

Dawlish Primary School

Inspection report

Unique Reference Number	103073
Local Authority	Waltham Forest
Inspection number	323745
Inspection dates	13–14 October 2008
Reporting inspector	Glynis Bradley-Peat

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School (total)	232
Government funded early education provision for children aged 3 to the end of the EYFS	56
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Mr M Perry
Headteacher	Mr M B Reader
Date of previous school inspection	3 October 2005
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Jesse Road London E10 6NN
Telephone number	020 8558 1566
Fax number	0

Age group	3–11
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

The school is of average size. There is provision for the Early Years Foundation Stage (EYFS). The majority of pupils come from a variety of minority ethnic backgrounds. Almost half of pupils have English as an additional language. The proportion of pupils eligible for free school meals is higher than usually found. The proportion of pupils identified with moderate, specific, speech and language and behavioural, emotional and social difficulties is above average but the percentage with a statement of educational need is below. The proportion of pupils joining or leaving the school at other than the usual times is also high. The school has gained the 'Basic Skills Quality Mark' and 'Healthy School Award.'

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Dawlish Primary gives its pupils a good standard of education and parents' comments are overwhelmingly positive. Pupils enjoy school and one parent wrote, 'My daughter is very happy at Dawlish and doesn't want to miss school even when she is ill!' The senior leadership team has been particularly successful in creating a caring, nurturing environment where every child matters and the school is seen at the heart of its community. Improvement since the last inspection has been good. Satisfactory governance noted at that time, is now good because governors have been determined to involve themselves well in strategic developments and ask challenging questions. The long term 'Fit for Purpose in the 21st century plan' compiled by the headteacher, Chair of Governors and Local Authority, provides a detailed vision for the school, whilst recognising and maintaining the school's existing features and good practice. In light of these factors, there is the good capacity to make further improvements.

Community cohesion is excellent. The school has developed a wide number of links across the country and has involved local businesses and service providers in its work. Year 6 children have visited the borough council chambers to take part in citizenship discussions, and work on 'Community Cohesion Projects' as part of the school's 'Building Bridges, Breaking Barriers' theme. These types of activities also contribute well towards the good personal development and well-being of the pupils and the good curriculum. Exemplary links with local organisations, for example the School Sports Partnership and the Wildlife trust bring richness to the curriculum and provide additional learning opportunities.

Pupils have a good understanding of how to lead healthy and safe lives. For example, they are very good at reporting things they discover such as a broken door handle or a spillage. The older children especially understand the importance of keeping doors and gates closed. Another spoke about how, 'All classes look after the vegetable patch' and how 'vegetables are good for you'.

Pupils achieve well and make good progress. Standards are broadly average. There has been a good improvement in the provisional results in national tests in 2008. Good teaching and learning has contributed well to this but there is still work to be done to ensure that some learners, particularly those more able learners are always fully challenged in lessons. Senior leaders make good use of the data from the school's assessment and tracking systems to ensure that they follow closely the progress pupils make. However, the school has rightly recognised that although effective, the current paper and pencil method is inefficient and time consuming. Therefore, there are plans to move to a computerised system in the near future.

Because the school makes excellent links with outside agencies pupils are cared for and supported extremely well. This contributes very well to the progress pupils with emotional and behavioural needs in particular make. However, although care, guidance and support are good overall, academic guidance is inconsistent. For example, pupils know their targets in literacy but not in mathematics. Pupils are encouraged to assess their own learning but this is not always effective. The traffic light system works well but the use of thumbs up, thumbs down does not work as well. This is because a significant number of pupils do not join in and this is not noted or acted upon by staff. Marking is regular but variable in quality. Some teachers give good guidance about how pupils can improve their work whereas others check work for accuracy but little written feedback is given.

Effectiveness of the Early Years Foundation Stage

Grade: 2

The newly appointed Foundation Stage leader is the driving force behind the good improvements made in the Early Years. The leadership and management of the EYFS are good. A review of provision has resulted in the newly created and attractive external play area for Reception children. Policies, planning, record keeping and procedures are now under review but it is too early to measure the impact of revisions made.

