

Dore Primary School

Furniss Avenue, Sheffield, South Yorkshire, S17 3QP

Inspection dates 25–26 March 2015

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Outstanding	1
Leadership and management		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Achievement of pupils		Outstanding	1
Early years provision		Good	2

Summary of key findings for parents and pupils

This is an outstanding school.

- Pupils make outstanding progress from their starting points. They reach well-above average standards in English and mathematics at the end of Year 6.
- Disadvantaged pupils and those with special educational needs reach above average standards.
- Teaching is outstanding. Teachers ensure pupils learn at a level that is well suited to their understanding.
- Teachers are skilled at questioning pupils' understanding and helping pupils think carefully and gain deeper knowledge.
- Teachers are committed to planning activities to engage pupils and stimulate their imagination.
- The early years provision has improved greatly since the last inspection when it required improvement.
- The early years is not yet outstanding because not all activities planned for children to select themselves are of a high enough quality. Adults' interaction in these activities is not always promoting good and better learning.
- Teachers in the early years do not always use the information they gain about the children's understanding to adapt teaching to promote further learning.
- Pupils' behaviour is outstanding. They enjoy coming to school and learning. Their attitude in lessons is exemplary; they are eager to participate.
- Pupils take part in schemes that contribute to the exceptional growth of their spiritual, moral, social and cultural development. Schemes include links with the Mae Sot refugee community and work which gained them the UNICEF Rights Respecting Schools Award.
- The safety of the pupils is outstanding. Adults ensure pupils are very aware of how to keep themselves safe. Senior leaders and governors ensure the site is extremely safe.
- The headteacher is passionate about ensuring that pupils receive the best moral and academic education possible.
- Senior and middle leaders are rigorous in their monitoring of teaching and learning. They identify any dips in standards and resolve issues with appropriate training or interventions.
- Teachers are well supported and trained and this has led to notable improvements in the quality of teaching.
- The governors are extremely well informed and take an active role in all aspects of school life. Finances, including primary school sport and the pupil premium funding are managed very well to maximise the impact on pupils' experiences.

Information about this inspection

- The inspectors observed a number of lessons and attended an assembly. Lessons in all year groups in a range of subjects were observed. Some of these lessons were observed jointly with the headteacher. Inspectors listened to pupils read.
- Inspectors observed pupils’ behaviour around school as well as in lessons, at lunchtimes and at different break times. Inspectors took these opportunities to speak to a number of pupils. They also spoke to pupils in more formal groups. Inspectors also took into account the views of staff and parents when considering behaviour.
- The 135 parental responses to the online questionnaire, Parent View, were considered. Inspectors also took into account views of parents from three letters and four telephone calls. Inspectors considered the responses to Ofsted’s school staff questionnaire.
- Discussions were held with senior and middle leaders as well as governors, and representatives of the local authority.
- School documents were examined. These included information about pupils’ progress, the school’s self-evaluation and improvement plans, and information about the work of the governing body. The work in pupils’ books and on display, records relating to the quality of teaching, staff performance management, behaviour, attendance and safeguarding were also scrutinised.

Inspection team

Joanna Sharpe, Lead inspector

Additional Inspector

Jennifer Lawrence

Additional Inspector

Sharonjit Bhogal

Additional Inspector

Full report

Information about this school

- Dore School is larger than the average-sized primary school.
- Most of the pupils are of White British heritage.
- The proportion of disabled pupils and those with special educational needs is lower than the national average.
- The proportion of disadvantaged pupils is below the national average. The term disadvantaged pupils is used to describe those pupils who are known to be eligible for free school meals and those who are looked after by the local authority and are supported through the pupil premium funding.
- Children attend the early years provision on a full-time basis.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' progress and attainment in reading, writing and mathematics by the end of Year 6.
- The headteacher supports other schools and the local authority in a number of ways, such as completing audits and supporting schools with regards to safeguarding requirements and pupils' emotional well-being.

What does the school need to do to improve further?

- Making sure children are better prepared academically for Year 1 by ensuring:
 - self-selected activities planned by adults and teaching that accompanies them are of a higher standard
 - when checking children's understanding teachers respond quickly by adapting teaching to match children's needs.

