



Dormers Wells Junior School

Inspection Report

Unique Reference Number 101937
Local Authority Ealing
Inspection number 286230
Inspection dates 18–19 September 2006
Reporting inspector Lynn Bappa

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

Type of school	Junior	School address	Dormers Wells Lane
School category	Foundation		Southall
Age range of pupils	7–11		UB1 3HX
Gender of pupils	Mixed	Telephone number	02085711230
Number on roll (school)	396	Fax number	02088430689
Appropriate authority	The governing body	Chair	Mr Barry Hunt
		Headteacher	Ms Sue Reading
Date of previous school inspection	8 October 2001		

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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

Dormers Wells is a large junior school, situated in an area of considerable deprivation. Almost all the pupils come from minority ethnic groups, and there are significantly high numbers of pupils with English as an additional language. Well over half the pupils are refugees or asylum seekers. Many pupils have never attended any school before or have attended several. The proportion of pupils with learning difficulties or disabilities is higher than average. Mobility rates are high and increasing, with significant numbers of pupils arriving and leaving at times other than the beginning of the school year.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Dormers Wells is a good school. It is a happy and harmonious place. Pupils are well cared for and feel safe and secure. Most pupils attend school regularly, enjoy lessons and other activities and make good progress in their personal and social skills. These aspects are praised by parents, one of whom said, 'My daughter enjoys going to school and wearing her new uniform. She feels special and grown up. I am delighted to note that she feels settled, comfortable and contented'.

The school is doing a good job in improving standards in a challenging and complex situation. National test results for 11 year olds in 2005 show that standards are well below the national average in mathematics and science and below average in English. The school has taken effective action to improve the situation. In science, for example, there is now a much greater emphasis on investigative work and in mathematics teachers have focused on improving pupils' problem solving skills. Provisional test results for 2006 show that standards in both these subjects have improved. Pupils achieve well during their time in the school, particularly in Years 3 and 6. Senior leaders are well aware, however, that there are still some variations in the rates of progress made in different year groups and are beginning to look more systematically at some of the reasons for this.

Teaching is good, especially in the way that teachers promote and reinforce learning through clear explanations and good questioning. Pupils behave well because teachers have very good classroom systems and routines. Pupils get on well with their teachers and with each other and work hard at the tasks they are given. Teachers plan their lessons carefully but do not explain clearly enough to pupils what they are going to learn and why.

The good curriculum meets the needs of the pupils and promotes their personal skills well. Opportunities for learners to develop their ICT (information and communication technology) skills are satisfactory, but staff need more training on ways to deliver this part of the curriculum more creatively. Pupils have a good understanding of healthy lifestyles and enjoy extra-curricular activities and events. There are good systems in place to ensure that pupils settle quickly into school, no matter when they arrive, and there are good links with local secondary schools. Leadership and management are good. The most important areas for improvement have been identified and appropriate actions are being taken to tackle the issues. There is a very strong commitment towards making every child feel valued. Staff, parents and pupils are rightly proud of this aspect of school life. New children, whenever they arrive, are always welcomed warmly and helped to settle in. The impact of this is seen in their growing sense of security and well being and in the levels of progress that they make.

What the school should do to improve further

- Improve pupils' learning by ensuring that they know exactly what they are going to learn and why.

- Make better use of target setting to ensure that pupils in all year groups achieve as well as they might.
- Provide pupils with more opportunities to develop their ICT skills across the curriculum.

Achievement and standards

Grade: 2

Pupils enter the school with a very wide range of starting points, but well below average standards overall. Pupils get off to a fast start in Year 3 and make good progress during their time in school. Those who are vulnerable because of their social circumstances, or who join from other schools or from abroad, also make good progress and the school has worked very hard to ensure that these pupils are fully included in every part of school life. Pupils with learning difficulties and disabilities, and those who speak English as an additional language, make similar rates of progress as their classmates.

