



Dove Bank Primary School

Inspection Report

Unique Reference Number 120061
LEA Leicestershire
Inspection number 280724
Inspection dates 14 March 2006 to 14 March 2006
Reporting inspector Doris Bell AI

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

Type of school	Primary	School address	Bagworth Road
School category	Community		Nailstone
Age range of pupils	4 to 11		Nuneaton, Warwickshire CV13 0QJ
Gender of pupils	Mixed	Telephone number	01530 262371
Number on roll	107	Fax number	01530 262371
Appropriate authority	The governing body	Chair of governors	Mrs Joy Crane
Date of previous inspection	19 June 2000	Headteacher	Mr Robert Owen

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

Just under half of the pupils in this small primary school come from Traveller families. Movement in and out of the school is very high and the proportion of pupils with learning difficulties is well above average. Attainment on entry is below that expected for four-year-olds. Many children who start school, including some who start in Years 1 and 2, have had no previous pre-school or school experience. The present headteacher has been in post just over a year.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a good school that is well led and managed. Pupils achieve well because the quality of teaching is good. They are well cared for, their progress is meticulously tracked and their learning is carefully planned to meet their needs. Pupils are eager to learn and they enjoy being at school. Every effort is made to build on their prior learning, wherever it occurs, and to improve what, for many pupils, is inadequate attendance. The school uses the Traveller Support Service and other agencies very effectively to do these things. Despite its best efforts, however, reading, writing and mathematical skills remain weak and standards are exceptionally low at the end of Year 6. Quality and standards are good in the Foundation Stage. This gives the children a good start to their education, even though, as travellers, some may not remain at the school for long or they may come and go at various times.

The school's evaluation of its own work is accurate and perceptive. It is very firmly based on helping individual pupils to make the best possible progress whatever their background or ability. Despite some instability in leadership since the last inspection, the school has improved. Under its new leadership, which has resulted in good teamwork amongst staff, governors and parents, it has demonstrated clearly that it has the capacity to improve further. It provides good value for money.

What the school should do to improve further

- raise standards in reading, writing and mathematics throughout the school by continuing to foster enjoyment of reading, by encouraging pupils even more to write at length, and by improving pupils' ability to calculate quickly and accurately
- continue to do everything possible to improve attendance.

Achievement and standards

Grade: 2

Good teaching, securely based on pupils' individual learning needs, enables all groups of pupils, from the least to the most able, travellers or not, to achieve well. Despite this, standards in Year 6 were exceptionally low in English, mathematics and science in 2005. In the Reception Year, only a small number of children fully meet the expected standards for the end of Reception. The school's constantly changing population and pupils' erratic attendance prevent learning from being continuous for a large number. Nevertheless, the thorough analysis and rigorous tracking of pupils' progress ensures that their work is always at the right level, and learning improves. The school has successfully narrowed the gap between girls' and boys' attainment. Comprehensive data shows clearly that when their attendance improves, pupils often make very good progress in a short period of time.

In 2005, standards improved in Year 2 and came very close to the national average in reading, writing and mathematics. This reflects the school's success in building on what pupils had learned in the Foundation Stage. Mathematics remains the weakest

area in Years 3 to 6 because pupils are not able to calculate quickly and accurately. The school recognises this and is working on it. It is also fostering enjoyment in reading and improving pupils' ability to write at length. Challenging targets are set for all year groups and the school is working very hard to reach them. All targets are securely based on a clear and accurate evaluation of pupils' prior attainment. This resulted in the new leadership rightly taking the step of raising the whole-school targets for pupils currently in Year 6.

Personal development and well-being

Grade: 2

Pupils' personal development, including their spiritual, moral, social and cultural development, is good. All pupils, including those from travelling families, enjoy school, behave well, respect others and join enthusiastically in all that is on offer. Pupils develop good, trusting relationships with adults and other pupils. They eagerly accept responsibility, for example as 'lunchtime pals' or 'reading buddies'. Proud members of the school council contribute well to the life of the school. Pupils feel safe, and they know how to keep themselves safe. Harassment of any sort is rare and they know who to turn to should it happen. They have a good understanding of what makes a healthy lifestyle and they develop a good sense of wider social issues and of cultural diversity. All pupils are at least satisfactorily prepared for life beyond school.

Despite the school's best efforts, attendance, though satisfactory, remains below average due to the transient nature of some travelling families and to some parents taking holidays during term time. This adversely affects the pupils' personal and academic development. The school makes good use of external agencies, including the Travellers' Service, to improve attendance.

Quality of provision

Teaching and learning

Grade: 2

Effective planning, arising from a well-developed understanding of the nature of the school's population, is a key feature of the good teaching that is evident throughout the school. All pupils make good progress in lessons because teachers tell them what they are expected to learn and show them how to check whether they have been successful.