Inspection judgements

The leadership and management are outstanding

- The school is extremely well led by a headteacher who has exceedingly high standards. She will accept nothing but the best for the pupils in her school. She communicates this message well to her team who also feel passionately about achieving excellence in all aspects of school life.
- Senior leaders and middle leaders are fully involved in the thorough monitoring of teaching and learning. They track pupils' progress rigorously. They complete regular lesson observations and book scrutiny enabling any possible weaknesses to be quickly identified and action taken. All leaders work tirelessly to effectively improve teaching and learning.
- Leaders and managers know the school well and the school's view of its own performance is accurate.
- Leaders have introduced a range of systems and strategies that reinforce the strong school ethos of opportunity for all, excellent relationships and not tolerating any kind of discrimination.
- Pupils' work towards UNICEF Rights Respecting Schools Award has helped promote understanding and knowledge. Lessons in philosophy encourage discussion and debate which prepares pupils well for life in Britain today.
- Pupils' spiritual, moral, social and cultural development is exceptional. Pupils engage in links with a school in The Gambia and are a part of the Sheffield Youth Faith Investigators; these and other activities support this very strong development.
- Teachers plan a curriculum which excites and engages pupils. A range of activities are available outside the school day. Teachers set imaginative homework which helps promote the love of learning that exists throughout the school.
- Links with local schools, universities and colleges help pupils consider the options available to them in the future.
- Parents receive regular information about the curriculum and their child's progress. They are invited to workshops to inform them about changes in school. A 'change' focus group and a family advocate also inform and support parents.
- Parents wrote letters to the inspection team commending the school on their work. A very small minority of parents do not consider the school is well led and managed nor their concerns are dealt with appropriately.
- Leaders and managers make good use of the primary school sports funding. They have purchased extra resources and specialist coaches, as well as trained teachers. This has had a positive impact on pupils' participation, confidence and activities available. The school gained the Gold Sportsmark in July 2014.
- Leaders and managers also make good use of the pupil premium funding and carefully track its effectiveness to ensure it has a positive impact on pupils' progress.
- Safeguarding procedures meet current requirements. Issues raised at the last inspection have been fully resolved and the site is now very secure. Leaders have introduced new arrangements, for example, an air lock door system, secure fencing and gating. The deputy headteacher involves pupils in risk assessments so that they have a real understanding of keeping themselves safe.
- The local authority supports the school from a distance as they recognise the outstanding work that is being done. However, governors comment on how well they are supported by the local authority whenever they have asked for guidance and help such as with personnel issues and site security issues.
- **The governance of the school:**
 - Governors share the passion for excellence with adults and pupils in school. They use a wealth of regular information on pupils' and teachers' performance to make accurate judgements about the teaching and learning in school. They are fully involved in all aspects of performance management and have high expectations of all staff, including the headteacher. Finances are carefully tracked and all funding is monitored and used to ensure that it impacts positively on pupils' development. Governors expect the same high standards from themselves as they do from others. They undertake annual skill reviews and gather the opinion of others when evaluating their own performance. They have gained the Governors Quality Mark to help them identify their strengths and weaknesses. They continuously and assiduously challenge the school. They do not regularly step back and acknowledge the excellent work that is taking place. They do not always celebrate the successes of all leaders and managers, including themselves and make the link between their work and outstanding outcomes.

The behaviour and safety of pupils are outstanding**Behaviour**

- The behaviour of pupils is outstanding. Pupils enjoy coming to school, and the high levels of attendance reflect this.
- The motto of TEAM Dore is apparent around the school at all times of the day. Pupils work well together and independently to make sure that the school is a happy place in which to be.
- Adults are excellent role models, as are older pupils.
- Pupils speak confidently, politely and articulately to adults and visitors. They tell visitors how much they love their school and how eager they are to learn because lessons excite and engage them.
- Pupils who are new to the school speak of how quickly they settle in as other pupils welcome them so well. A number of systems are in place should they need help. A bench in the playground and the 'Bubble Room' mean that pupils always have someone to talk to should they feel the need.
- Pupils are encouraged to take on a range of responsibilities. A playground care team made up of older pupils is well trained to resolve and mediate concerns.

Safety

- The school's work to keep pupils safe and secure is outstanding.
- Pupils are very aware of how to keep themselves safe when they are not in school and when using the internet. They are knowledgeable about the possible dangers of social media sites.
- Even the youngest pupils are involved in risk assessments, such as the risk assessment for the climbing apparatus. This gives them a clear idea of why rules are sometimes needed for their own safety.
- Parents responded very positively when asked if they thought their children are happy and safe in school.

