

Dundry Church of England Primary School

110 Dundry Lane, Bristol, BS41 8JE

Inspection dates

18–19 March 2014

Overall effectiveness	Previous inspection:	Requires improvement	3
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Teaching requires improvement. It does not help pupils to make good progress across the school. Teaching is not providing enough challenge for all groups of pupils so that more able pupils progress to higher levels and raise levels of attainment.
- Teachers' assessments of progress and attainment are not used effectively in all classes. Work set is sometimes repeated unnecessarily from earlier in the year, is too easy or too hard and, therefore, is not pitched at the right level of difficulty for pupils to make rapid progress.
- Pupils' achievement in mathematics in Key Stage 2 requires improvement. Pupils are improving their recall of multiplication tables, but older pupils are not given enough opportunities to use their calculation skills in solving mathematical problems.
- The leadership and management require improvement. Senior leaders and governors are improving the quality of teaching and the culture of learning amongst staff and pupils. However, lesson observations and scrutiny of pupils' work do not focus sufficiently on the progress of different groups of pupils in mixed-age classes.
- Teachers' marking gives praise, but does not regularly give pupils insight into their errors. Marking does not often explain to pupils how to improve their work and reach a higher standard.
- Middle leaders do not take enough responsibility to share the monitoring of school improvement and drill down to identify which aspects of teaching and curriculum require improvement, for example to find out why pupils with special educational needs make variable progress in some year groups.

The school has the following strengths

- Pupils behave well and show good attitudes to their work. Staff have good professional relationships and a friendly approach, so that pupils feel safe and are well cared for.
- Pupils get off to a good start. Children in Reception and Year 1 thrive in an atmosphere of care and learning. They acquire a firm foundation of skills and show positive attitudes.

Information about this inspection

- The inspector conducted a learning walk, observed six lessons, looked at the school's assessments of children's starting points in the Reception class and made short visits to other lessons to observe the teaching of letters and sounds. Three lesson observations and the learning walk were carried out jointly with the headteacher.
- The inspector took account of 19 responses to the online Parent View survey. He also considered the responses of nine staff questionnaires.
- The inspector talked with a group of pupils, as well as with individual pupils during their lessons and at playtimes. He heard two groups of pupils read. The inspector scrutinised work in pupils' books, in addition to looking at books in lessons.
- The inspector held discussions with members of the school's leadership team, governors and a representative of the local authority. The inspector scrutinised a range of documentation, including those relating to pupils' attainment and progress, child protection and safeguarding, the monitoring and management of teachers' performance and the school's improvement planning.
- During this inspection, the inspector asked additional questions designed to ascertain the school's view of the impact and effectiveness of local authority services to support school improvement. This information will contribute to work being carried out by Ofsted to assess the use, quality and impact of those services.

Inspection team

Mark Lindfield HMI, Lead inspector

Her Majesty's Inspector

Full report

Information about this school

- This school is a smaller-than-average-sized primary with three mixed-age classes.
- The percentage of pupils supported through the pupil premium is average. This is additional funding for pupils known to be eligible to receive free school meals, those in local authority care and pupils with a parent in the armed forces.
- The proportion of disabled pupils and those with special educational needs supported at school action is above average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is below average.
- The very large majority of pupils are White British and the proportion from minority ethnic groups is average.
- The proportion of pupils joining and leaving the school at times other than the typical ages is above average.
- In 2013 the school did not meet the government's floor standard, which sets the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Improve teaching and learning so that they are consistently good in all subjects by ensuring that:
 - teachers' assessments of attainment and progress are used to plan activities of the right level of difficulty for all pupils
 - teachers' marking gives pupils insight into their errors and identifies their next steps to a higher level so that pupils learn how to improve from the feedback.
- Improve the attainment and progress of all pupils, and particularly the more able, by:
 - ensuring lessons more frequently match pupils' different abilities and challenge pupils to reach their next level of attainment
 - increase opportunities across Key Stage 2 for pupils to solve open-ended calculation problems using all four mathematical operations.
- Strengthen leadership and management by:
 - ensuring that lesson observations and scrutiny of work pay close attention to the attainment and progress of different groups of pupils
 - increase the contributions made by middle leaders to monitoring provision and driving improvement, especially for pupils with special educational needs.

