



# Dovedale Primary School

## Inspection Report

**Unique Reference Number** 112700  
**Local Authority** DERBYSHIRE  
**Inspection number** 289377  
**Inspection dates** 18–19 October 2006  
**Reporting inspector** Susan Aldridge

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

|   |                    |                         |  |
|---|--------------------|-------------------------|--|
| <b>Type of school</b>                     | Primary            | <b>School address</b>   | Dovedale Avenue                            |
| <b>School category</b>                    | Community          |                         | Long Eaton, Long Eaton                     |
| <b>Age range of pupils</b>                | 4–11               |                         | Nottingham,<br>Nottinghamshire NG10<br>3HU |
| <b>Gender of pupils</b>                   | Mixed              | <b>Telephone number</b> | 01159735984                                |
| <b>Number on roll (school)</b>            | 289                | <b>Fax number</b>       | 01159736701                                |
| <b>Appropriate authority</b>              | The governing body | <b>Chair</b>            | Mrs Ann Roebuck                            |
|   |                    | <b>Headteacher</b>      | Mr David Allen                             |
| <b>Date of previous school inspection</b> | 21 May 2001        |                         |  |

|                          |   |                                    |
|--------------------------|---|------------------------------------|
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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

Pupils are mainly of White British heritage; few are of mixed race or from minority ethnic backgrounds. The proportion of pupils with learning difficulties and disabilities is below average and there is a similarly low proportion eligible for free school meals. The headteacher is the County Secretary for the National Association for Head Teachers (NAHT) and is away from the school for two days each week. On these days the deputy head fulfils the role of headteacher. In the last two years the school has participated in the Primary Leadership Project (PLP) and the Intensive Support Programme (ISP). This has resulted in a higher-than-usual level of support from local authority personnel.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

The school judges its effectiveness to be satisfactory and the inspection confirms this. It provides satisfactory value for money. There are significant strengths in the care and support that the school provides and in the way that pupils develop as young people. Pupils enjoy coming to school: this is reflected in their good attendance. They are delightful and make good ambassadors for the school. The headteacher's influence is clear in the caring atmosphere and the good quality relationships that exist between all members of the school's community; it is also reflected in a high degree of parental satisfaction. Pupils' personal development and well-being are good. They make healthy choices and they behave safely and well. There are good opportunities for them to contribute to the school and the wider community, and satisfactory opportunities for them to work in teams. The knowledge and skills that children have when they enter the school vary. In the recent past these have been slightly below the national norm: this year they are average. Sound provision in the Foundation Stage enables children to make satisfactory progress towards the nationally expected levels such that standards by the end of Reception are similar to those expected and achievement is satisfactory. Standards by the end of Year 2 have been well above average in the past but they have steadily fallen closer to average over the last five years. In 2006, they were just above the national average. Achievement was best in mathematics; pupils did less well in reading, writing and science. There has been a similar downward trend in standards reached by the end of Year 6 but this also was successfully reversed by the school this year. In 2005, standards by the end of Year 6 were not high enough: in 2006, the school had its best ever results for English and mathematics.

Improvements have been achieved through the hard work and commitment of staff, who were well supported by local authority personnel. The deputy headteacher has played an important part in tracking standards, progress and improvement through the collection and analysis of assessment information. Analysis has resulted in the identification of areas for improvement. Although suitable action has been taken to raise standards across the school, the greatest emphasis and impact have been in Years 5 and 6. Pupils' satisfactory achievement and progress are linked to satisfactory teaching. The monitoring of lessons has contributed to improvement, but observations are not always sufficiently focused on those elements that need the most improvement or on identification of good practice that might be shared. Although staff know what will be evaluated when they are observed, there is not a 'school view' of what constitutes good teaching. There has been a strong focus on planning to meet the different needs of pupils in each class, particularly through setting individual targets. However, there are occasions when planned work is not sufficiently well matched to the differing abilities of all pupils. Progress in lessons is also limited when the pace of learning becomes too slow. Leadership and management are satisfactory, as is self-evaluation; it is accurate and involves all that it should. Since the last inspection there has been satisfactory improvement and the school's capacity to improve further is satisfactory.

## What the school should do to improve further

- Raise standards in Years 1 and 2, particularly in reading, writing and science.
- Agree the criteria for good teaching and rigorously monitor lessons using these criteria.
- Ensure that all pupils are set suitably challenging tasks in lessons and are kept well engaged throughout.

## Achievement and standards

### Grade: 3

Pupils from Reception to Year 6 make satisfactory progress from their starting points. Results in the Year 2 mathematics tests were above the national average this year and the school attributes this to the setting of appropriate individual targets for pupils. In 2006, the school exceeded its targets for English and mathematics in Year 6. Interventions such as target-setting and writers' workshops paid off; pupils achieved record results. The percentages achieving the expected Level 4 and the higher Level 5 exceeded the respective national averages in English, mathematics and science. This represents satisfactory achievement because these pupils entered Year 3 with above-average attainment. Pupils with learning difficulties and disabilities make satisfactory progress against the targets set for them. This is an improvement since the last inspection when their achievement was unsatisfactory. This improvement is the result of early identification and intervention programmes.

## Personal development and well-being

### Grade: 2

Pupils' spiritual, moral, social and cultural development is good. They grow into confident, friendly, caring individuals who are warm and courteous towards others. They know well how to keep themselves safe and are aware of the benefits of exercise and healthy foods. One described how her brother discovered that he liked salad foods while trying the school's lunchtime salad bar. By electing the school council, pupils begin to learn about democracy, and they develop satisfactorily their understanding of enterprise and teamwork skills. Most develop a good capacity to form good relationships and a strong sense of right and wrong. They show concern for others and are pleased to take on the many responsibilities they are given in school. Wide recognition of achievements fosters pupils' self-esteem.