The quality of teaching is outstanding

- Teachers plan lessons carefully to ensure that a range of activities and subject matter engage and stimulate pupils' imagination. This helps develop the love of learning that pupils have in the school. Regular assessments in Key Stages 1 and 2 mean that this planning is accurately based on what the pupils already know.
- Clear marking which follows the whole-school strategy helps pupils know how they can improve and identifies strengths and weaknesses in a particular piece of work. This strategy was seen to work successfully in an English lesson where allocated time for 'red pen polishing' meant pupils could address any areas for improvement in their writing and celebrate achievement.
- Pupils watched chicks hatching and now care for them. This and daily use of the outdoor environment help pupils learn through experiencing things for themselves.
- All adults in classrooms help promote excellent progress as they move around the classroom ensuring all pupils have full understanding.
- Teachers ensure pupils learn in a way that excites, motivates them and meets their individual needs. Pupils are encouraged to present their work in a manner that suits their aptitudes, including drama or more formal ways of presentation.
- Teachers question pupils skilfully during lessons to find out what they understand and to make them think more carefully. Teachers then use this knowledge to shape what they teach next. This also enables the most able pupils to be challenged further and reach their full potential quickly.
- Pupils' work and discussions clearly show that they learn the same concept then teachers adapt their discussions, questions and activities so that pupils learn to the right depth of understanding and ability. This was seen to work particularly well when pupils were learning about tens and units. Although all pupils were working on the same concept, the work took account of the different levels of ability.
- Teachers have an innovative approach to homework which encourages independence, imagination and supports the excellent progress made in reading. The use of a range of literary sources promotes reading for enjoyment and as a tool for research. Examples of this homework are celebrated in displays around the school.

The achievement of pupils is outstanding

- Pupils make outstanding progress from their starting points so when they leave at the end of Year 6 they reach standards overall that are well above average.
- Standards in mathematics are consistently above average. A slight dip in standards in 2013 was quickly identified and effective action taken.
- By the time pupils leave Year 6, standards in writing and reading are consistently well above average. Pupils frequently write at length and consolidate their writing skills across a range of subjects. Pupils are eager to write because their imaginations are fired by exciting teaching.
- Pupils study a wide range of literature and read often. They are taught the sounds that letters make well which supports outstanding progress in their reading skills.
- A well-planned curriculum and innovative teaching promotes outstanding progress across a number of subjects.
- The most able pupils make outstanding progress. They are encouraged to work at a higher level all the time and they respond enthusiastically and achieve very well.
- The small numbers of disadvantaged pupils reach standards in reading, writing and mathematics that are below that of non-disadvantaged pupils in school by about one term. However, this gap in attainment is closing over time. Disadvantaged pupils' overall attainment in reading, writing and mathematics is in line with that of non-disadvantaged pupils nationally. The progress of disadvantaged pupils exceeds that of non-disadvantaged pupils nationally.
- Disabled pupils and those with special educational needs reach standards below those of their peers but generally above that of other similar pupils nationally. The inclusion leader works with external consultants and teachers to ensure the needs of these pupils are exceedingly well met through timely and high quality support.

The early years provision is good

- Leadership and management of the early years provision are good. Since the last inspection, leaders and managers have improved the teaching and learning in the early years provision so it is now good and sometimes outstanding.
- Children arrive in the Reception class with a variety of different pre-school experiences. Overall, their starting points across the majority of subjects are typical for children of that age. There are no significant gaps between the achievements of different groups, including children eligible for support from the pupil premium.
- By the time they leave the early years, children make good progress so that the proportion who reach a good level of development across all subjects is higher than average.
- Behaviour in the early years is outstanding. Children enjoy learning. They play well together and independent skills are well developed. These skills mean they are ready and eager to learn as they start Year 1.
- Teaching in the early years is good. Teachers plan activities carefully so that children can develop in all areas of the curriculum. Children enjoyed the work planned around the topic of Easter. Children enthusiastically counted in two's when hunting for eggs, while others demonstrated good literacy skills when writing Easter cards.
- Activities planned for children to select for themselves do not always encourage learning as well as they could. During these activities, adult discussions with children are not always promoting learning at a high enough level.
- Teachers check children's understanding throughout lessons by questioning and looking at their work; they do not always adapt their teaching immediately in light of this knowledge. Therefore, learning is not always as fast as it could be.
- Adults work well to ensure that safety in the early years is good. Children are taught to take responsibility for their own safety. Strict and well-taught rules when using hammers and nails support this good development.

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	132152
Local authority	Sheffield
Inspection number	449672

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	461
Appropriate authority	The governing body
Chair	Steve Thomas
Headteacher	Sue Hopkinson
Date of previous school inspection	24 November 2009
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