



Dovedale Junior School

Inspection Report

Unique Reference Number 104533
LEA Liverpool
Inspection number 277177
Inspection dates 17 October 2005 to 18 October 2005
Reporting inspector Mr Paul Bamber CfBT Lead Inspector

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

Type of school	Primary	School address	Herondale Road
School category	Community		Liverpool
Age range of pupils	7 to 11		Merseyside L18 1JX
Gender of pupils	Mixed	Telephone number	0151 733 2713
Number on roll	347	Fax number	0151 735 0941
Appropriate authority	The governing body	Chair of governors	Mr Harry Moore
Date of previous inspection	17 January 2000	Headteacher	Mr S Flynn

Age group	Inspection dates	Inspection number
7 to 11	17 October 2005 - 18 October 2005	277177

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Introduction

The inspection was carried out by three additional inspectors.

Description of the school

This is a larger than average, urban junior school. The children mainly come from relatively advantaged social backgrounds. Around 25 per cent of children are not from white British heritage backgrounds and 2 per cent are at an early stage of learning English. About 12 per cent, which is around the average, have learning difficulties and/or disabilities, with a lower than average proportion having a statement of special educational needs. There are a few looked after children and refugees or asylum seekers. The school is a local authority centre of excellence for the teaching of German, is a Young Enterprise centre and has achieved two Healthy Schools Awards.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

The school judges itself to be good and inspectors agree. Standards are well above average and children make good progress, especially in English. The children's personal development and well-being is good, they are confident and relate well to each other. Children behave sensibly and have positive attitudes, because their moral and social development is good. They have a keen awareness of other cultures and respect the feelings of other children well. There is an outstanding curriculum, which enriches children's experiences and learning most effectively. Overall, children are well taught, particularly the basic skills of reading, writing and number. In some classes, the pace of learning is too slow and children are insufficiently aware of how they can improve. The school looks after vulnerable children outstandingly well and the quality of care and guidance is good overall. Leadership and management are good, with senior managers providing clear educational direction and pragmatic self-evaluation. However, more rigorous evaluation of the quality of teaching and learning is needed in order to ensure that teaching, learning and assessment is consistently good. The school has improved well since the last inspection and has a good capacity to improve further. The school provides good value for money.

What the school should do to improve further

- Senior managers should observe lessons more frequently and rigorously, in order to ensure that the quality of teaching, learning and assessment matches the good practice observed in most classes.
- Make sure that good assessment practice, which helps children understand clearly what they have to do to improve, is used consistently throughout the school.

Achievement and standards

Grade: 2

Children enter the school with above average standards and make good progress. Unusually, in the 2004 Year 6 national tests, children's achievements were only satisfactory and standards were lower than previous years. The school's careful analysis of why this occurred steered subsequent effective action to raise standards and improve achievement. As a result, the challenging targets set for Year 6 in 2005 were met and exceeded at the higher Level 5. Improvements in performance in mathematics and science, compared with 2004, were marked and the standards returned to their usual well above average level. The school's very detailed analysis of children's progress provides compelling evidence of their good achievement.

Children read particularly well and this aids their achievements across the curriculum. The school's drive to improve writing standards, especially those of boys, has paid good dividends, with boys' performance improving very well recently. The outstanding provision for vulnerable children and the good support provided for pupils with learning difficulties and/or disabilities ensure that these children make good progress. Those

children with particular gifts or talents make the progress they should because the school is increasingly meeting their needs well.

Personal development and well-being

Grade: 2

Children's personal development and well-being is good. They enjoy school and talk enthusiastically about their lessons and the 'great' range of opportunities on offer to them. Their good attendance is an indicator of their desire to learn. Children have very well developed social skills. They are thoughtful of others and respect each other's feelings and cultures, an important element contributing to the very good racial harmony evident in the school. Behaviour is good in lessons and around the school. Children display personal qualities that enable them to relate well to people in all walks of life. Their good sense of moral and social responsibility means that they contribute well to aspects of the management of the school, for instance, as monitors. Children are aware of the need for a healthy lifestyle and take regular exercise. They develop a good understanding of democracy through the school council and of the world of work, as a result of their involvement in the Young Enterprise Initiative (a scheme in which the school works with outside agencies to introduce Year 6 children to simulations of business situations).