## Quality of provision

### Teaching and learning

#### Grade: 3

Teaching, learning and assessment are satisfactory with some good features. Lessons are prepared well. Relationships are good; pupils are not afraid to 'have a go' because

teachers value their ideas and suggestions. Teachers have a good idea of the levels pupils are working at and what they need to do to improve in English and mathematics, and translate this knowledge into suitable targets. However, not all pupils know well enough what their targets are. Teachers mark work helpfully and give pupils constructive feedback during lessons. Work is usually pitched at the right level; occasionally it is too hard or too easy for a few. Enjoyable tasks often engage pupils well. Occasionally, whole-class teaching goes on for too long and pupils' concentration and involvement diminishes. The addition of an outdoor area for Reception children is an improvement since the last inspection, though opportunities have been missed to make it stimulating and use it as a 'learning zone'.

## **Curriculum and other activities**

### **Grade: 3**

The curriculum is satisfactory. In Years 3 and 4, breadth has been added by the teaching of French, which pupils greatly enjoy. A wide range of visits and visiting speakers adds interest and enjoyment for pupils. The curriculum promotes personal development well by providing opportunities for pupils to take responsibilities, work together, raise funds and entertain members of the local community. There is a satisfactory range of clubs and sporting activities outside lessons, which actively encourage healthy lifestyles. To strengthen further pupils' knowledge and understanding of personal health and safety, an improved personal, social and health education programme has been developed and this is to be taught from January 2007. The school also has suitable plans to increase opportunities for pupils to take part in enterprise activities. Provision for pupils with learning difficulties and disabilities has improved and is now satisfactory.

## **Care, guidance and support**

### **Grade: 2**

This aspect of the school's work is good. Pupils feel safe and know who to turn to if they have a problem. There is high quality support for pupils' personal development, which effectively encourages them to be caring citizens. Weaknesses in the provision for pupils with learning difficulties and disabilities have been addressed and the school has clear guidance about how teachers should identify such pupils early. The school links with a good range of external agencies to provide necessary support. One parent said, 'My son needs extra help and the support has been brilliant'. Teachers set all pupils targets for what they need to learn next, though some targets are not written in 'pupil friendly' language. Arrangements for safeguarding pupils meet requirements.

## **Leadership and management**

### **Grade: 3**

Leadership and management are satisfactory. The 'shared headship' practice is working effectively. The headteacher and his deputy have clearly defined roles which draw well on their particular skills and qualities. They share a common vision which has been communicated well to staff. The senior management team, recently strengthened by

the appointment of an assistant headteacher, combines with other key staff to form a group which, since September, has had responsibility for raising standards across the school. Although it is too early to see the impact of this group's work, members work well together and have accelerated the pace of developments for which they are responsible.

Governance is good. Members of the governing body are most supportive; they also challenge the school by 'raising the bar' when setting targets for improvement, for instance. The improvement plan sets out a suitable agenda for change, although priorities are occasionally implicit, rather than explicit.

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## Inspection judgements

|   |                       |
|---|-----------------------|
| Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate | <b>School Overall</b> |
|---|-----------------------|

### Overall effectiveness

|  |     |
|--|-----|
| <b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b> | 3   |
| How well does the school work in partnership with others to promote learners' well-being?  | 2   |
| The quality and standards in the Foundation Stage  | 3   |
| The effectiveness of the school's self-evaluation  | 3   |
| The capacity to make any necessary improvements  | 3   |
| Effective steps have been taken to promote improvement since the last inspection   | Yes |

### Achievement and standards

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

### Personal development and well-being

|   |   |
|---|---|
| <b>How good is the overall personal development and well-being of the learners?</b>                           | 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 | 3 |

### The quality of provision

|   |   |
|---|---|
| <b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>          | 3 |
| <b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b> | 3 |
| <b>How well are learners cared for, guided and supported?</b>   | 2 |

<sup>1</sup> 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

|  |     |
|--|-----|
| <b>How effective are leadership and management in raising achievement and supporting all learners?</b>                                       | 3   |
| How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education | 3   |
| How effectively performance is monitored, evaluated and improved to meet challenging targets   | 3   |
| How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can                     | 3   |
| How effectively and efficiently resources, including staff, are deployed to achieve value for money  | 3   |
| 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

21 October 2006

Dear Pupils,

Dovedale Primary School, Dovedale Avenue, Long Eaton, Nottingham NG10 3HU

Thank you for making us so welcome at Dovedale, for looking after us at lunchtime and speaking to us about school life. We enjoyed our visit. We came to find out how well you are all getting on and whether there are any things about the school that could be improved.

We were pleased to find that you are all getting on well enough with your school work. Your parents are pleased with what the school does for you. Adults and children all get on very well with one another at Dovedale. This helps you to learn. We were particularly pleased to see how well you are developing as young people. Your attendance at school and your behaviour are good. You are responsible and take on lots of jobs around the school. We noticed that many of you are making healthy choices at lunchtime and saw how much you enjoyed the activities provided at break times and after-school clubs. All the staff look after you well and you say that you feel safe there. By electing your school council, you will know what to do when you are able to vote as adults.

You are lucky to have a headteacher and a deputy headteacher who work well together, as well as having staff who work hard and are trying to make the school better so that you will be well prepared to move on to secondary school. What they are going to work on in the future is making sure that pupils in Year 1 and 2 do as well in English and science as they do in mathematics. They will also make sure that the work you are given is not too easy or too hard but 'just right', and that you are kept busy and thinking throughout every lesson. They have made a good start by setting your targets in English and mathematics. You can help by making sure you know what these are and trying hard to reach them. We feel sure that you will!

We wish you all well in the future.

Mrs S. Aldridge

Lead inspector