Pupils' work is marked and assessed well, and the information is used effectively in planning future lessons and target setting. All pupils have targets. Most understand them and how to achieve them, though a small number feel that they have not been adequately explained.

Activities are of a highly practical nature. They are well matched to the pupils' different levels of capability, and the pupils quickly become absorbed in them. The additional activities planned at each level provide good challenge for pupils whose learning has fallen behind because of erratic attendance rather than because of learning difficulties.

Teachers keep a close eye on this and move pupils' learning on faster wherever possible. Pupils respond well to the teachers' high expectations of their work rate and behaviour.

All resources are used effectively to promote learning. The astute deployment of well-briefed, competent teaching assistants ensures that different groups of pupils receive good support at different times in whole-class sessions and in group work. Homework is used well to consolidate and extend learning and the pupils appreciate this.

Curriculum and other activities

Grade: 2

The curriculum is good. It is effectively matched to the needs and interests of all of the pupils. A good range of exciting activities such as weeks based around one theme, often supported by visits and visitors, encourages pupils to be interested learners who want to find out more. Pupils very much appreciate what the school offers them, one even describing the visit by 'Florence Nightingale' as 'wicked'. The Foundation Stage curriculum is effectively planned and indoor and outdoor learning is fostered well. Good emphasis is placed on developing literacy and, more recently, numeracy skills in other subjects. The school recognises that it could place even greater emphasis on this and is reviewing the curriculum accordingly. Pupils are very enthusiastic about the new whiteboards which they say help them to learn better. A comprehensive programme for personal, social and health education helps pupils make healthy choices and develop life skills. A good range of out-of-class clubs such as cookery, chess and sporting activities and residential visits effectively support pupils' learning and personal development.

Care, guidance and support

Grade: 1

The very high level of care and support given to pupils effectively fosters their enjoyment of school and their eagerness to learn. Procedures for child protection, health and safety are effective, enabling all pupils to work and play in a safe, secure learning environment. The school's focus on promoting healthy living effectively shapes pupils' attitudes to health, healthy diets and physical activity. All pupils receive good academic and personal guidance. Good support is given to pupils with learning difficulties or disabilities, and those considered to be vulnerable for whatever reason. Parents are very pleased with what the school does for their children. The school's partnership with parents is good and most support it well. The school does everything it can to help parents to become involved in their children's learning.

Leadership and management

Grade: 2

Good leadership and management have successfully ensured that all pupils make as much progress as possible when they are in school. Keenly aware of the issues facing the pupils, leaders and managers have concentrated effectively on improving pupils'

individual progress. Pupils who remain with the school from Reception to Year 6 benefit from this as much as those who come and go at various times. The school's evaluation of its own work is accurate and perceptive. The evaluations are securely based on a detailed analysis of how well pupils are doing in relation to their capability and their attendance. This has led to effective planning and to the good use of outside agencies to improve attendance. Through its rigorous checks on teaching and learning, the school successfully ensures that, as far as possible, all pupils' learning is continuous.

The school's careful financial planning successfully ensures that it can respond quickly to the constantly changing number of pupils. Governors are effectively involved in checking the school's work. They question and challenge what the school is doing and support it well. The new senior leadership team is developing well and good teamwork is evident amongst all staff. The school improvement plan is a useful tool in the drive to raise standards. However, it does not include numeracy. Recognising the omission and the weaknesses in pupils' calculation skills, the school took action during the year to improve them. The school has improved since its last inspection and clearly demonstrates that it has the capacity to improve further.

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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?	2	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	2	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	4	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	3	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?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	1	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	2	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 in your school and for talking to us about your work and about school life. You clearly enjoy school very much and try very hard to learn as much as you can. We found that there are many good things about your school that are helping you to do just that.

We liked these things most of all:

- You are taught well. Your teachers and other adults are really good at helping each one of you to make as much progress as you can in lessons.
- Your behaviour is good. You are polite and courteous towards everyone. You work hard and you are very proud of your school.
- You learn well because you throw yourselves into the many interesting things you are given to do.
- You are well cared for. You know that staff listen to your concerns and want to help you, and you are willing to help each other.
- The headteacher and governors lead and manage the school well. They work very hard to make sure you have every opportunity to do as well as you can.

These are the things we have asked your school to work on now:

- Helping you to get even better at reading, writing and mathematics, especially at learning to calculate quickly and accurately.
- Continuing to do everything possible to improve your attendance at school because when you do not attend, you are not learning.

We hope you will all achieve much more as a result of these improvements and that you will continue to enjoy learning throughout your lives.