

Dundry CE Primary School

Inspection report

Unique Reference Number	109189
Local Authority	North Somerset
Inspection number	337237
Inspection dates	21–22 October 2009
Reporting inspector	Christine Huard

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	78
Appropriate authority	The governing body
Chair	Mrs Anita Heapey
Headteacher	Miss Rhiannon Price
Date of previous school inspection	9 October 2006
School address	110 Dundry Lane Dundry Bristol BS41 8JE
Telephone number	0117 9647181
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Age group	4–11
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Introduction

This inspection was carried out by two additional inspectors. The inspectors visited eight lessons, and held meetings with governors, staff and pupils. They observed the school's work, and looked at the school's development plan, monitoring and assessment information as well as governors' minutes, reports from the school improvement partner and the local authority. Twenty-five parents' questionnaires were also scrutinised as well as responses from pupils and staff.

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

- the strategies adopted to raise standards and improve progress across the school, particularly in mathematics and writing
- how effectively information for assessments is used to set individual targets and help pupils improve their own learning
- how effectively subject leaders monitor and drive improvement, particularly in the core subjects of English, mathematics and science.

Information about the school

Dundry CE Primary School is a small village school and serves a mixed area south of Bristol. The proportion of pupils with special educational needs and/or disabilities is broadly average. Most needs are related to learning or behavioural difficulties. Children in the Early Years Foundation Stage are catered for in the Reception class. The school has the Healthy School award and holds the Activemark. The headteacher took up post this September.

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

3

Main findings

This school provides its pupils with a satisfactory education. It makes good provision for pupils' personal development and ensures that pupils are well cared for, safe and secure. Throughout the school, pupils are polite, well behaved and enjoy their learning. As one Year 6 pupil said, 'I know we're here to learn but our teacher makes it really good fun and enjoyable.' They know how to keep themselves safe and show a good understanding of the importance of pursuing a healthy lifestyle.

Children in the Reception Year have a very exciting start to their education. They make good progress and join Year One with standards in line with those expected. This is because the curriculum and the care and support given to children are outstanding and the quality of teaching is good and improving. In Years 1 and 2, standards have improved over the last two years and last year pupils attained above average standards. Progress across Years 3 to 6 slows and is too patchy. The school's own tracking shows that pupils make too little progress in Years 3 and 4. This is mainly because the teaching is not always good enough. In Years 5 and 6, pupils' progress accelerates because the teaching is consistently good and pupils catch up to where they should be by the time they leave school. Across the school, progress in writing is not as good as in other subjects. This is because there has been too little focus on developing the basic skills of spelling, punctuation and grammar, not only in English lessons but in other subjects as well. A scrutiny of pupils' work shows that teachers do not always follow the school's mark scheme rigorously enough and do not follow up pupils' responses. This means that pupils make slower progress, particularly in spelling. When teachers do use the scheme effectively, it enables pupils to see exactly where they have gone wrong and make appropriate corrections.

Much of the teaching observed during the inspection was good. However, it ranged from good to inadequate. Most teachers plan lessons carefully to capture pupils' interest and motivate them. When teaching is inadequate, the teacher talks for too long, explanations are muddled and pupils do not fully understand what they are supposed to be learning. The school's good curriculum has many strengths and is enhanced by a range of themed days, visits and visitors. There are many opportunities for pupils to participate in sporting activities and music is a particular strength with a wide range of instrumental tuition available.

Leadership and management are satisfactory. The school is benefiting from the dynamism of a new and enthusiastic headteacher who has already monitored the

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work of the school carefully and identified where improvements can be made. Subject leaders are dedicated and eager to play their part in moving the school forward. The roles of English and mathematics leaders, though, have not yet been fully developed as staff are new to them this year. They are not yet using the information from assessments to identify priorities and determine actions to be taken. Subject leaders are aware that they need to view best practice in other schools in order to help their own monitoring and assist colleagues to move forward. The impact of changes made has already started to be seen in improved behaviour, although it is too soon to measure the impact of any other developments at this stage. Nevertheless, this, together with improvements made in the last year to improve standards, illustrates that the school does have a satisfactory capacity to sustain further improvement. Governors are very supportive of the school and some visit regularly. However, their monitoring visits are not always sufficiently focused to measure progress against priorities in the school development plan.

What does the school need to do to improve further?

- Improve standards in writing by:
 - giving pupils more opportunities to practise their basic spelling, punctuation and grammar skills in subjects across the curriculum
 - ensuring that the marking system is consistently applied throughout the school so that pupils fully understand what they need to do to improve their work.
- Improve the quality of teaching, particularly in Years 3 and 4, to be at least satisfactory, with 75% good or better by the end of July 2010.
- Develop the role of subject leaders by:
 - giving them opportunities to observe best practice in other schools so that they can more effectively monitor their own subjects
 - developing their confidence in using information from assessments to identify priorities and inform actions to be taken.
- Ensure that governors' visits to the school are more focused and closely aligned to priorities identified in the school development plan.

