

Dallam Community Primary School

Boulting Avenue, Dallam, Warrington, Cheshire, WA5 0JG

Inspection dates 14–15 May 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils achieve consistently well throughout the school.
- From their starting points pupils make good progress, particularly in reading and mathematics.
- Nearly all pupils make the progress expected of them by the end of Key Stage 2. The proportion of pupils making better progress than this is growing and compares favourably with other pupils across the country.
- The pupils who access the high-quality resourced provision achieve exceptionally well. It is outstanding provision. They are fully included in the wider life of the school.
- The nurture provision is a real strength of the school as it helps and supports pupils who use it to learn successfully.
- Teaching is usually good and some is outstanding.
- The school cares very well for all its pupils and makes sure that every individual is fully included and has equality of opportunity regardless of background or ability.
- Pupils feel safe in school. They behave well. They are respectful to each other and to the adults working with them.
- The headteacher is a driving force behind the school's success and its vision for the future.
- Senior leaders and governors have stepped up the rigour with which they check on the quality of teaching and use information about pupils' progress to hold staff much closer to account for pupils' achievement.

It is not yet an outstanding school because

- Pupils' progress in writing is not as rapid as that in reading and mathematics.
- Although most teaching is good, there is some that requires improvement and not enough is yet outstanding to take achievement to the next level.

Information about this inspection

- The inspectors observed teaching and learning in 18 lessons. They carried out one observation jointly with the headteacher. They observed the teaching of phonics (letters and the sounds that they make) and listened to readers in Years 1 and 2. Inspectors also observed support provided for pupils who have autistic spectrum disorder and for those who are disabled or have special educational needs. Inspectors also looked carefully at the work in pupils' books.
- Inspectors held meetings with senior and middle leaders, teaching and support staff, two groups of pupils, members of the governing body and a representative from the local authority.
- Inspectors looked at a wide range of documentation including: the school's self-evaluation summary and development plan; policies and procedures for safeguarding; information about attendance and behaviour; records of monitoring teaching and learning; information about pupils' achievement; minutes of meetings of the governing body; and the headteacher's reports to the governing body.
- Inspectors looked at summaries of questionnaires sent out to parents. There were not enough responses on Parent View, the online site for parents, to generate a summary of parents' views. Inspectors also spoke to some parents before the start of the school day.

Inspection team

Jean Tarry, Lead inspector

Additional Inspector

Sharon Bruton

Additional Inspector

Full report

Information about this school

- Dallam Community Primary School is an average-sized primary school compared to all schools nationally.
- The proportion of pupils known to be eligible for the pupil premium is well above average. (The pupil premium is additional funding for those pupils who are known to be eligible for free school meals, children from service families and those children who are looked after by the local authority.)
- The proportion of pupils who speak English as an additional language is low.
- The proportion of pupils supported through school action is above the national average.
- The proportion of pupils supported through school action plus or with a statement of special educational needs is well above average.
- The school receives funding and resources to support up to 16 pupils with autistic spectrum disorder. At the time of the inspection 14 pupils with autistic spectrum disorder were being taught in the school.
- The school has a development centre which is a resourced provision to support pupils with a range of needs from the Early Years Foundation Stage to Year 2.
- The school has nurture provision for pupils from across the school.
- The school provides and manages a before-school breakfast club.
- The school meets the government's floor standards that set minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Raise attainment and improve the rate of progress in writing by:
 - ensuring all tasks are well matched to pupils' needs
 - ensuring pupils develop their skills with spelling, punctuation and grammar.
- Make all teaching at least good or better by:
 - ensuring that all lessons are focused on the next steps pupils need to take to move their learning on
 - making sure that high-quality marking and effective feedback are in place to help pupils make more rapid progress with their writing.

Inspection judgements

The achievement of pupils is good

- Most pupils start school with skills that are well below those expected for their age, particularly in speaking, listening, language and social development. They make good progress overall in the Early Years Foundation Stage and generally achieve well.
- By the end of Year 2 pupils have continued to make good progress despite their attainment being below average. The proportion of pupils attaining average levels in reading and mathematics shows an improving trend. The school data, supported by inspection evidence, show that this trend of improvement is set to continue. Pupils advance equally well in Years 3 to 6, reaching broadly average standards by the end of Year 6.
- The proportion of pupils attaining expected levels in English and mathematics in national tests at the end of Key Stage 2 is very positive. The proportion of pupils attaining the higher levels is growing and compares favourably with the national average. That said, pupils' progress, in some lessons, is not fast enough and they could do better.
- Disabled pupils and those who have a statement of special educational needs make good, and many make outstanding, progress because of the highly effective support and exemplary provision that they receive from teachers, teaching assistants and specialist support teachers. Effective links between home and school are a very important factor in their success.
- The achievement of pupils in receipt of the pupil premium, including those known to be eligible for free school meals, has improved because their progress is tracked and support is closely tailored to their specific needs. This group make good progress. There is no gap between the level of their attainment and that of their peers in the school.
- Pupils from minority ethnic groups, for whom English is an additional language, are well supported in a purposeful, caring environment. This enables them to make good progress in their learning of English.
- The headteacher has, rightly, focused on the basic skills for mathematics and reading. It is now in writing that pupils' progress is not as strong.

