

Dore Primary School

Inspection report

Unique Reference Number	132152
Local Authority	Sheffield
Inspection number	293961
Inspection dates	13–14 June 2007
Reporting inspector	Rosemary Eaton

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

Type of school	Primary
School category	Community
Age range of pupils	5–11
Gender of pupils	Mixed
Number on roll	
School	418
Appropriate authority	The governing body
Chair	Mr Peter Lister
Headteacher	Mr I Wileman
Date of previous school inspection	11 November 2002
School address	Furniss Avenue Sheffield South Yorkshire S17 3QP
Telephone number	0114 2368690
Fax number	0114 2353206

Age group	5–11
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

This is a larger than average sized primary school. Few of the pupils live in areas that are socially or economically disadvantaged. The number eligible for free school meals is much lower than average. Most pupils are from White British backgrounds and very few are in the early stages of learning English. A smaller than average proportion of pupils has learning difficulties and/or disabilities.

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 with many outstanding features, providing good value for money. 'There isn't a wall between us and the teachers.' With this observation, one boy highlighted the excellent relationships which contribute so much to pupils' outstanding personal development. Their enjoyment of school is almost palpable. They relish work and play, revel in traditions such as the Year 6 'Egglympics', and are thrilled to demonstrate their accomplishments during the regular 'Talent Assembly'. The curriculum, also outstanding, promotes personal development especially well. For instance, pupils' excellent understanding of how to live a healthy lifestyle is enhanced by the exceptional range and quality of sporting opportunities. Extremely effective care, guidance and support ensures that pupils have the confidence to take on responsibilities such as being 'Young Leaders', watching over younger pupils at lunchtime. Following the example of staff and taking note of moral messages in assemblies and lessons, pupils develop a very strong social conscience. They frequently take the initiative in order to support causes. For example, pupils led an assembly, promoted their efforts on local radio, and finally sent 350 pairs of football boots to needy people in Africa. Because pupils have so much fun in school and appreciate that they and their teachers share mutual respect, their behaviour is particularly good. Owing to their social, emotional and behavioural difficulties, a small number of pupils need extra help to manage their behaviour. The school does its utmost to provide them with the support they need, often drawing on its extensive links with outside agencies. In this school, every child really does matter.

When they join the Reception Year, children's skills are mostly in excess of age-related expectations. By the time pupils leave school at the end of Year 6, standards are high. From the Reception Year onwards, pupils make good progress as they move up through the school. They achieve well, because the quality of teaching and learning is good. Many lessons are characterised by teachers' determination that all pupils will learn as well as possible. However, on too many other occasions, time is not used to the full, for example, when pupils spend too long listening to the teacher. This slows down the pace of learning.

The headteacher's passionate belief that children should have a 'rounded education' is shared by the very committed senior team, all staff and governors. It is reflected in the exceptional range of opportunities the school offers. Many parents are full of praise for this stimulating mix of academic and fun activities. The school knows itself well and is clear about where improvements are needed. For instance, the arrangements to track pupils' progress as they move up through the school are still developing. At present, it is not easy for the school to identify quickly if pupils are on line to miss or exceed their individual targets. The school has a good capacity to continue to move forward because when actions have been agreed, all concerned work together to bring about improvement. Leadership and management are good. As a direct result of its leadership, pupils leave Dore Primary as mature, lively and happy individuals, with an extensive repertoire of skills to help them in the next stage of their lives.

What the school should do to improve further

- Ensure that all lessons provide the pace and stimulus needed for pupils to learn well.
- Make full use of teachers' assessments of learning in order to track pupils' progress and enable quick intervention to provide additional support or set more challenging targets.

Achievement and standards

Grade: 2

During the Reception Year, children make good progress in all areas of their learning. By the end of the year, most have reached the national expectations for their age and many exceed them. In 2006, the Year 2 and Year 6 national test results were above average in English and mathematics. These high standards have been maintained since 2006. The proportion of pupils reaching higher levels is greater in Year 6 than in Year 2, reflecting the good progress they make. Since 2002, standards and achievement have been weaker in science than in English and mathematics. Early indications are that, owing to actions taken during the current year, science test results have improved, although fewer pupils have reached higher levels than in English and mathematics.

Pupils with learning difficulties and/or disabilities make good progress and achieve well overall. The relatively small numbers of pupils from minority ethnic backgrounds or in the early stages of learning English as an additional language also progress well. Pupils who speak no English when they join the school often make rapid progress, helped by the good use of language modelled by other pupils and the importance the school places on communication.

Personal development and well-being

Grade: 1

Spiritual, moral, social and cultural development is outstanding. Assemblies make very strong contributions by providing regular opportunities for pupils to think deeply and crystallise their ideas. For example, on the topic of 'fairness', one pupil posed the question, 'Shouldn't you just be grateful for what you get?' Pupils feel safe in school and are taught to take some responsibility for their own safety. For example, they learn in advance how to ask for help if they have a problem in a ski-lift during the school visit to Italy. They say that bullying is not a problem but that some children do get 'a bit giddy' at playtimes. New pupils are welcomed and those who have not previously been to school in England are given help and friendship. Only one racist incident has been noted in the past two years. The newly formed school council provides a formal route for pupils to influence school life. Its members have, for instance, been instrumental in the introduction of fruit snacks in Key Stage 2.

