



Worcester, Dines Green Primary School

Inspection Report

Unique Reference Number 116751
LEA Worcestershire
Inspection number 279890
Inspection dates 5 July 2006 to 6 July 2006
Reporting inspector David Westall AI

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

Type of school	Primary	School address	Tudor Way
School category	Community		Worcester
Age range of pupils	3 to 12		Worcestershire WR2 5QH
Gender of pupils	Mixed	Telephone number	01905 423228
Number on roll	204	Fax number	01905 749096
Appropriate authority	The governing body	Chair of governors	
Date of previous inspection	4 February 2002	Headteacher	Mr Stephen Gough

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

The school serves an area where the socio-economic circumstances of many families are unfavourable. The percentage of pupils known to be eligible for free school meals is twice the national average and the percentage with learning difficulties is also high. The vast majority of pupils are White British. Children's standards are generally low on entry to the Foundation Stage, particularly in communication and language.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

This is a sound and caring school where staff appreciate and value the pupils and help them to develop as kind, cooperative and well behaved individuals. Pupils enjoy each other's company and are keen to learn. As one parent said, 'My daughter rushes to school and seems to enjoy every minute'. The school makes sound provision for all pupils, including those in the Foundation Stage. Satisfactory teaching underpins pupils' steady progress. Standards are lower than in most schools at the end of the Foundation Stage and in Years 2 and 6. However, these reflect pupils' satisfactory progress, given their low starting points on entry to the school and the high percentage of pupils with learning difficulties. Pupils' progress is satisfactory, rather than better, because good teaching is not sufficiently widespread. Leadership and management are satisfactory. The school's self-evaluation procedures are secure, and it has an accurate view of its effectiveness. The school has made sound progress since its last inspection. Standards have risen, behaviour has improved and unsatisfactory teaching has been eliminated. These improvements owe much to the determined and supportive approach of the headteacher, who took up his post when the school was at a low ebb. 'Mr Gough has made a big difference. Now I am proud to bring my children to this school,' commented one parent. Nevertheless, the school accepts that there is more to be done to raise standards further by increasing the amount of good teaching, by improving assessment procedures, and by ensuring that some staff with leadership roles make a bigger contribution to school improvement. The school is in a sound position to make these improvements and provides satisfactory value for money.

What the school should do to improve further

- Improve satisfactory teaching to match the good teaching already established in some classes, particularly by ensuring that questions are used more effectively and that better use is made of time.
- Increase the rigour of assessment procedures in the Nursery and in subjects other than English, mathematics and science in Years 1 to 6.
- Develop the monitoring and evaluation roles of staff with responsibility for leading across a range of year groups (key stage leaders) and of coordinators for subjects other than English and mathematics.

Achievement and standards

Grade: 3

Achievement is satisfactory for all pupils, including for those with learning difficulties and the most capable. In the Nursery, children make sound overall progress and achieve well in their personal development. In Reception, good teaching enables children to do well across all areas of learning. Nevertheless, the very low attainment of children on entry means that many do not reach the nationally expected standards at the end of the reception period, particularly in communication, language and literacy and mathematics. In Years 1 to 6, pupils' progress is satisfactory. While they achieve well

in some classes where the teaching is good, their progress slows in others where the teaching is satisfactory rather than better. Moderately challenging targets were set for pupils' standards in Year 6 in 2006. These were met in English but just missed in mathematics. The school has taken effective action to eliminate underachievement in recent years and pupils' progress has improved significantly since the last inspection. Further improvement is hindered because there is not enough good teaching. Standards are below average in Years 2 and 6. However, these standards represent satisfactory achievement, given the composition of these year groups. Nearly half of the current Year 2 class have learning difficulties, while the Year 6 class has a third with learning difficulties and also includes six pupils with statements of special educational need.

Personal development and well-being

Grade: 2

Pupils' personal development and well-being are good. Relationships between adults and pupils are positive. Consequently, pupils feel valued and secure, and know that staff have their best interests at heart. Nearly all pupils enjoy school and have positive attitudes to learning. As one parent commented, 'My son likes his teacher and tries hard because he's happy at school'. Pupils' behaviour is good and has improved since the last inspection. The vast majority of pupils listen attentively to their teachers and concentrate well. The attendance rate is broadly average and improving. Pupils' spiritual, moral, social and cultural development is good. Pupils work together amicably, respect the feelings of others and have a well developed sense of fair play. They respond positively when given responsibility, for example as 'reading buddies' for younger children. School council members take their role seriously but sometimes miss opportunities to gather the views of other pupils. Pupils are safety conscious and are concerned for the welfare of others. They understand the importance of healthy eating and exercise, enjoying fruit at breaktime and a good range of physical activities. They are keen to play their part in the school community and value the 'zone boards' which recognise good deeds and behaviour. They are aware of the needs of people outside the school and are often involved in fund raising activities. Pupils' satisfactory progress in literacy and numeracy means they are being soundly prepared for their future.

