pupils how to keep themselves safe. A focus on building pupils' awareness of danger and their capacity to manage risk is built into the

curriculum. This includes a strong emphasis on the dangers of online activity.

- Pupils understand that bullying can happen in school. They say it is rare and that they do not worry about it because staff would come to their help if needed.

Behaviour

- The behaviour of pupils is good.
- Pupils are polite to adults and friendly towards one another. They walk around school sensibly. They hold doors open for others. They remember to say 'please' and 'thank you'.
- Pupils behave well in lessons. They usually listen well to the teacher and follow instructions without fuss. As a result, lessons flow smoothly.
- A few pupils struggle to cope with the demands of school life. Sometimes this leads to very challenging behaviour. Staff manage these incidents sensitively and effectively. This helps the pupils to calm down and minimises the disruption to the class. Over time, the care and nurture that pupils receive help many to overcome their resistance to school, to settle in to lessons and to make good progress.
- The school continuously seeks new ways to improve attendance. For example, pupils with high attendance have the chance to win prizes every few weeks. This is working. Little-by-little, attendance is improving. Most pupils now attend regularly.
- A few pupils with SEN are still absent too often. This is because the school does not meet their needs well enough. As a result, some are not motivated to come to school as often as they might.

Outcomes for pupils

Requires improvement

- Most pupils now make good progress in reading, writing and mathematics, but some pupils do not. Pupils make better progress in English and mathematics than they do in other subjects. This is why outcomes for pupils require improvement.
- The good progress made by most pupils in English and mathematics means that standards in these subjects are rising quickly. This is particularly so for middle-ability pupils. Most have made up for their past underachievement. They are now attaining as they should for their ages.
- More pupils in the school are now reaching higher than the age-related standards in their work. Those who attained well in the past are no longer falling behind. Most are now making good progress and are achieving as they should.
- However, some higher-ability pupils are still not catching up quickly enough. This is because teachers have not realised that these pupils are capable of attaining higher standards than they have in the past. Consequently, these pupils are not challenged enough and do not make the progress they could.
- Pupils with SEND do not achieve as well as they should. This is because the teaching and support that they receive is not good enough to help them overcome their difficulties. As a result, they make slow progress.

- Disadvantaged pupils are now making better progress than they have done in the past. This is because the quality of teaching has improved. Therefore, their attainment is beginning to catch up with that of other pupils nationally.
- The school's concerted effort to broaden pupils' vocabulary and develop their comprehension skills helps them to make sense of what they are reading. As a result, pupils can read and understand impressively challenging texts. This stands them in good stead for the demands of secondary school.
- Similarly, this has helped to improve the quality of pupils' writing. Their work often includes lovely description. It is also now usually written using spelling, grammar and punctuation of an acceptable standard for pupils' ages.
- In the past, pupils' weak grasp of basic mathematical knowledge hampered their progress. This is no longer the case. Pupils can recall number facts more readily and are increasingly able to apply their knowledge to more complex calculations. They are beginning to use these skills to help them reason mathematically.

Early years provision

Requires improvement

- There have been several staff changes in the early years in recent years. This has included a new leader. The inconsistency caused by these changes had a negative impact on the quality of education. It was not as strong as it should have been. However, children are now making better progress.
- The early years leader has clear plans to improve the quality of education further. These are based on realistic assessment of strengths and weaknesses. However, she is very new to the post. Therefore, there has not been enough time for her actions to have made a lot of difference.
- Teachers plan activities that help children acquire and practise new skills. Activities are usually fun. Some are exceptionally well planned. These activities captivate children. They concentrate hard and learn well. Not all activities are this successful. Sometimes teaching lacks the sparkle and quality that it could have. When this happens, children do not learn as much as they could.
- By the end of the Reception Year, most children reach the good level of development necessary to cope with the demands of the national curriculum in Year 1. However, at two thirds, the proportion is not as high as the national figure.
- Children enjoy coming to school. They are happy and secure. Staff take their welfare seriously and ensure that all safeguarding requirements are met.
- When children start school, many cannot communicate as well as typical three- or four-year-olds. A lot struggle to manage their emotions or control their behaviour. Staff help them to settle in quickly and learn the routines of school life. Teachers and teaching assistants show children how to listen well and to speak clearly. As a result, children soon learn how to pay attention to the teacher and to follow instructions. By the end of the Reception Year, most are ready for the more formal schooling in Year 1.
- Initially, children find it hard to share, take turns or work with another child. Teachers and teaching assistants take every opportunity to show them how to do this. Gradually, children learn how to get on with one another. As a result, they behave nicely.

- Parents have lots of opportunities to be involved in their children's education. More and more, parents are taking up the offer to join in with activities such as pumpkin carving. Parents say that the support from staff helps them support their children's learning at home.

School details

Unique reference number	116751
Local authority	Worcestershire
Inspection number	10051912

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Maintained
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	248
Appropriate authority	The governing body
Chair	Naomi Christelow
Headteacher	Andrew Morley
Telephone number	01905 423 228
Website	www.dinesgreenprimaryandnursery.co.uk
Email address	office@dinesgreen.worcs.sch.uk
Date of previous inspection	7–8 February 2017

Information about this school

- Dines Green is an average-sized primary school.
- Most pupils are of White British heritage.
- The majority speak English as their first language
- Around half of the pupils are disadvantaged.
- The proportion of pupils who have SEND is above average.
- The school is scheduled to become a sponsored academy, as part of the Mercian Trust, on 1 December 2018. The trust is governed by a board of directors.
- The current governing body will remain as a local governing board.

Information about this inspection

- Inspectors visited classrooms to observe pupils' learning, talk to them and look at the work in their books.
- Meetings were held with: the headteacher and deputy headteacher; other school staff; three members of the governing body, including the chair; groups of pupils; and a representative of the local authority. Inspectors spoke informally to other staff and pupils as they walked round the school.
- Inspectors observed pupils' behaviour in class, in the playground and as they moved around the school.
- Inspectors spoke with parents at the end of the school day. Since the previous inspection, there has been only one new response to the online survey Parent View. It is not possible for inspectors to view responses where the number is below 10.
- Inspectors scrutinised the work in pupils' books and heard pupils read.
- Inspectors toured the school with staff and pupils to look at specific aspects of the school's work.
- A range of documents was examined, including: the school's checks on how well it is doing and its plans for improvement; information about the progress and attainment of pupils in the school; records of the work of the governing body; information about the provision for SEN; and records relating to safeguarding and pupils' behaviour.

Inspection team

Sandy Hayes, lead inspector	Her Majesty's Inspector
Tracy Stone	Ofsted Inspector
Helen Quinn	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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