The quality of teaching is good

- A majority of the teaching is good across the school. Lessons are well planned and this helps to motivate and engage learners with relevant tasks often matched well to pupils' needs. In a Year 5 lesson pupils were taught how to develop their persuasive writing skills and to structure a paragraph as they tackled the task of writing to their headteacher about their experiences at playtime. One Year 5 pupil said, 'We need our playtimes to keep us fit and healthy and to keep our brains working.'
- There is a large proportion of outstanding teaching in the resourced provision as teaching is personalised, focused and of a very high quality. The teaching ensures excellent outcomes for individuals in personal, social and life skills and in academic achievement. In an outstanding lesson pupils were involved in dressing a spaceman with appropriate clothing for his journey to the moon. The expectations of behaviour and specific, focused learning were exceptionally high and individual needs were extremely well catered for. Pupils understood exactly what was expected of them and what they needed to do to get the best out of their learning.
- Some teaching requires some improvement across the school, especially when tasks are too easy or too hard; when this happens the learning slows down for pupils in some groups.
- The marking is regular and positive but it is not always as effective and consistent as it could be. Some pupils are often very unclear about how to improve their work. Pupils' spelling, grammar and punctuation skills are not well targeted in some classes and this can slow down the rate of progress with writing.
- In lessons, and around school, good relationships exist between pupils and teachers which contribute successfully to pupils' enjoyment and achievement. When teachers challenge and

support pupils well, pupils' learning progresses at a much faster rate.

- The quality of teaching has been raised since the last inspection because leaders and managers check its quality regularly and use outcomes to tailor training for staff, with a focus on tackling weaknesses.
- There is a good variety of activities in lessons to keep pupils interested. Information about pupils' progress and abilities is generally used to ensure good progress in classes.
- Teaching assistants work very well with class teachers to provide really good support for pupils.

The behaviour and safety of pupils are good

- Pupils behave well. Most are proud of their school and enjoy their learning. As teaching has improved so has attendance, which is now average and improving.
- Pupils have positive attitudes to their learning. Occasionally, however, their interest wanes and off-task chatter grows or they become distracted when teaching does not fully engage them.
- The team of support staff provides very effective support for all pupils, and especially for the pupils who join the school with little or no English, or with attendance or behaviour issues. These pupils settle in quickly and make good progress because their needs are assessed accurately and their progress checked regularly so that they make good progress.
- Pupils know about different kinds of bullying and say that bullying of any kind is rare but that, when it does happen, it is dealt with effectively by adults at the school.
- Pupils feel safe in school. They know what situations might be risky and how to handle or avoid danger signs. They know about the potential dangers posed when using the internet.
- The breakfast club is well attended. It provides pupils with a breakfast for a small charge. It is well supervised, safe and sets pupils up for good behaviour during the rest of the day.
- Pupils' good behaviour, their deep respect for other cultures and religions, and their equal care for those who may be different clearly show how well the school caters for pupils' spiritual, moral, social and cultural development.

The leadership and management are good

- The headteacher has successfully maintained and accelerated pupils' progress in English and mathematics since the last inspection. The quality of teaching has been strengthened. The headteacher is aware of the areas that need to be improved for the best outcomes for all pupils.
- Leaders and managers at all levels share a common vision of striving for the very best for all pupils across the school. There is a record of improvement, which is provided by the acceleration of pupils' progress and the strengthening of teaching. This demonstrates that the school has the capacity to improve further.
- The performance management systems are good; targets have been made demanding and expectations have been raised. The links between performance and salary increases have been firmed up. Staff are fully aware of the link between improving outcomes for pupils and salary progression. The leaders and managers are aware that some teaching requires improvement and that further work is necessary to improve its quality.
- Self-evaluation needs to be reviewed to ensure there is more rigour when measuring the impact of pupils' progress in lessons, particularly with writing. However, English and mathematics are generally well led and managed.
- The curriculum is creative, stimulating and enables pupils to enjoy their time at school and to achieve well. There is a range of activities outside of the classroom that are very popular. The school works very closely with parents, who are pleased with the education it provides for their children. One parent said, 'All my children have been very happy and content at the school.'
- Leaders and managers provide equality of opportunity and tackle discrimination of any kind. The school community is harmonious and the good achievement of the pupils is proof of their success.

- Policies and procedures are all in place for safeguarding; all staff understand what they entail and carry them out in full.
- The local authority has provided effective, light-touch support for this school. It holds the school in high regard and often uses it as a model to share good practice with other schools.
- **The governance of the school:**
 - The governing body has provided support and challenge in the quest for improvement since the last inspection. Governors use information to compare the school’s effectiveness with that of other similar schools locally and nationally.
 - Governors know how good the teaching is and what needs to be done to improve it further, including the importance of performance management and its link to pay. The governors regularly take part in training to keep their skills up to date. They have a good overview of the school’s finances, and not only ensure pupil premium funding is used appropriately but also check on its impact on the achievement of those pupils for whom it is intended.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	110972
Local authority	Warrington
Inspection number	412149

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	239
Appropriate authority	The governing body
Chair	Reverend Peter Marshall
Headteacher	Mrs Julie Kersh
Date of previous school inspection	25 May 2010
Telephone number	01925 633927
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