Quality of provision

Teaching and learning

Grade: 2

There is some outstanding teaching in the school but a similar proportion is satisfactory rather than good. During a mathematics lesson, Year 6 pupils delighted in learning difficult concepts which the teacher related to a real-life situation: planning paths in the wildlife garden. This excellent lesson challenged every pupil to stretch their understanding to its full extent and they loved every minute. They were all fully involved in their learning. Less successful lessons move on too steadily. For example, learning opportunities are reduced when explanations are overlong and higher attaining pupils do not learn enough when questions fail to demand that they think hard. Lots of praise, good humour and motivating activities are features of many lessons. They contribute to teachers' very effective management of pupils' behaviour. Teaching assistants play a big part in the good progress made by pupils with learning difficulties and/or disabilities or in the early stages of learning English. For example, they help pupils with

behavioural difficulties to cope with learning in the classroom or when working on individual tasks. Teachers frequently mark pupils' work very helpfully so they know just what to do in order to improve.

Curriculum and other activities

Grade: 1

Pupils benefit from an excellent range of visitors to the school, educational visits, and clubs at lunchtime and after school. These provide memorable first-hand experiences and enhance learning and personal development equally effectively. Pupils are very impressed with enrichment opportunities in music and sport, which extend into Key Stage 1. Partnerships with the community and a local secondary school support the curriculum very well, for example, through cricket coaching and specialist science teaching. Teachers regularly forge links between subjects and these make learning interesting and meaningful. Days when the whole school is focused on a particular theme, such as 'Water', are greatly enjoyed by pupils and help to consolidate learning. Increasingly, the curriculum is adapted very sensitively in response to individual needs, for example, those with behavioural difficulties. The Foundation Stage curriculum has developed well since the previous inspection and is still being refined, for instance, to provide more opportunities for children to learn independently.

Care, guidance and support

Grade: 1

Staff know pupils and their circumstances very well and react promptly to any concerns. Child protection procedures are rigorous and any pupils at risk are quickly identified. Pupils' personal development is monitored regularly and outside agencies involved whenever necessary. There are excellent systems to record and monitor accidents and incidents, including bullying. A very close eye is kept on particularly vulnerable pupils. Risk assessments are comprehensive and thorough. Induction arrangements are extremely secure and the school is unusual in that it continues to take an interest in its pupils' welfare after they have moved to secondary school. Teachers assess pupils' learning accurately and use this information in order to match work to their needs and set challenging targets. It is used less well to track progress as pupils move up through the school.

Leadership and management

Grade: 2

The headteacher's conviction that the pupils are the school's greatest asset underpins its work and is reflected in the way in which their interests are paramount. The deputy headteachers provide excellent role models for staff, for example, in the quality of their teaching. Governors offer exceptional support and challenge because they are very well informed at first-hand. The school's self-evaluation is thorough and results in a largely accurate picture of strengths and weaknesses. Plans to bring about improvement are effective and result, for example, in the higher standards anticipated this year in science. However, results in science have been less successful than in other subjects but, the school is now making this a focus for improvement. Teachers are increasingly held to account for pupils' progress and performance data are starting to be used more rigorously in identifying where intervention is needed. The tracking of pupils' progress is being developed further. There has not been time for this work to be completed or

for it to have an impact on standards and achievement. This is an outward looking school, readily sharing its expertise, for instance, by providing high quality support for trainee teachers.

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Annex A

Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	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?	1
The quality and standards in the Foundation Stage	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	2
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?	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	1
The attendance of learners	2
How well learners enjoy their education	1
The extent to which learners adopt safe practices	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

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?	1
How well are learners cared for, guided and supported?	1

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.

Annex A

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	1
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 being so helpful and friendly when the inspectors visited your school. We very much enjoyed our short time with you and I now need to let you know what we found out about the school.

Your personal development is outstanding. This means, for example, that you behave exceptionally well and you are very keen to help other children, your teachers, and people who are not as fortunate as yourselves. You told us how much you enjoy school and we can understand why. Your teachers provide a superb range of visits, clubs and other exciting activities. You also have lots of fun: there is a great deal of laughter at Dore Primary. You feel safe in school and the staff do a grand job of taking care of you.

You make good progress and reach high standards in the Year 2 and Year 6 national tests. This is because you are taught well. You learn faster in some lessons than others. We have asked your teachers to make sure that your work is always hard enough and that lesson time is not wasted. Teachers collect a lot of information about your learning. The school is working hard to use this in order to spot quickly if any of you are not getting on as well as you should or doing better than expected. We would like this work to be completed so extra help or higher targets can be organised.

Your headteacher, deputy headteachers, staff and governors all work very hard to provide you with a good education. We think yours is a good school with lots of outstanding features and we know that you agree.

The inspectors wish you all well for the future.