

Dore Primary School

Inspection report

Unique Reference Number	132152
Local Authority	Sheffield
Inspection number	341296
Inspection dates	24–25 November 2009
Reporting inspector	Jane Hughes

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	399
Appropriate authority	The governing body
Chair	Andre Reid
Headteacher	Mrs Sue Hopkinson
Date of previous school inspection	3 June 2007
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 16 lessons, and held meetings with governors, staff, groups of pupils and individual parents and carers. They observed the school's work, and looked at a range of evidence including the school development plan, a selection of school policies, assessment and monitoring records, pupils' work, and safeguarding records as well as the 151 responses from parents and carers to their questionnaire and the responses from staff and pupils to their questionnaires.

- how well the school maintains high attainment and good progress by the end of Year 2 and Year 6 and whether assessment and tracking indicate that these levels are sustainable
- the impact of leadership at all levels and the school's capacity for sustained improvement in view of the many staff changes
- whether the quality of teaching and the curriculum are as good as the school judges and their impact on pupils' outcomes
- the overall effectiveness of the Early Years Foundation Stage and what stops it from being more effective
- apparent strengths in pupils' outcomes that relate to Every Child Matters and pupils' spiritual, moral, social and cultural development
- the security of the school site.

Information about the school

This is a larger than average school. Very few pupils are eligible for free school meals. Most pupils are of White British heritage and very few speak English as an additional language. The proportion of pupils with special educational needs and/or disabilities is approximately half the national average, although a broadly average percentage has a statement of special educational needs. Since the last inspection in 2007 several long-serving members of the senior leadership team, including the headteacher, and several governors have left the school. Other elements of staffing have also changed. The current headteacher has been in post since September 2008. The school is a well-established and valued member of the SCITT (School Centred Initial Teacher Training) programme in partnership with Nottingham University. The school holds the Healthy Schools Award, Activemark and Eco-Schools Silver Award. It is working towards the Financial Management in Schools Standard.

The school's Early Years Foundation Stage comprises two Reception classes with a combined intake of up to 60 children.

Dore Kids' Club provides after-school care every weekday afternoon from 3.10pm to 6.00pm. The club is run by a management committee of parents and carers and is not managed by the school. It uses the school dining area, junior hall (when available) and the Year 3/4 playground. Kingswood Day Nursery is a privately owned pre-school setting. It operates from a separate building in the school grounds. Neither setting was part of this inspection. Their separate inspection reports can be viewed on the Ofsted website.

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?

2

The school's capacity for sustained improvement

2

Main findings

Dore Primary is a good school. Key strengths include pupils' outstanding spiritual, moral, social and cultural development and their excellent understanding of how to live healthy lives, both physically and emotionally. Pupils typically remind visitors that, 'We have values that help our school to be a nicer place.' These key values are cooperation, determination, kindness, respect, responsibility, thoughtfulness, understanding and wisdom.

Leaders have maintained the school's previous good overall effectiveness and strive to improve the school further. Leaders at all levels are developing well, albeit from different levels of experience. The knowledgeable governing body offers senior leaders equal measures of strong support and rigorous challenge. Leaders set challenging targets and pursue perceived weaknesses with tenacity. Some battles, including those linked to the school grounds, have been hard fought over many months and bear testament to the headteacher's determination to accept only the best for the school. The school's good capacity for sustained improvement is clearly illustrated through the united senior leadership team which exemplifies supportive teamwork and provides a clear evaluation of the school's key strengths and development priorities. For instance, it had already identified that provision for Reception children is not as strong as for older pupils and slows their progress. The Early Years Foundation Stage is currently under-resourced and leadership, although developing apace, is not as well established there as elsewhere in the school. As a result, children's progress and achievement are satisfactory rather than good, as in the rest of the school, where good provision engages pupils well in their learning and enables them to reach high standards by the end of Year 6.

Staff use assessment information and data well to meet pupils' needs. Nevertheless, teachers' marking does not consistently provide enough guidance for pupils on how to improve their work.

The majority of parents and carers hold the school and its leadership in high regard and typically comment that, 'Senior leaders inject a dynamic and progressive ethos and a genuine concern for the children's spiritual and social welfare.' Since the last inspection, the school has undergone many changes. These have been embraced by many parents and carers. Leaders and governors work conscientiously to sustain effective partnerships with all stakeholders. Nonetheless, a small minority of parents and carers are vigorous in their opposition to recent changes and more remains to be done to engage these parents and carers fully in the life and work of the school.

What does the school need to do to improve further?