Inspection judgements

The achievement of pupils

requires improvement

- Pupils' attainment dipped in 2013 to well below the national average. Pupils in the current Year 6 are catching up with where they should be. The school's attainment this year should be considered with a degree of caution because it depends on a very small cohort, but few pupils are likely to reach the higher Level 5 in reading, writing and mathematics.
- Pupils' progress has improved this year, but is not yet good because it is uneven across year groups. Pupils in Year 2 make less progress than other year groups in reading, writing and mathematics. Pupils in Year 6 have made less progress in previous years than presently, but are beginning to catch up with where they should be in writing and mathematics.
- Most children enter the school with skills below what is typical for their age. More pupils are making average progress, but few are making good progress because teachers do not always plan work that stretches the more-able pupils. In too many lessons pupils of different abilities and ages are given similar tasks. More-able pupils are not given a clear idea of what they have to do to produce a good piece of work at a higher level, and so their progress is not yet good and few reach higher standards.
- In some year groups the achievement of disabled pupils and those classified with a higher level of special educational needs is better than those pupils at a lower level of special educational needs. Pupils make better progress when teaching assistants provide support that helps pupils to think for themselves, rather than when staff supply the method and the answer.
- Pupils who benefit from additional government funding (pupil premium) are making better progress in reading, writing and mathematics. Additional help is being closely monitored by senior leaders with the support of the local authority. By the time they leave Year 6, pupils in receipt of the pupil premium are making progress in line with their classmates, and better in writing.
- Work in lessons and in pupils' books shows that pupils' progress in mathematics across Key Stage 2 is not yet good. The school's focus on mental calculation has helped pupils to more quickly complete calculations in their heads. However, pupils are rarely given open-ended investigations and are not regularly expected to use their calculation skills to solve problems. As a result, too few pupils are making more rapid progress in developing their calculation and number skills.
- Children get off to a good start in Reception and Year 1. Staff track their progress well and provide activities that are closely matched to their different abilities in all areas. Younger children, including less able, show good progress in developing their early reading (knowledge of letters and sounds), enabling them to sound out letters and read words accurately. Pupils in Years 2 and 3 do not display the same level of confidence when trying to read unfamiliar words.

The quality of teaching

requires improvement

- Teaching has improved since the start of the year, but pupils' progress in subjects is not yet consistently good. This is partly because teachers are not using the information gained from their marking, assessments and in the classroom to set different activities for pupils of different abilities in mixed-age classes. As a result more-able pupils are not making sufficiently rapid progress.
- Teachers do not always check pupils' work closely enough during lessons to find out how pupils are getting on. In these lessons, pupils who find the work too easy or too difficult are not spotted quickly enough. As a result they are not given additional help or provided with different activities that help them to make better progress.
- Teachers are improving their use of questions in lessons. In the lessons observed, the best questions probed pupils' knowledge and understanding with follow up questions that helped pupils to explain their thinking and refine their ideas. Where questioning was less successful,

adults asked pupils questions but did not follow these up to ensure pupils explained their ideas and applied them in their work.

- Teachers' marking provides compliments and praise that help pupils to develop a positive attitude to learning. The best marking seen picked up on pupils' misunderstandings and gave additional questions to help them to learn from the comments and find a way forward. However, too often marking does not explain to pupils how to improve their work and pupils do not regularly respond to comments by taking action to improve their work and so reach a higher standard.
- Children in the Reception and Year 1 benefit from an appropriate range of activities that support their learning well. Children of all abilities are provided with a wide range of interesting and purposeful activities. Children were stimulated by the visit of a nurse to develop their role play area and to use containers and syringes to measure liquids and to devise a medicine to cure patients.
- Staff across the school develop close and supportive professional relationships with pupils. The school has developed a new behaviour management system that is used consistently by all staff. Pupils respond well, settle quickly in lessons and apply themselves with good levels of concentration.