Personal development and well-being

Grade: 2

Pupils' spiritual, moral, social and cultural development is good. They are polite, friendly and welcoming to new pupils, helping them to settle in quickly. They show respect towards each other's cultures and beliefs. As the headteacher rightly said, 'Our pupils are interested in learning about each other'. School councillors are pleased that their views are taken seriously by the school, and playground 'PALS' and prefects help to ensure that younger pupils are safe during lunchtimes and have someone to play with. Pupils contribute to the wider community through initiatives such as the Southall Junior Wardens. Pupils behave well and have positive attitudes to learning. In some lessons, however, they are too dependent on the teacher and would benefit from being given more opportunities to do things for themselves.

Pupils report bullying, if it occurs, and play and work together safely and happily. They participate enthusiastically in sporting activities and understand why it is important to take part in them. They show a good understanding of which foods are good for you. As one pupil said, 'Healthy eating and exercise builds stronger bodies and helps you learn better'. Pupils' positive attitudes and good achievement in basic skills prepares them well for the next stage in their education.

Quality of provision

Teaching and learning

Grade: 2

Teaching is good overall. Teachers have worked very hard to create a good climate for learning. There is good support for pupils with learning difficulties and disabilities. Pupils with English as an additional language and recent arrivals are also well supported.

As a result, pupils make good progress overall. Teachers make good use of assessment data to target pupils who may be at risk of underachieving, but day-to-day marking does not always provide pupils with enough information on what they need to do to improve their work.

Curriculum and other activities

Grade: 2

The curriculum is responsive to the needs of different pupils. Higher attainers in Year 6, for example, benefit from mathematics lessons taught by a teacher from the local secondary school. Teachers have improved the way in which they plan science lessons so that there is a greater focus on investigative work. As a result, standards in science improved last year. Opportunities for pupils to develop and practise their literacy and numeracy skills within other subjects are good. There are good enrichment opportunities and pupils participate eagerly in the wide range of clubs, visits and other activities.

Care, guidance and support

Grade: 2

Pupils are well cared for in a safe and happy environment where it is clear that every child matters. There are good procedures for child protection. Children who enter the school during the course of the year are very well supported and consequently settle quickly.

School leaders make good use of data to track the progress of pupils in different year groups and subjects, but teachers do not yet make consistent enough use of this information to set targets for pupils so that they understand what they need to do to achieve the next level.

Leadership and management

Grade: 2

The headteacher and senior leaders provide good leadership and are well supported by other staff. Everyone plays a part in moving the school forward. The school's self-evaluation is accurate and takes good account of the views of parents and pupils.

Monitoring systems are effective and increasing use is made of the analysis of performance data as a tool to raise standards and improve achievement. There is no sense of complacency and this has brought improved test results and more consistent teaching and achievement across the school. There is a clear commitment from all staff to improve their performance and the progress made by all children. As a consequence of this, standards in science and mathematics have improved. The school is therefore well placed to build on its successes.

The governing body have a clear idea of what the school needs to do to improve. They ensure that statutory requirements are met. The school ensures that money is spent wisely on staff and other resources, although the library contains too many shabby

and outdated books. The school runs smoothly and there are clear and well understood daily routines.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

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

The quality of provision

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

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

Thank you for all the help you gave us when we came to visit your school. We enjoyed our visit very much. We think you are given a good education that prepares you well for when you go to secondary school.

You behave well and it was delightful to see the friendly way in which you played together and made sure that everyone was included. You obviously enjoy coming to school. We were impressed by how neat and tidy you all are. It was great to see so many of you involved in activities outside of lessons and also to see that you take learning seriously. Your teachers obviously care about you and many of you told us how much you appreciate all that they do.

Because you work hard and listen carefully you are successful in learning new things. You are especially good at English, and it is clear that most of you enjoy your other lessons too. We think that standards in mathematics and science have improved - well done, for that!

These are the things that we have asked your teachers to do now to make the school even better. We have asked them to tell you more clearly in lessons what you are going to be learning and why. We have also asked them to think of more ways to help you improve your skills in using computers in your work. Finally, we also think you need to have more targets to help you to make even better progress. We are sure that you will do your best to help them to do these things.

We wish you every success in the future.

Dr Lynn Bappa

Lead Inspector