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching and learning is good. The enthusiasm and commitment of both children and teachers are reflected in the respect shown for each other. In most lessons, children make good progress because teaching matches their needs, motivates them and prepares them to work independently. In the best lessons, teachers' high expectations help children achieve good standards of work and behaviour. Class teachers work well with learning support assistants to help children with learning difficulties and/or disabilities to achieve the targets set for them in their individual education plans. Good relationships and behaviour reflect the school's ethos and build children's confidence and self-esteem. The basic skills of literacy, numeracy and information and communication technology (ICT) are taught well, which makes a significant contribution to their achievement in other subjects. Children's enjoyment of learning is significantly enhanced in those classrooms where teachers make good use of recently installed interactive whiteboards. Children make good progress in most lessons because teachers make effective use of assessment. However, in a few lessons, children are less aware of how well they are doing and what they need to do to improve. In those few lessons in which the quality of teaching is satisfactory, rather than good, teachers tend to talk too much and children are less involved in their learning.

Curriculum and other activities

Grade: 1

The school judges its curriculum to be good. However, inspectors judge it to be outstanding. The curriculum provides opportunities for all children, including those with learning difficulties and/or disabilities, to progress and perform well. Children are very well served because work is accurately matched to individual needs. Statutory requirements are fully met and children feel safe and well cared for. Opportunities for enrichment are wide and varied. They involve many children and cater for all abilities, including those with special gifts and talents. Visiting specialists considerably enhance children's skills in art and design, design and technology, music and sport.

An excellent programme of enterprise activities develops children's business and economic awareness extremely well. For instance, the 'Going for Gold' project successfully develops children's problem solving skills and their ability to work well with others. A talk on 'Black History' promoted outstanding cultural and spiritual development as well as very effective partnerships. The teaching of German is a considerable strength and children enjoy demonstrating their modern foreign language skills. There are ample opportunities for children to contribute to and learn from the local and wider community and to take responsibility.

Care, guidance and support

Grade: 2

The school takes good care of all the children. Children like and trust their teachers and work hard for them. They know who to turn to if they need help and there is good support if they are troubled or upset. Child protection and other health and safety procedures work very well. The child protection co-ordinator provides outstanding support by working closely with vulnerable children, their carers, families and outside agencies. Parents and carers feel welcome in the school and are encouraged to become involved in their children's education. Strong systems are in place to track children's academic and personal progress throughout the school. Very good help is provided for some children who find learning difficult. Adults use praise well to encourage children to show positive attitudes, politeness and consideration. These qualities, together with the effective arrangements for the transfer to secondary school, serve children well in preparation for their next stage of education. The awareness of the misuse of drugs, keeping fit and healthy and eating a well balanced diet is carefully taught. However, many pupils remain unconvinced that the school lunches on offer provide them with enough healthy options.

Leadership and management

Grade: 2

The quality of leadership and management is good. The headteacher provides clear educational direction and has developed a strong sense of teamwork and openness amongst all staff. The deputy headteacher is making a telling contribution to the

outstanding curriculum, especially in providing children with exciting learning through the excellent partnership with several other local schools and the local and wider community. Senior managers and governors know the school very well, as indicated by the close correlation between inspectors' and the school's judgements about its provision. However, at this level of management there is an acknowledgement of the need to carry out more frequent and rigorous classroom observations in order to ensure that the quality of teaching is at least good in all classes.

Middle managers are effective in analysing test data and children's work in order to identify areas for improvement. Key changes to the teaching of mathematics and science, resulting from such analysis, have meant that standards and achievement have risen considerably in those subjects since 2004. The effectively managed provision for children with learning difficulties and/or disabilities contributes well to their good progress. Outstanding co-ordination of the support provided for vulnerable children ensures their safety, enjoyment and full participation in a very wide range of activities. Senior managers and governors use resources well to ensure improvement in performance. For example, for the last two years, governors' additional spending for an extra mathematics teaching group in each year group has improved children's performance in national tests in mathematics. The open way in which the school's management embraces new initiatives and partnerships contributes significantly to children's health and economic well-being. Consequently, the school has a good capacity to improve further.

Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	1	NA
The quality and standards in foundation stage	NA	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	2	NA
The standards ¹ reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	1	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	1	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	1	NA
How well are learners cared for, guided and supported?	2	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Thank you for making us so welcome, chatting to us in such a friendly way and letting us know so many interesting things about your school.

What we liked most about your school:

- We were very impressed with the wide range of opportunities provided for you to learn and find out about the world you live in.
- We are pleased with the way you are taught and make good progress in your lessons, especially in gaining skills which will help you in the future.
- You obviously enjoy school because your attendance is good and you behave well in lessons and around the school.
- Your headteacher, staff and governors are continually trying to make yours a better school.

We have asked the school to do the following things to help you improve:

- We want you headteacher and deputy headteacher to watch more of your lessons so that your teachers and your learning can improve even more.
- We want your teachers to help you know even more about how you can improve your work.

Thank you for helping us with the inspection of your school. We hope that you continue to enjoy school and do well with your work and carry on trying really hard to improve.