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- Develop the effectiveness of the Early Years Foundation Stage in terms of provision and children's achievement by:
 - providing children with more opportunity to choose where to learn and play and so developing further their independence
 - building on current assessment systems to inform and support how individual children learn and develop
 - improving the range of resources in order to provide better support for children's learning, both inside and outdoors.
- Ensure that all teachers consistently offer pupils clear, written guidance when marking their work in order to support their next learning steps.
- Create further opportunities to engage with parents and carers, particularly those currently less accepting of change, and so strengthen their involvement in school life.

Outcomes for individuals and groups of pupils**2**

Pupils concentrate well in lessons and persevere with tasks until they are complete. This is because they enjoy the creative and increasingly practical activities on offer. Pupils achieve well throughout Years 1 to 6, following their satisfactory start in Reception. A decline last year from pupils' usually high attainment in reading, writing and mathematics by the end of Year 2 was due to specific issues relating to that particular group of pupils. From broadly average starting points in Year 1, pupils make good progress. Pupils' current work and the school's recent data indicate that standards by the end of Year 6 continue to be high in English, mathematics and science. Vulnerable pupils and those with special educational needs and/or disabilities also make good, and sometimes very good, progress because their needs are identified early and they benefit from the right levels of support. There is keen interest in completing 'work at home'. Pupils say that they are sometimes unsure of how well they are doing and how to improve their work.

Pupils are articulate, confident and keen to talk about their school of which they are rightly proud. They thoroughly enjoy their time here as reflected in their above average attendance. Pupils have a strong sense of right and wrong and support each other in developing this, for example through the interventions of 'quarrel busters' and 'young leaders'. Pupils have a very clear understanding of the importance of physical health and mental well-being and this is evident in the various ways they care for each other. They engage enthusiastically in artistic, cultural and sporting opportunities in lessons, at lunchtime and after school. Although there are few pupils from minority ethnic groups, everyone gets on well and there are no racial incidents. Pupils are highly reflective and develop a keen interest in moral and ethical issues. For example, they think deeply about their own and others' experiences during philosophy circle sessions and draw logical conclusions from evidence. They say, 'You learn mentally and physically here.' Some of the oldest pupils run a lunchtime Acorn club for Year 2 pupils. These sessions reinforce the school's values of cooperation and kindness and their mature team leaders

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promote a strong anti-bullying ethos.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	1
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	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	1
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	2
The extent of pupils' spiritual, moral, social and cultural development	1

How effective is the provision?

Good relationships support pupils' positive behaviour in lessons. Teachers plan varied activities that spark pupils' engagement so that they persevere well and are not distracted during group or partner work. Teamwork is a real strength with teachers and teaching assistants working closely to ensure that all pupils are fully included. There is a great emphasis on shared talk during lessons and this develops pupils' speaking and listening skills well, supporting collaborative and independent learning. Lessons are usually well planned to meet the needs of all pupils. The most effective lessons move along at a very brisk pace and teachers consolidate and extend pupils' learning through rigorous questioning. Frequent philosophical debates encourage pupils to combine world knowledge with literacy skills to hone logical arguments and listen maturely to a range of opinions. Assessment systems continue to embed well. Staff mark pupils' work regularly but do not consistently identify their next learning steps.

The inclusive curriculum is increasingly creative. Greater links are developing between

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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subjects and this helps pupils to understand better the relevance of different aspects of their learning. The school makes good use of new technologies such as sound equipment, digital cameras and computers to enhance pupils' opportunities for research and presentation. Well-executed projects take pride of place in classrooms, such as the eye-catching Year 6 project books featuring different faiths and cultures. Effective programmes develop the skills of pupils with particular gifts and talents and support those with special educational needs and/or disabilities.

Good-quality monitoring and tracking ensures that the school meets pupils' pastoral needs very well. This includes the most vulnerable pupils. Initial home visits ensure that pupils settle well. The school promotes the benefits of regular attendance very well and attendance is above average. Pupils confirm that they feel safe. They say, 'We know we can trust all the adults.' Parents and carers generally confirm that, 'The school is open, friendly and welcoming.'

These are the grades for the quality of provision

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	2

How effective are leadership and management?

Senior leaders and governors have forged ahead to great effect in a relatively short time. The headteacher has a clear view of what works well and where there is room for further improvement. She, and the deputy headteacher, ensure that the school is ambitious in its goals and continues to evolve and improve at a fast pace. In most instances, parents and carers appreciate the benefits these changes bring to their children's learning. They typically comment, 'The headteacher and her team are dynamic and proactive.' However, a few parents and carers remain unconvinced and are vocal in their opposition to innovation or change.

The school meets the statutory requirements for safeguarding. Security arrangements are a constant high priority due to the inherent complexities of the site. The latest programme of enhancements is currently underway. The school promotes equality of opportunity and tackles discrimination well. There is a strong regard for human rights and no room for stereotyping. Inclusive practice is at the heart of the school's work and strong links with many outside agencies provide the best support to meet pupils' individual needs. Weekly interactions with a local special school allow some pupils to learn together and they become more aware of their similarities and differences.

