

# Dosthill Primary School

## Inspection report

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<b>Unique Reference Number</b>	124154
<b>Local Authority</b>	Staffordshire
<b>Inspection number</b>	314823
<b>Inspection dates</b>	16–17 October 2007
<b>Reporting inspector</b>	Barbara Crane

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	624
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Terry Dicks
<b>Headteacher</b>	Tony Hand
<b>Date of previous school inspection</b>	21 June 2004
<b>School address</b>	High Street Dosthill Tamworth B77 1LQ
<b>Telephone number</b>	01827 475155
<b>Fax number</b>	01827 475155

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<b>Age group</b>	3–11
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## Introduction

The inspection was carried out by four Additional Inspectors.

## Description of the school

This very large primary school serves an area in which most families have favourable social and economic circumstances. The proportion of pupils with learning difficulties and/or disabilities is below average. Pupil's attainment when they start in the Nursery is average. About 5% of the pupils come from families of ethnic origin other than White British. A small number of pupils are bilingual and none of these are at an early stage of acquiring English.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

Parents rightly feel that this is a good school. The views of many are captured by a parent's comment, 'My child has blossomed into a well-rounded individual because the staff make learning interesting and value every child.' Pupils' good personal development and well-being springs from the high level of care, support and guidance that the staff provide on a daily basis. Pupils are well behaved, polite and show respect towards each other and adults. Pupils say that they enjoy school. They make an outstanding contribution to the community through their willingness to help each other, their school improvement work and their involvement in events in the wider community. They have a good understanding of how to eat and drink healthily. They know how to keep themselves and others safe. Many take advantage of the numerous opportunities to keep fit by participating in sporting activities. Opportunities are missed, however, to broaden fully pupils' understanding of the diverse cultures present in our society.

Good teaching ensures pupils' good achievement. Standards, particularly in writing, are well above average at the end of Years 2 and 6. Pupils know what their targets are in writing and how to reach them. Pupils adapt their style of writing very effectively across all subjects. They relish chances to use their initiative for example, in their very competent computer work and scientific investigations. The progress and achievement of Years 1 and 2 pupils has been consistently good in recent years. However, pupils' progress in mathematics and science has been less consistent from Years 3 to 6. The school has successfully dealt with the root causes of pupils' slower progress and so pupils' achievement has returned to its previous good level. Nevertheless, teaching in Years 1 to 6 does not fully promote pupils' skills in solving problems in mathematics and pupils are not always sure of their targets. Consequently, pupils' progress in mathematics is not quite as speedy as in other areas. The good curriculum keeps pupils interested in learning and they take full advantage of what is offered. Many take part in the wide range of extra-curricular activities.

The school has a good capacity to improve. Good leadership and management mean that the school has a realistic view of how well it is doing. This evaluation is reliably informed by checks on teaching, learning and pupils' achievement. Parents and pupils respect the headteacher. They are fulsome in their praise of his determined leadership to get the best for the school. The governors provide good support for the school's work. However, the monitoring results of the school's race equality policy have not been published to parents.

## Effectiveness of the Foundation Stage

### Grade: 2

The consistently good teaching in the Nursery and Reception classes means that children have a strong platform for their future success. Children make good progress in basic skills in literacy and numeracy and in their personal development. From an average starting point, in all areas of learning, most children exceed the expectations for their age by the time they start in Year 1. Children develop independence and positive attitudes to learning because of the good curriculum and supportive atmosphere. Good leadership and management ensure that the right areas for improvement are identified. The current priority to improve boys' motivation to write by enhancing and adapting resources is effective.

## What the school should do to improve further

- Help pupils to understand their targets and build their skills in solving mathematical problems

- Improve pupils' awareness of different cultures.

## **Achievement and standards**

### **Grade: 2**

By the end of Reception, children achieve beyond the expectations for their age in all areas of learning. Pupils of all abilities and from all ethnic groups achieve well. Standards are well above average in Years 2 and 6.. Pupils are very competent in speaking and reading. Their acute listening skills enable them to learn from each other, as well as from adults. Standards in writing are particularly high. Pupils are quick to adapt their style of writing to suit different subjects, for example design and technology evaluations or investigative work in science. Pupils calculate quickly and accurately in mathematics. They are good at organising data or analysing it to find information. They are less certain about choosing the processes to solve problems in mathematics. Pupils have a high level of competency with information and communication technology (ICT) and excitedly explore its possibilities in presenting their ideas. Pupils with learning difficulties and/or disabilities make good progress towards their targets because of effective teaching.