Children enter the Nursery class with skills that are well below age-related expectations and many have little or no English. Adults settle children in successfully and help them to become familiar with day-to-day routines. The strength of the teaching can be seen in the particularly good progress that children make in their personal, social and emotional development, where their behaviour and attitudes to learning are good. An example of exemplary practice was seen in the Reception class where children were able to apply their understanding and show their knowledge of the equipment used by a doctor. One child recognised and used the words 'thermometer' and 'stethoscope', another knew that medicines came from a chemist. Children then used these words and equipment in their role-play. A good balance exists between adult-led and child-initiated activities which develops children's independence. As one mother of a child in the nursery said, 'He is so happy - he doesn't need me!' The school is particularly strong in creating positive links with parents. The 'educational visitor' provides a seamless link between the pre-school toy library, home visits and admissions to Nursery which is appreciated by parents. Children enter Year 1 below expectations for their age, but considering their starting points this represents good progress.

Children enjoy appropriate indoor and outdoor activities and confidently work and play together. Children in the nursery experience the use of different textures through making patterns in shaving foam. This activity caused squeals of delight. Children fitting together the component parts to make a torch exhibited their knowledge and understanding of the world and they enjoyed shining their torches whilst using puppets to re-enact a ghost story.

What the school should do to improve further

- Improve the consistency in assessment practice across the school to ensure that pupils know their targets, what they need to do to improve and how to reach the next level of attainment.
- Improve the quality of teaching particularly in relation to providing consistent challenge for the more able.

Achievement and standards

Grade: 2

Children's levels of skills on entry to the school are much lower than those expected of most three year olds. However, by the time pupils leave in Year 6 they reach broadly average standards because of the good progress they make. Their achievement is good. In 2007, there was a dip in attainment because of a high percentage of pupils with moderate, specific, speech and language and behavioural, emotional and social difficulties. These pupils accounted for over two thirds of the year group. In 2008, provisional results indicate a return to the standards achieved in 2006. The impact of the school's focus on raising standards in mathematics and English is evident in a substantial rise in the provisional percentages of pupils gaining the higher Level 5 in national tests. Approximately half the year group had learning difficulties but they

made good progress, in line with that of their classmates, towards their own individual targets. Those pupils whose first language was not English also achieved well.

Personal development and well-being

Grade: 2

Pupils enjoy attending Dawlish Primary. This is reflected by good attendance and behaviour. The spiritual, moral, social and cultural aspects of their development are good. The children's attitude and way of behaving towards adults and children in the school are positive and polite. Pupils achieve well in most of their lessons and say, 'If we want to learn new things we can.' Pupils know how to stay safe and secure and are clear about what to do if, for example, they are being bullied. One pupil described how the 'fix it rule' works and how this is followed up by adults as necessary. They were happy to say that 'it gets sorted out'. Pupils have many opportunities to take responsibility and contribute to their school community. Some assume the role of playground friends and were proud to talk about how they ensure that those children who have no-one to play with are included in activities. Children participate in community assemblies to celebrate festivals. They take part in fund-raising functions for charities, for local, national and international causes. Pupils are given opportunities to work in teams and problem solve. Basic skills are average but pupils achieve well and their attitudes towards success are good. Pupils' economic well-being is thus promoted well by the school with these good outcomes.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good. Teachers take time to plan lessons carefully to ensure that pupils are interested and motivated. Teachers use questions well to check pupils' understanding and to make them think more carefully. As a result, pupils develop the ability to think for themselves and work more independently. Teachers manage their classes well and the good quality of relationships mean that pupils can learn in a calm atmosphere. Pupils feel valued because teachers encourage their contributions. There are examples of excellent practice in the use of electronic whiteboards. Pupils used them confidently in one lesson to show how decimals were multiplied and divided by 10, 100 and 1000.