A proportion of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection

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

Progress has improved over the last year and is satisfactory. Considerable improvement has been seen in all subjects. Unvalidated results for 2009 confirm that the school exceeded its targets for pupils achieving Level 4, although the percentage of pupils attaining Level 5 fell from previous years. However, these results mask the fact that progress is not as good as it should be in Years 3 and 4. Across the school, pupils' work, in both lessons and books, shows good progress being made, except in

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Years 3 and 4, where it has been demonstrably slower, particularly in writing.

In lessons, pupils in Years 5 and 6 were challenged well and consequently made good progress. The pupils were devising an introduction to a new chapter for 'Anne of Green Gables' and were expected to find interesting language – and more often than not succeeded because of the teacher's high expectations. 'Another frosty morning, Anne woke with a shudder...' was one example of an opening sentence. Strategies to improve mathematics are proving to be successful and teachers try hard to ensure that pupils are challenged. In Years 1 and 2, pupils were interrogating data and devising questions to ask other children. Here, it was clear that more was expected of the more able pupils and they devised such questions as 'By how many votes were the cats more popular than the mice?', while less able pupils did well to ask 'Which was the favourite pet?' Pupils with special educational needs and/or disabilities were generally well supported in lessons; they were able to check their answers, and asked questions which enabled them to gain confidence and make progress.

The school has reviewed its behaviour policy to ensure a consistency of approach in managing behaviour and this has had a positive impact. As a result, pupils have positive attitudes to learning and behave well. They have a good understanding of how to keep themselves safe in school, outside and when using the internet. They contribute well to the school community. The school has Healthy School status and pupils talk knowledgeably about what constitutes a healthy lifestyle. Pupils in Years 5 and 6 are conscientious play leaders and those in Years 3 and 4 are responsible 'litter pickers'. As a result, the playgrounds are happy and harmonious places and the school grounds are immaculate. Their spiritual, moral, social and cultural development is good and reflects the Christian ethos of the school well. Pupils take an active part in school and local events, have links and pen friends with a school in Canada and enjoy learning about a culture very different from their own. Their satisfactory English, mathematics and information and communication technology skills ensure they receive a sound grounding for the future.

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	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	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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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	3
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

In most classes, teaching is at least satisfactory and often good. Questioning is used well to assess how well pupils understand or also to extend their thinking. Tasks are interesting and pupils have good opportunities to share ideas with each other or in small groups. This sustains their interest and increases the pace of their work. Pupils are developing independence through opportunities to check and assess their own work. However, some teaching is slow and laborious, there is too much teacher-talk and explanations are not sufficiently clear. This means that pupils are not always sure what they are supposed to do and the teacher has to go round and explain this again. Since the last inspection, assessment systems have been improved and there is more information available as to how much progress pupils are making. Most teachers use this information effectively to ensure that pupils are adequately challenged in lessons and in setting targets for improvement. The school has a good marking policy which encourages pupils to assess and improve their work. It is not systematically employed in all classes which means that some pupils do not understand how their work can be improved.

The curriculum is good. It has been recently reviewed and is developing creatively to reflect pupils' own experiences and interests more. Because it is relatively new, the full impact of this has yet to be seen in pupils' achievement. It is, though, very well focused on pupils' personal development and ensures they make good progress in this aspect of their education. The school has established a number of partnerships and links which enhance pupils' experiences. Some of these, such as the regular visits from the local police community support officer, increase pupils' awareness of safety and are ensuring effective links with the community. There is a very wide range of activities, such as music lessons and sports coaching, which enhance the curriculum effectively. Out-of-school clubs have, in the past, been supported very well, although, because of staff and pupil illness, they have been slow to start this year. Pupils have opportunities to consolidate their basic skills across the curriculum but this is not consistently planned for across the whole school. The school provides good care for all its pupils, particularly the more vulnerable. However, although individual education plans for those with special educational needs are compiled and reviewed on a regular basis, the targets are sometimes too broad and vaguely expressed. The school is aware of this and is taking appropriate action to remedy this. Pupils joining the school are welcomed and transition into and out of the school is effectively managed to make it as smooth as possible.

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These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
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?

The newly appointed headteacher has a very clear vision for the school. This is well focused on improving standards and accelerating pupils' progress while maintaining the strengths that make the school a happy and secure place for pupils. Staff at all levels share this ambition and there is good commitment from all staff to achieve the best for the pupils. There has been a redistribution of responsibilities and subject leaders for mathematics and English are new to the role. They have already been involved in monitoring the quality of their areas by examining planning and pupils' work. However, they have not yet had the chance to work alongside colleagues in the classroom.

