

Dormers Wells Junior School

Inspection report

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|--------------------------------|-------------------|
| Unique Reference Number | 101937 |
| Local Authority | Ealing |
| Inspection number | 335812 |
| Inspection dates | 1–2 December 2009 |
| Reporting inspector | Nasim Butt |

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

| | |
|--------------------------------------------|--------------------------------------------------------|
| Type of school | Junior |
| School category | Maintained |
| Age range of pupils | 7–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 404 |
| Appropriate authority | The governing body |
| Chair | Mr Abdullahi Osman |
| Headteacher | Ms Susan Reading |
| Date of previous school inspection | 8 September 2006 |
| School address | Dormers Wells Lane Southall Middlesex UB1 3HX |
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Introduction

This inspection was carried out by four additional inspectors. The inspectors visited 27 lessons and held meetings with governors, staff, and groups of pupils. They observed the school's work, and looked at the school's policies on safeguarding, the school development plan, self evaluation documents, pupils' work, governing body minutes and 181 parental questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- How effective leaders at all levels are in raising standards and accelerating the progress which pupils make..
- How teachers are enabling pupils of all abilities, including those with special educational needs and for whom English is an additional language, to learn effectively and make the best possible progress.
- The impact of the curriculum in raising standards and enhancing pupils' personal development as a result of the school's initiatives to help pupils become better learners, particularly in writing and mathematics.
- How effective self-evaluation and development planning processes are in securing more rapid overall school improvement.

Information about the school

Dormers Wells is a larger than average junior school, situated in an area of considerable deprivation. The vast majority of pupils come from minority ethnic groups, the largest of which is the Somali group. The number of pupils for whom English is an additional language is high. The proportion of pupils with special educational needs and/or disabilities is well above the national average. Just over one third of pupils arrive or leave at times other than the beginning of the school year. The current headteacher has been in post for twenty years and chairs the local North Southall extended schools partnership.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

2

Main findings

Dormers Wells provides a satisfactory standard of education. Many aspects of its work and outcomes for students are at least good and sometimes outstanding. Significant strengths in its work are evident in the warm ethos, family atmosphere and the outstanding care, guidance and support it provides. Consequently, pupils say they really enjoy their learning experience, behave consistently well and all get on well together. As one pupil commented, 'I feel very safe in this school because teachers really care for me.'

Attainment in English and mathematics at the end of Year 6 is consistently well below the national average. As a result of a strong focus on guided writing in literacy and guided talk in mathematics, pupils' attainment is improving slowly though many continue to work below age related expectations. However, because of the well targeted support and impressive range of interventions, the vast majority of pupils make good progress throughout the school. Achievement is therefore satisfactory. Excellent one-to-one and group support for pupils with special educational needs and those for whom English is an additional language results in virtually all these pupils making good progress.

Outstanding attention is paid to keeping pupils safe and free from harm at all times. Pupils are very confident that they are safe in school and have a very good understanding of ways in which to keep safe. Parents appreciate the excellent pastoral care provided, and many commented on how willing staff are to listen to their concerns and act on them.

Teaching is consistently good, and sometimes outstanding. In particular, staff take great care in taking account of the different ways that pupils learn. They are very good at making sure that pupils are very clear about how they should carry out their tasks and what they are expected to achieve. This, together with pupils' enthusiasm and good attitudes to learning, helps them to make good progress between Years 3 and 6. Sometimes teachers' planning lacks a deeper understanding of progression within learning objectives. As a result, pupils' learning experience is not as enriched as it might be.

The school is thorough in evaluating how well its provision supports pupils' progress, adjusting it effectively to target weaker areas. Good curriculum developments over the past few years have seen the introduction of activities which build collaborative skills enabling pupils to become better learners. Effective strategies to improve progress in writing have ensured pupils are better prepared for the next stage of their education. An audit of pupils' responses to mathematics tests last year has led to a greater focus on helping pupils to evaluate and explain their responses to calculations. However, the full

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effect of this on their attainment is not yet apparent.