Many teachers attend closely to the needs of individuals and use a variety of activities to suit the different learning styles and abilities of their pupils. However, the work in some lessons did not always challenge those more able learners effectively to ensure they made maximum progress. In these lessons, the expectations of what some pupils could achieve were not high enough. The school's focus on improving writing and mental mathematics has brought about some improvement but quite rightly the school recognises that there is still work to be done.

Curriculum and other activities

Grade: 2

The curriculum is planned across the school carefully and cross-curricular links are made wherever appropriate. In most year groups pupils learn from first hand experiences and they enjoy activities such as planting vegetables and making them into chutney. A key focus for the school is developing speaking and listening skills. These are promoted through role-play, drama and singing. The curriculum is enriched with a wide range of outings to places within, and beyond,

the local community. Public transport is used where possible to further develop pupils' experiences. Year 5 pupils participate annually in a camping adventure. The pupils' safety is of paramount importance and the school provides many additional learning opportunities to provide children with valuable life skills. For example, links are made with the accident prevention team, fire service and local police. Opportunities to take part in extra curricular activities and clubs are insufficient. Pupils say that they would like more things to do after school.

Care, guidance and support

Grade: 2

There are real strengths in the care and support given to pupils. The highly effective use of outside agencies to help those pupils in danger of exclusion or with behavioural and emotional needs ensures that they are cared for exceptionally well. This contributes well to the progress these pupils make. There are clear procedures to ensure that pupils are kept safe. Checks on adults working in the school are completed rigorously. All staff have received training in matters of child protection. Support for those pupils with learning difficulties is particularly effective. This is because they are identified early and individual education plans are crisp and ensure that pupils receive specific support to address their needs. There are effective strategies to help new arrivals settle quickly into the school and support staff are targeted appropriately to meet individual needs and ensure equality of opportunity is promoted. Academic guidance, such as target setting, assessment and marking are less effective because systems in place do not ensure consistency.

Leadership and management

Grade: 2

Leadership and management at all levels are good because leaders give clear direction that leads to improvement. The headteacher and his deputy work diligently together to ensure a focus on raising standards. The impact of this can be seen in better provisional results in English, mathematics and science in 2008. The school improvement plan provides a clear and accurate focus for the year, and is regularly monitored and up-dated. However, the impact of actions taken are not clearly shown. Middle leaders play an active role in monitoring the work of subjects and lead developments within their areas of responsibility. School self-evaluation is accurate and effective in moving the school forward. Governors hold the senior leaders to account and are fully aware of the school's strengths and weaknesses.

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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?	1
The capacity to make any necessary improvements	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

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/or disabilities make progress	2

¹Grade 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.

Personal development and well-being

How good are 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
The extent to which 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	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 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

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 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 eliminated	2
How well does the school contribute to community cohesion?	1
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

Annex B**Text from letter to pupils explaining the findings of the inspection**

24 October 2008

Dear Pupils

Inspection of Dawlish Primary School, London, E10 6NN

Thank you very much for the warm welcome you gave us when we visited your school recently. We enjoyed our visit. Those of you who took time to speak to us during the inspection gave us some very useful information. You told us that you enjoy school and we were very interested to hear about how some of you are playground friends and how you help other children. You know how to keep safe and healthy. All those different vegetables you grow in the vegetable patch sounded absolutely scrumptious! We watched you in your lessons and saw that you were well behaved and interested. Some of you enjoyed writing your mathematics on the electronic whiteboard in your classroom.

We thought your school was a good school. Your headteacher and deputy headteacher work hard to ensure that you are cared for and that you make good progress in your work. The teachers teach you well. There are many interesting things for you to do including visits to places of interest and raising money for charity. I thought your assembly was particularly interesting and I hope that your coffee morning went well.

Even in a good school such as yours, there are always things to be done. We have asked your headteacher to make sure that you know your targets more thoroughly and that your teachers ensure that they give you more helpful comments so that you can improve your work. We have also asked that all of you are given work which challenges you to think hard to make sure you achieve as well as you can.

Good luck for the future at Dawlish and work hard!

Yours sincerely

Glynis Bradley-Peat

Lead Inspector