## **Personal development and well-being**

### **Grade: 2**

Pupils good attendance is a measure of how much they enjoy school. Pupils' spiritual, moral, social and cultural development is good and relationships are strong. Pupils have a strong sense of justice and fair play. The school's friendly atmosphere is supported very well by pupils' willingness to help others. 'Buddies' take their role seriously and they provide effective support when their peers encounter difficulties. Pupils' awareness of European cultures is good but is not matched by their understanding of the diversity of cultures in today's society. Pupils' make an outstanding contribution to the community. Groups such as the Eco-School Committee and the Travel Plan group work to improve the school and wider environment. The school council has positively influenced the school's charter for teaching and learning by gathering pupils' views. Healthy eating options are popular for snacks and at lunchtime and pupils drink plenty of water. They put into practice what they have learned about how to keep safe and fit.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teachers' high expectations of behaviour combine with good relationships to create a calm working atmosphere in classrooms. Good teaching in the Foundation Stage takes account of how young children learn and promotes their good progress. The school's initiative to 'Build Learning Power' encourages pupils to talk confidently about their ideas and work together cooperatively. As a result, pupils approach their work creatively. They often assess each other's progress to aid mutual improvement. Pupils are more cautious in their approach to mathematical problem solving because they do not want to make mistakes. As a consequence, they depend on guidance from teachers, who sometimes give it too readily. Teachers do not sufficiently encourage pupils to fully consider their options in tackling problems. Teachers make good use of assessments to adapt planning for pupils with learning difficulties and/or disabilities. Pupils know how to improve because teachers clearly set out the next learning steps.

## **Curriculum and other activities**

### **Grade: 2**

The curriculum for Foundation Stage children achieves a good balance of interesting activities so that children enjoy learning. A very wide range of popular extra activities enriches the curriculum for older pupils. Pupils say that they enjoy the visits abroad and the many opportunities to take part in competitive sport and musical activities. All Year 3 pupils learn to play the violin. Partnerships with other schools are strong and benefit pupils' learning. For example, pupils learn French and German and Year 2 pupils enjoy the Spanish club. Opportunities for pupils to use ICT to support their learning are well integrated across the curriculum. Less consideration is given to planning across subjects for pupils to gain an understanding of diverse cultures. Pupils' health education is well planned and reflects in the pupils' strong understanding of how different types of exercise bring different benefits. Year 2 pupils, for example, explain that swimming is good for the joints but that running is good for the heart.

## **Care, guidance and support**

### **Grade: 2**

The good level of daily care, guidance and support provided by the staff underpins pupils' trust of adults. They say that adults readily help them with their work or when they face problems in their daily lives. Procedures for safeguarding pupils are very secure. The careful identification of particular needs and sensitive support for pupils with learning difficulties and/or disabilities ensures pupils' good progress. Guidance for pupils to improve their academic work is good in most respects. Target setting in writing is very effective. As yet, pupils do not have the same clear view of what they are aiming for in mathematics.

## **Leadership and management**

### **Grade: 2**

The headteacher leads a good staff team with skill and vision. Precise self-evaluation means that the school has an accurate view of its effectiveness. The senior managers have put into practice what they have learned from the headteacher in analysing data and checking on what is happening in the school. As a result, they have a clear view of where the strengths and weaknesses lie and how to bring improvement. Consequently, the weaknesses in teaching and learning that previously led to the dip in pupils' rate of progress across Years 3 to 6 have been resolved. The school's good capacity to improve is seen in the way that standards in writing have risen and pupils' facility with ICT has improved. Governance is good. Governors are well informed and check how well investment in areas such as ICT resources have impacted on pupils' learning. They monitor the effectiveness of the school's policies and in nearly all respects, the flow of information supports the school's good partnership with parents.

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## Annex A

## 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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

### Achievement and standards

How well do learners achieve?	2
The standards <sup>1</sup> 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?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	2
The behaviour of learners	2
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	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

<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.



## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	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 leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	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

17 October 2007

Dear Pupils

Inspection of Dosthill Primary School, Tamworth B77 1LQ

Thank you for helping us with our work when we visited your school. We really enjoyed talking with you and found that Dosthill is a good school. Your parents are glad that you go there and we can see why. It is a happy place for the staff and for you. You enjoy school and behave well.

We saw that you do well in your work and good teaching helps you reach high standards. You are all doing particularly well in writing and know what you are aiming for in your targets. We saw how much you enjoy working with computers and how well you use them.

The people in school take good care of you. They are kind and give you extra help if you need it. It was lovely to see you being so friendly and helping each other. You are making a real difference to your community by helping each other and through groups like the school council.

You have so many clubs and activities and lots of you take part. Well done to the cross-country teams for doing so well in their competition against other schools! We are pleased that you know how to eat and drink healthily and keep safe and fit.

Your school is well run and the staff work hard to get the best for you. They know what they need to do to make school even better for you. We have asked them to make sure that you know what your targets are in mathematics and make even faster progress in solving problems. Do not be afraid of making mistakes! We have also asked that you have more opportunities to learn about different cultures.

Keep on working hard and enjoying being with your friends and the staff at Dosthill. We wish you all the best for the future.

Yours sincerely

Barbara Crane Lead inspector



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Barbara Crane  
Lead inspector