The headteacher gives good strategic direction to the school, stemming from a clear understanding of where the school needs to improve. This is effectively shared with her senior team, other staff and governors. Together they are driving improvement forward well. They work closely with parents and other schools or agencies to enhance pupils' learning and welfare and to ensure that the needs of individual pupils are met well. Accurate self evaluation results in development planning being effectively targeted at weaker areas of the school's work. However, monitoring systems are not always sharp enough to ensure that key improvements identified in teaching and assessment are systematically followed through. The school has made good progress in working on the areas identified for improvement at the last inspection. For example, all pupils now have individual targets for reading, writing and mathematics. There is clear evidence that the school is addressing its weaknesses well, which gives confidence that it is well placed to improve further.

What does the school need to do to improve further?

- Raise attainment in English and mathematics for all pupils by:
 - ensuring teachers consistently develop a deeper understanding of pupil progress within and between national curriculum levels and for this to be used in teachers planning and delivery
 - following the good practice of the subject leaders
 - establishing and implementing sharper monitoring systems so that key areas for development identified as a result of formal observations or peer mentoring are more systematically followed through.

Outcomes for individuals and groups of pupils**3**

Pupils' enthusiasm for school significantly supports their consistently good behaviour and attitudes to learning. Standards on entry to school in Year 3 are well below average. For the majority who stay on through to the end of Key Stage 2, their good progress results in standards being close to average by the time they reach Year 6. Progress for all groups of pupils in Years 3 to 6, including those with specific learning or language needs and those who join or leave the school at different times, is good as is shown in lessons and scrutiny of pupils' work.

Though standards are low in English and mathematics, the proportion of pupils making two levels of progress by the end of Year 6 is above the national average. Standards have tended to be better in reading than in writing. The good strategies now in place to improve writing are beginning to have the desired impact. This was evident, for example, in a good lesson where Year 6 pupils confidently explored the key features of good journalistic writing. Pupils are prepared well for their future. For example, fund raising activities have helped pupils to develop a good understanding of how to manage money. In lessons, pupils are encouraged to apply their skills in many ways such as

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using different approaches to problem solving in mathematics. The school is very keen to ensure that current pupils are better able to evaluate and explain their responses to mathematical problems.

The school's attention to pupils' safety and welfare ensures that they are safe and free from harm at all times. Pupils have an excellent understanding of how to keep safe on the roads or what to do if there is a fire. Year 6 pupils speak very knowledgeably about internet safety. Pupils are keen to attend and persistent absenteeism is low although some parents still take their children on term-time holidays. Pupils know how to eat healthily and very much enjoy the many opportunities for sport. Pupils contribute well to school and community life, for example in their role as prefects and junior street wardens. Pupils' spiritual, moral, social and cultural development is good. They show genuine concern for others, and often older pupils are good at looking after the younger ones. Pupils loved taking part in the Fun Day activities which raised money to buy laptops for a school in Nairobi. Good opportunities provided for many pupils to play a musical instrument enhances their cultural development. During the inspection, Year 3 and 4 pupils performed in an impressive music concert to a large group of excited parents.

These are the grades for pupils' outcomes

| | |
|-------------------------------------------------------------------------------------------------------------------------------|----------|
| Pupils' achievement and the extent to which they enjoy their learning | 3 |
| Taking into account: Pupils' attainment ¹ | 4 |
| The quality of pupils' learning and their progress | 2 |
| The quality of learning for pupils with special educational needs and/or disabilities and their progress | 2 |
| The extent to which pupils feel safe | 1 |
| Pupils' behaviour | 2 |
| The extent to which pupils adopt healthy lifestyles | 2 |
| The extent to which pupils contribute to the school and wider community | 2 |
| The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being | 2 |
| Taking into account: Pupils' attendance ¹ | 3 |
| The extent of pupils' spiritual, moral, social and cultural development | 2 |

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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How effective is the provision?

Inspection evidence shows that most teachers are very good at explaining things and checking that pupils know what is expected of them. Teachers engage well with pupils to take forward the learning process in each lesson. Senior leaders' good support for teachers has ensured there is a consistent approach, as in behaviour management, which results in good behaviour in the vast majority of lessons. This is also underpinned by the mutual regard staff and pupils have for each other. Teaching assistants support learning well, both in individual and group work. As a result, both the motivation and progress of these pupils is good. Pupils' work is assessed well although the school has recognised that the information could be used better when planning future lesson activities.