Quality of provision

Teaching and learning

Grade: 3

The quality of teaching and learning is satisfactory. While teaching is good in some classes, in an equal number it is only satisfactory. The school is fully aware that good teaching needs to be more widespread in order to improve pupils' progress from satisfactory to good. Teachers explain tasks clearly and have positive relationships with pupils. Consequently, pupils are usually confident about tackling their work. All teachers manage pupils' behaviour well, and this is reflected in the positive working atmosphere. In the most effective lessons, teachers know just when to intervene with well judged guidance. For example, one Year 5 pupil commented, 'My teacher soon

noticed I was stuck. After her help I didn't want the lesson to stop because I was doing really well'. In lessons which are satisfactory rather than better, pupils' progress is limited because teachers sometimes talk for too long and questions are not always used well enough to probe pupils' understanding. In Reception, assessment procedures are used well to benefit children's learning. However, in the Nursery, children's progress is not monitored with enough precision. Consequently, children are not always given the specific help they need to make good progress. Assessment procedures are sound in English, mathematics and science in Years 1 to 6. In other subjects, assessment is less rigorous, making it difficult for teachers to judge pupils' progress and identify the next steps in their learning.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory. Children in the Foundation Stage benefit from a wide range of learning opportunities, including focused play. However, these are often more precisely matched to children's individual needs in Reception than in the Nursery, where assessment procedures are less well developed. In Years 1 to 6, satisfactory provision is made for development of pupils' literacy and numeracy. The curriculum is suitably broad and the statutory requirements are met. Good provision is made for pupils' personal development, and this is clearly reflected in pupils' positive attitudes and behaviour. Pupils learn how to stay safe and to adopt healthy lifestyles. Provision for pupils' creative development is strong and has been recognised by the recent Silver Artsmark Award. A good range of additional learning opportunities, including after-school clubs, benefit pupils' learning. Pupils talk enthusiastically about the many visits and visitors that capture their interest and bring learning alive.

Care, guidance and support

Grade: 2

Care, guidance and support are good. Pupils feel safe and the positive relationships that exist throughout the school enable them to share any worries they may have with staff. Parents are justifiably confident that their children are well looked after in school. Good arrangements for settling children into the Foundation Stage include strong links with the Children's Centre which is on the school site. Effective transfer arrangements also help Year 6 pupils to be confident about their move to the high school. Child protection procedures are robust, and rigorous health and safety checks are carried out. The school works well with external agencies to provide support for pupils when this is required. Vulnerable children are carefully monitored. Support and guidance are good for pupils' personal development and satisfactory for their academic development. Teachers' marking provides pupils with useful feedback and pupils are aware of their targets in English and mathematics.

Leadership and management

Grade: 3

Satisfactory leadership and management help to ensure that pupils make sound progress. The headteacher provides a clear sense of direction and keeps his finger firmly on the pulse of the school. Self-evaluation procedures are sound, particularly due to the wide range of methods used by the headteacher and deputy to monitor the school's performance. Consequently, the school has an accurate view of its effectiveness. The development plan identifies sensible priorities and has a beneficial impact. For example, a sustained emphasis on English and mathematics has increased pupils' progress in recent years, so they no longer underachieve. Links with parents have strengthened and there is a growing sense of partnership in children's education. The school has made sound progress since its last inspection, and there has been a rising trend of improvement since the appointment of the headteacher in 2002. His tenacity, clear thinking and good motivational skills are key strengths in the school. The deputy headteacher fulfils her role well. However, other key staff with responsibility for leading across a range of year groups, (key stage leaders) do not have a sufficiently clear overview of provision. This restricts their effectiveness. The roles of subject leaders are underdeveloped, except in English and mathematics. Their monitoring often lacks rigour, so they are not in strong positions to identify and target areas for improvement. School governance is good. Governors keep themselves well informed, undertaking regular visits to see the school in operation. The school knows what it needs to do to improve and is soundly placed to make these improvements. It provides satisfactory value for money.

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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?	3	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	3	NA
The effectiveness of the school's self-evaluation	3	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?	3	NA
The standards ¹ reached by learners	4	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	3	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	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	3	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?	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	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	3	NA
How effectively and efficiently resources are deployed to achieve value for money	3	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

7 July 2006 Dear Pupils, Thank you for welcoming us into your school and being so friendly, polite and helpful. Here are some of the good things we found out.

You enjoy school, like your teachers and have lots of friends.

You behave well in lessons and at other times.

The adults in the school take good care of you, and you know who to go to if you need some help.

Some lessons are really well taught.

You understand that it is important to eat healthily and to take exercise.

You get on well with other children, help each other and are keen to take on responsibilities in the school. We also found a few things the school needs to improve. We want the school to make sure there is more good teaching so you can do even better. We found that teachers could sometimes make more careful checks on your progress. We also want some teachers to play a bigger part in helping the school to improve. Thank you again for your kindness when we visited you. Yours sincerely, David Westall Lead inspector