The behaviour and safety of pupils are good

- Pupils' behaviour is good, the pupils settle themselves quickly to their work and are prepared to do their best. They behave well in lessons and take an active part, giving their ideas and answering teachers' questions quickly.
- Pupils readily accept responsibilities around the school. Older pupils show good levels of care and consideration for younger pupils. They lead playground games and activities and keep a gentle eye out for their younger schoolmates.
- Pupils are confident and happy in school, which they describe as 'a big family'. They consider that pupils' behaviour has improved and is 'normally good'. They know the boundaries and that leaders will respond to bullying and poor behaviour. Pupils say that they very rarely experience any bullying, including cyber bullying.
- Pupils' attendance has improved since September and is now above average. All groups of pupils are in school more often and this is helping them to catch up. They are able to benefit from improvements in teaching and have fewer gaps in their learning from missing lessons.
- All parents who expressed a view believe that their children are safe and happy in school. Pupils too say that they feel safe around the school and have someone they can talk to if they need. Their improved attendance is an example of their more positive view of school.
- The school's work to keep pupils safe and secure is good. The school records incidents of poor behaviour. Staff are using a consistent approach to managing behaviour which has resulted in fewer exclusions. Senior leaders have ensured that staff monitor the safety of pupils carefully and use the procedures in place to share and record concerns.

The leadership and management require improvement

- Monitoring through lesson observations and scrutiny of pupils' work does not focus sufficiently on the attainment and progress made by different groups of pupils. As a result, monitoring is not sufficiently helping teachers to identify groups of pupils not making good progress in lessons and raise the quality of teaching and learning from satisfactory to good in all classes.
- Pupils with special educational needs make variable progress across the school. Those pupils judged by the school with a higher level of needs outperform pupils classified with lower levels of need in some year groups and subjects. Senior and middle leaders are not sharing the responsibility for identifying specific areas of weakness in teaching or the curriculum to raise achievement for those pupils with special educational needs.

- The school's extensive improvement plan has helped to tackle underperformance. It contains a wide range of different actions with clearly recorded milestones and measurable success criteria. Where it is more effective in driving improvement, evaluations by senior leaders and governors focus strongly on the impact of actions on raising achievement, rather than their completion.
- With support from the local authority, the school is developing specific programmes to improve the attainment of a group of underachieving pupils. In partnership with senior leaders, they have helped to identify specific pupils, agree actions to take and closely monitored progress. This has helped to raise the level of achievement of pupils receiving additional funding (pupil premium).
- An unflinching focus from the headteacher has helped to develop the quality of teaching and learning. Leaders and managers have set clear expectations for staff to follow. Senior leaders have provided appropriate support, coaching and training for teachers that have helped to tackle inadequate teaching.
- Senior leaders are more actively holding teachers to account for the progress pupils are making in reading, writing and mathematics. Regular fortnightly whole school meetings review data and analyse pupils' progress. These meetings have resulted in a more collaborative approach to resolving underachievement.
- The school sport funding has been committed to purchasing equipment, providing transport for pupils and, in partnership with a local school, training staff to teach a broader range of physical education skills. The impact of this is in providing access to swimming lessons and improving the range of sports equipment.
- The local authority has provided effective training for all governors to ensure they more actively monitor school achievement data and ask challenging questions. Local authority representatives monitor the school regularly, they know the school well and the journey it has been on, but hold an over-optimistic view of where the school currently is on that path. External support for senior leaders has helped to develop their roles and responsibilities. The newly appointed deputy headteacher has raised the quality of provision in the Early Years Foundation Stage and has provided effective support and coaching that has helped to improve the quality of teaching. Local authority involvement in a programme of additional support has helped the school to raise the achievement of a target group of pupils. As a result, senior leaders are more closely analysing the impact of additional support and intervention programmes.
- **The governance of the school:**
 - Governors are increasingly challenging the school. They have ensured that performance management is linked closely to pupils' achievement. They also understand how well the school is doing in relation to other schools nationally. With local authority support, governors have observed individual intervention programmes and reported back on their effectiveness. Governors have supported the school's leadership through turbulent staffing issues and have successfully appointed an effective deputy headteacher who has raised the quality of teaching and learning for younger pupils and has provided effective coaching and support for staff. Governors know how pupil premium funding is allocated and receive information about the impact of this additional support. Safeguarding procedures to promote children's safety and well-being are secure.

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	109189
Local authority	North Somerset
Inspection number	433135

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	65
Appropriate authority	The governing body
Chair	Anita Heappey
Headteacher	Rhiannon Price
Date of previous school inspection	4–5 December 2012
Telephone number	0117 9647181
Fax number	0117 9645651
Email address	dundry.pri@n-somerset.gov.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2014