The curriculum provides well organised learning opportunities that make a good contribution to pupils' academic and personal development. A broad and rich curriculum is provided and enhanced by visits from outside groups, for example theatres, local groups and firemen, and some residential visits. Strategies for helping pupils to become better learners permeate the curriculum and are making a strong contribution to consolidating pupils' learning skills. The good partnership with a local high school enables the more able Year 6 pupils to make accelerated progress in mathematics. Strategies to improve and develop further pupils' writing and mathematics skills are not yet fully embedded.

The school's attention to the well-being and pastoral needs of each pupil, including those in vulnerable groups, is exemplary. The welfare of the pupils is at the heart of everything the school does. Parents and pupils really value the school and view it as a haven in an area of high deprivation. Pupils who come in during the year are made to feel very welcome and receive excellent support. There is a seamless transition into Year 3 because of the very effective induction programme for these pupils. Pupils confide in their teachers and teaching assistants through 'bubble time' or the 'comments box.' Any issues raised are tackled swiftly and effectively.

These are the grades for the quality of provision

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|----------------------------------------------------------------------------------------------------------------|----------|
| The quality of teaching | 2 |
| Taking into account: The use of assessment to support learning | 2 |
| The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships | 2 |
| The effectiveness of care, guidance and support | 1 |

How effective are leadership and management?

Leaders and managers at all levels are successful in creating a warm, friendly and cohesive environment. This is evident in the high quality care and pastoral support

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provided and the excellent arrangements for the safeguarding of pupils. The equality of opportunity for all pupils in this diverse community is good and rigorous procedures ensure that no pupil is discriminated against. Governors support the school and hold the senior leaders to account, for example by ensuring that the target setting process is as rigorous as possible. The school exceeded all its agreed targets for 2009. Good self-evaluation means there is a clear recognition of where further improvement is needed and both staff and governors are working successfully to address current priorities. The effect of their work is evident in the improving attainment in English and mathematics of those Y6 pupils who joined the school in Year 3. Additionally, it is also seen in the school's determination to keep striving for high quality provision in the weaker areas that remain. Stronger monitoring by senior leaders to ensure that key areas identified for improvement in teaching and assessment are systematically followed through is an area for further development.

The school works well with parents, keeping them regularly informed and involved in their children's learning. Parents feel very welcome in school and appreciate what staff do for their children. Strong partnership work through the North Southall extended school's consortium has enabled many parents to complete an ESOL course. The school takes its responsibility for promoting community cohesion very seriously and has been very successful in creating a cohesive and supportive school community. Attention is now turning to ensuring that pupils are well placed to strengthen further the already good community cohesion at a national and global level.

These are the grades for leadership and management

| | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| The effectiveness of leadership and management in embedding ambition and driving improvement | 2 |
| Taking into account: The leadership and management of teaching and learning | 2 |
| The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met | 2 |
| The effectiveness of the school's engagement with parents and carers | 2 |
| The effectiveness of partnerships in promoting learning and well-being | 2 |
| The effectiveness with which the school promotes equality of opportunity and tackles discrimination | 2 |
| The effectiveness of safeguarding procedures | 1 |
| The effectiveness with which the school promotes community cohesion | 2 |
| The effectiveness with which the school deploys resources to achieve value for money | 3 |

Views of parents and carers

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A very large majority of parents have positive views about the school. In particular they praise the way that the school involves them in their children's learning. They are confident in leadership and management and the school's response to their suggestions and concerns. Parents also recognise that their children are very safe in school, are well taught and that their needs are met well. A very large majority of parents are of the opinion that the school deals effectively with unacceptable behaviour and is effective in promoting healthy lifestyles. Inspection findings confirm the views of parents. A very small minority of parents said that the school does not prepare their child well for the future. However, inspectors found the induction programme for Year 3 pupils to be very effective and care, guidance and support was judged to be outstanding.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Dormers Wells Junior School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 181 completed questionnaires by the end of the on-site inspection. In total, there are 404 pupils registered at the school.