The school is outward looking and has a good understanding of the local context. Increasingly, it looks beyond its own school community in order to ensure that pupils

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develop an awareness of different faiths and cultures, both in other parts of Britain and globally. The headteacher encourages active partnerships with other organisations and disseminates best practice generously. Senior leaders also welcome outside support to strengthen aspects of their own practice when specific needs are identified.

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	3
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	3
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children join the Reception classes from up to eight different early years settings and so their experiences and starting points vary. Most have the skills expected for their age, although increasingly children are arriving with less well-developed communication, language and literacy skills. Key strengths of the setting include:

- high-quality welfare provision
- effective teamwork
- careful induction into Reception and effective transition into Year 1
- leadership committed to improvement.

Children currently make fastest progress in their personal, social and emotional development and these skills provide a firm foundation for their future learning. The proportion of children reaching a good level of development, particularly in language and social skills, has decreased in recent years and reflects children's satisfactory achievement in Reception. However, this trend is now reversing due to more accurate assessments and targeting of work. Reception classes are to undergo major refurbishment. Current resources and the layout do not help children to access a wide variety of activities throughout sessions. Adults do not encourage children to choose for themselves when and where they learn and play and this restricts their independent

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learning. Sometimes there is too much support from adults when children could very reasonably be expected to complete a task for themselves, such as collecting their own paper rather than asking an adult for it. Staff make regular assessments of children's skills to check what they know, understand and can do but these systems have yet to embed fully so that teachers can plan to meet children's individual needs more effectively, ensuring that all reach their full potential. As one of the school's senior leaders, the coordinator has a good understanding of the skills children need in order to succeed. She has been greatly empowered recently and now uses data more effectively to track children's progress and pinpoint improvement areas.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

The large majority of parents and carers who responded to the inspection questionnaire are satisfied with all aspects of the school's work and confirm that the school meets children's needs well. In particular, parents and carers agreed that their children enjoy school, that teaching is good, and that the school keeps their children safe. Some parents and carers highlighted a range of issues with which they were unhappy. These did not follow any particular trends, although inspectors followed up these concerns with the school. A small minority of parents and carers felt that the school did not take enough account of their views and expressed concerns about the range of changes introduced by leaders and managers. Inspectors found that the school strives to involve parents and carers in school life and in their children's learning. It seeks out parents' and carers' views and provides a broad range of communication methods to keep them informed about school life. The very few parents and carers who spoke to inspectors expressed positive views of the school and the part they are invited to play in it. The school's own regular surveys of parents and carers, and pupils, also provide positive feedback.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Dore Primary 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 151 completed questionnaires by the end of the on-site inspection. In total, there are 399 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	95	58	63	39	3	2	0	0
The school keeps my child safe	66	40	81	50	12	7	2	1
The school informs me about my child's progress	68	42	76	47	15	9	1	1
My child is making enough progress at this school	51	31	90	55	17	10	2	1
The teaching is good at this school	70	43	82	50	9	6	0	0
The school helps me to support my child's learning	66	40	75	46	19	12	0	0
The school helps my child to have a healthy lifestyle	73	45	74	45	13	8	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)	59	36	85	52	13	8	0	0
The school meets my child's particular needs	55	34	81	50	19	12	0	0
The school deals effectively with unacceptable behaviour	47	29	91	56	15	9	1	1
The school takes account of my suggestions and concerns	47	29	79	48	25	15	7	4
The school is led and managed effectively	54	33	68	42	24	15	9	6
Overall, I am happy with my child's experience at this school	78	48	67	41	16	10	1	1

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.



Dear Pupils

Thank you on behalf of the inspection team for your friendly welcome when we came to inspect your school. We all enjoyed meeting so many of you and listening to your views about school and what you learn.

We judge that Dore is a good school. You do well during your time here and reach high standards in English, mathematics and science by the time you leave. You behave well and it is clear that you thoroughly enjoy your time in school. We were very impressed with how well you know how to keep healthy and fit and that you are just as aware of the importance of your mental well-being as your physical health. You follow a very strong moral code and develop key values such as cooperation and respect that will be important to you for your future success as supportive local and global citizens.

Part of our job is to check what your school could do even better. We have asked your headteacher and the other adults to make sure that there are better opportunities for children in Reception to become more independent learners and so do even better in school. We would also like even more parents and carers to be involved in the life of the school. Finally, we have asked your teachers to make sure that they always give you consistent, written feedback in your books about how to improve your work.

I send you very best wishes from all the inspectors. Carry on enjoying school, helping each other and looking carefully at how to make your work even better.

Yours faithfully

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