Governors are very supportive of the school. Many visit regularly; however, they have not always challenged the school enough and monitoring has not always been sufficiently linked to the school's priorities for improvement. Governors have ensured that all safeguarding procedures are robust and leaders endeavour to ensure that pupils, whatever their ethnic or cultural background, are valued and free from discrimination. A very good audit has been carried out to evaluate the effectiveness of the school's community cohesion policy. Steps are being taken to fill any gaps to ensure that pupils understand the range of cultural, ethnic and cultural diversity in Britain today, but are still at an early stage of implementation.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
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	3
The effectiveness of safeguarding procedures	2

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

Early Years Foundation Stage

When children enter the Reception class, their skills in language, literacy, mathematics and knowledge and understanding of the world are generally below those expected. In other areas of development, they are often similar to those of other children of the same age. They make good progress because overall provision is excellent and rapidly having more impact on their learning. The curriculum is very relevant and exciting for pupils because it is readily adapted to respond to pupils' interests. Indeed, many mini-projects develop from the questions that the children have asked. A hospital role play area and the visit of a doctor were prompted by children's questions about bones following the 'funny bones' story. An autumn table has developed as a result of questions asked by children as to why the leaves on the trees change colour. The positive impact of all this is shown in the progress that children make. Two years ago, they achieved satisfactorily but year on year improvement has been seen and last year's Reception moved to Year 1 having made very good progress, particularly with their language, literacy and mathematical skills. Excellent attention is paid to children's welfare and safety and all staff are aware of any difficulties – temporary or more prolonged - that a child may be experiencing.

The reason for the good progress is the good and continually improving leadership and management. The Reception class teacher has fully taken on board the local authority guidance on quality improvement. She has analysed and self-evaluated her practice and used the results to identify key areas for improvement. Children's views are sought as often as practically possible. For example, they helped to organise the outside area so that it became a more stimulating and interesting area in which to work.

There is an excellent focus on developing children's social and personal skills. The curriculum is rich and motivates all the children. Practical activities and visits are used extremely well to enrich children's learning. A visit to a garden enabled them to find out more about growing vegetables and they thoroughly enjoyed making and eating pumpkin soup. They are learning about healthy foods and can tell you that a potato is healthy because it doesn't have any fat and jam tarts are unhealthy because they have too much sugar. The outside area is extremely well organised. Here, children have opportunities to use large construction materials, and engage in water play – discovering how many jugs of water it takes to fill a bucket. Children learn to take responsibility for choosing what they are going to do and are expected to spend a reasonable amount of time on an activity and see it through to its completion where this is appropriate. Children's progress is carefully monitored and recorded. Their learning diaries are very useful records of their achievement, with observations in all areas of the curriculum and enhanced by photographic evidence.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

There was a good response to the Ofsted questionnaire with 25 questionnaires returned, representing about a third of the families attending the school. Most of the parents are pleased with all that the school has to offer, and this was reflected in the comments made both on the questionnaires and in person to the inspectors. Parents and carers are very confident that their children are safe and well cared for. They also express confidence in the leadership and management of the school. Most are happy overall with the experiences their children are receiving. There are some reservations, mainly concerning whether their children are making sufficient progress. The inspectors found that in most classes pupils often make good progress, but this slows in Years 3 and 4. The school is already aware of this and is taking steps to address this issue.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Dundry CE 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 25 completed questionnaires by the end of the on-site inspection. In total, there are 78 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	10	40	13	52	1	4	1	4
The school keeps my child safe	7	28	15	60	2	8	0	0
The school informs me about my child’s progress	5	20	15	60	4	16	1	4
My child is making enough progress at this school	7	28	9	36	8	32	0	0
The teaching is good at this school	9	36	14	56	0	0	0	0
The school helps me to support my child’s learning	8	32	16	64	1	4	0	0
The school helps my child to have a healthy lifestyle	5	20	15	60	5	20	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)	4	16	18	72	3	12	0	0
The school meets my child’s particular needs	4	16	15	60	6	24	0	0
The school deals effectively with unacceptable behaviour	4	16	17	68	2	8	2	8
The school takes account of my suggestions and concerns	3	12	18	72	4	16	0	0
The school is led and managed effectively	3	12	19	76	2	8	0	0
Overall, I am happy with my child’s experience at this school	6	24	16	64	2	8	1	4

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 all 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

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 pupils' 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.



23 October 2009

Dear Pupils

Inspection of Dundry CE Primary School, Dundry, Bristol BS41 8JE

Thank you for making us so welcome when we visited your school. You were really polite and friendly and helped us to learn a lot about what you do and what you enjoy. Your school gives you a satisfactory education overall and we think there are also lots of good things about your school.

What we found about your school.

- It's a friendly and happy place in which to work and play.
- You enjoy coming to school and behave well.
- You achieve the standards you should in English, mathematics and science.
- You show a good understanding of how to live healthily and stay safe.
- Adults look after you well and make sure you are safe, in and around school and on visits.
- The wide range of visits and visitors, as well as some interesting after-school clubs, add further interest to the curriculum.
- Your headteacher and teachers are working hard to help you do better.

What we have asked your school to do now.

- Help you to improve your standards of writing, especially your spelling, punctuation and grammar. You can help by checking your work carefully and paying good attention to what the teachers say when they mark your work.
- Try to make sure that more teaching is good.
- Give the teachers who are leading different subjects this year more help in developing how to do this more effectively.
- Make sure that the governors check up regularly on the things the school has identified as needing improvement.

We are sure that you will do all you can to help all adults who work with you to make your school even better. You can do this by trying as hard as you can in lessons.

Yours faithfully

Christine Huard
Lead inspector

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