| Statements | Strongly Agree | | Agree | | Disagree | | Strongly disagree | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|----|-------|----|----------|---|-------------------|---|
| | Total | % | Total | % | Total | % | Total | % |
| My child enjoys school | 111 | 61 | 68 | 38 | 2 | 1 | 0 | 0 |
| The school keeps my child safe | 114 | 63 | 62 | 34 | 3 | 2 | 0 | 0 |
| The school informs me about my child's progress | 102 | 56 | 71 | 39 | 7 | 4 | 0 | 0 |
| My child is making enough progress at this school | 90 | 50 | 80 | 44 | 7 | 4 | 0 | 0 |
| The teaching is good at this school | 92 | 51 | 81 | 45 | 4 | 2 | 0 | 0 |
| The school helps me to support my child's learning | 93 | 51 | 79 | 44 | 6 | 3 | 0 | 0 |
| The school helps my child to have a healthy lifestyle | 97 | 54 | 75 | 41 | 7 | 4 | 0 | 0 |
| The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment) | 84 | 46 | 84 | 46 | 8 | 4 | 0 | 0 |
| The school meets my child's particular needs | 83 | 46 | 84 | 46 | 7 | 4 | 1 | 1 |
| The school deals effectively with unacceptable behaviour | 102 | 56 | 70 | 39 | 6 | 3 | 0 | 0 |
| The school takes account of my suggestions and concerns | 74 | 41 | 93 | 51 | 6 | 3 | 0 | 0 |
| The school is led and managed effectively | 97 | 54 | 74 | 41 | 6 | 3 | 1 | 1 |
| Overall, I am happy with my child's experience at this school | 108 | 60 | 67 | 37 | 4 | 2 | 0 | 0 |

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

| Grade | Judgement | Description |
|---------|--------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Grade 1 | Outstanding | These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs. |
| Grade 2 | Good | These are very positive features of a school. A school that is good is serving its pupils well. |
| Grade 3 | Satisfactory | These features are of reasonable quality. A satisfactory school is providing adequately for its pupils. |
| Grade 4 | Inadequate | These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves. |

Overall effectiveness of schools inspected between September 2007 and July 2008

| Type of school | Overall effectiveness judgement (percentage of schools) | | | |
|----------------------|---------------------------------------------------------|------|--------------|------------|
| | Outstanding | Good | Satisfactory | Inadequate |
| Nursery schools | 39 | 58 | 3 | 0 |
| Primary schools | 13 | 50 | 33 | 4 |
| Secondary schools | 17 | 40 | 34 | 9 |
| Sixth forms | 18 | 43 | 37 | 2 |
| Special schools | 26 | 54 | 18 | 2 |
| Pupil referral units | 7 | 55 | 30 | 7 |
| All schools | 15 | 49 | 32 | 5 |

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

| | |
|----------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Achievement: | the progress and success of a pupil in their learning, development or training. |
| Attainment: | the standard of the pupils' work shown by test and examination results and in lessons. |
| Capacity to improve: | the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement. |
| Leadership and management: | the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school. |
| Learning: | how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners. |
| Overall effectiveness: | <p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support. |
| Progress: | the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started. |

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



3 December, 2009

Dear Pupils,

Inspection of Dormers Wells Junior School, Southall, Middlesex UB1 3HX

Thank you for welcoming us to your school. I particularly want to thank the pupils who gave up their lunchtime to talk to us. We think your school is satisfactory, but there are some things that are especially good.

Here are some of the good things in your school.

- The care and support the school gives you are outstanding. You and your parents know that you are really well looked after.
- You behave well and have good attitudes to learning. As a result you are making good progress.
- You are well taught because teachers organise the lessons well and give you interesting activities to do. Those of you who find learning difficult get very good support.
- Your headteacher is leading the school well and staff and governors are good at helping her to make your school even better.

Here are the main things we have asked the school to improve:

- Raise standards in English and mathematics because too many of you are not achieving the levels expected for your age.
- Teachers should add more detail to their lesson plans to help you make even better progress.
- The headteacher and year group managers should monitor more closely the work that teachers are doing so that they become even better.

You can help by working very hard and aiming to achieve higher standards in English and mathematics.

Yours sincerely

Nasim Butt

Lead Inspector

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