

Dunstall Hill Primary School

Dunstall Avenue, Wolverhampton, WV6 0NH

Inspection dates 17–18 June 2014

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

- Not enough pupils make good progress from their individual starting points.
- The quality of teaching is not good. Too much requires improvement and too little is outstanding.
- Teachers do not always pitch work correctly for the different groups within their classes and this restricts progress.
- The school does not have a consistent and coherent whole-school approach to the teaching of reading. The teaching of reading has not been effective and in 2013, standards were low at the end of each Key Stage.
- Teachers and teaching assistants do not all have the right skills to teach and support pupils who are at the early stages in learning to speak English.
- A small number of pupils, parents and staff are concerned about the poor behaviour of a few pupils
- Leaders' systems to record and analyse behaviour and log safeguarding concerns and the actions taken, are not yet fully embedded.
- The governing body are not clear about their role and responsibilities and have not been effective in ensuring that pupils receive a good education.

The school has the following strengths

- Attendance has improved considerably and is currently above the average nationally.
- The acting headteacher and acting deputy headteacher have a very clear and accurate understanding of the school's strengths and weaknesses.
- The acting headteacher has established effective systems for checking on pupils' progress and the quality of teaching.
- There is good practice in teaching that can be shared and developed across the school.
- The school has a culture of mutual respect. Staff value and celebrate the rich diversity within the community.
- Classrooms, corridors and open spaces in the school are welcoming and vibrant.
- The range of subjects taught is broad and interesting. Pupils enjoy the themes and topics taught.
- The school has had significant success in sports competitions and events.

Information about this inspection

- Inspectors observed 13 lessons, including seven observed jointly with the headteacher or deputy headteacher. Inspectors also made short visits to other lessons. Inspectors listened to pupils read and reviewed the work in pupils' books.
- Inspectors visited breakfast club and assembly and observed pupils' behaviour during break time and lunchtime.
- Inspectors talked informally to many pupils and held a more formal meeting with a group of Key Stage 2 pupils. They also considered responses to the school's own survey of pupil's views.
- Inspectors talked with staff and considered the 17 responses to the staff survey.
- Meetings were held with school leaders, the Chair of the Governing Body and another governor. Inspectors also met with a representative of the local authority.
- Inspectors talked to parents at the start and end of the school day and considered the 14 responses to the on-line questionnaire (Parent View). Evidence from the school's own survey of parents was also considered. Inspectors also received a phone call from an individual who chose to remain anonymous.
- Inspectors observed the work of the school and examined a range of documentation including the school's own records of pupils' progress, evidence from the checks made on the quality of teaching, written policies, documents regarding the management of staff performance and records relating to behaviour, attendance and safeguarding.
- During this inspection, inspectors 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

Morag Kophamel, Lead inspector

Her Majesty's Inspector

Christine Malone

Her Majesty's Inspector

Full report

Information about this school

- Dunstall Hill is an average-sized primary school. It includes a nursery.
- The previous headteacher has been absent since October and has recently resigned from her post. The acting headteacher was previously the deputy.
- The proportion of pupils known to be eligible for support through the pupils premium funding is considerably higher than that found nationally. The pupil premium is additional funding for pupils known to be eligible for free school meals and those looked after by the local authority.
- The proportion of pupils from minority ethnic groups is well above average. Over half of pupils are of Pakistani heritage. Pupils of Indian heritage comprise the next largest group. Recently a number of pupils from Eastern Europe have joined the school.
- Most pupils speak English as an additional language. Some pupils are at an early stage in learning to speak English.
- The proportion of pupils who join or leave the school at times other than normal transition is similar to that nationally.
- The proportion of pupils supported through school action is broadly average, as is the proportion supported at school action plus or with a statement of educational need.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.

What does the school need to do to improve further?

- Improve the quality of teaching so that is consistently good and sometimes outstanding, leading to more pupils making accelerated progress, by:
 - ensuring that teachers set work that provides a good level of challenge for pupils of different abilities, particularly the more-able
 - providing opportunities for teachers and teaching assistants to learn from good practice within and beyond the school
 - improving the skills of teachers and teaching assistants so that they provide more effective teaching and support for pupils who are at early stages in learning to speak English.
- Raise achievement in reading by:
 - developing a whole school approach to the teaching of reading so that all staff are clear about the strategies they should use
 - ensuring that pupils are encouraged to read regularly and often, including at home so that they have more opportunities to practise and develop their skills
 - providing further training for teachers and teaching assistants so that all become skilled in teaching phonics as well as comprehension and more advanced skills such as inference and deduction.
- Improve the effectiveness of leadership and management by ensuring that:
 - new systems for recording safeguarding concerns become embedded and records of incidents of poor behaviour are analysed and used to inform the actions taken to improve behaviour
 - all governors understand their role and responsibilities and attend training to allow them to provide appropriate challenge and support to the school.

An external review of governance should be undertaken in order to assess how this aspect of leadership and governance may be improved.

Inspection judgements

The achievement of pupils requires improvement

- Children enter Nursery and Reception classes with levels of skill and knowledge which are below those expected for their age. Some pupils have skills which are well below those expected and many are at early stages in learning to speak English. From these starting points, pupils make expected progress in the Early Years Foundation Stage and in Key Stage 1 so that at the end of Year 2 standards are below the national average in reading, writing and mathematics.
- In 2013, Year 1 pupils did not perform as well as other pupils nationally in the check made on their phonics skills (understanding about letters and the sounds they make). However, recent improvements in the teaching of phonics are beginning to result in improved progress.
- In Key Stage 2 in 2013, the proportions of pupils making the progress expected of them in writing and mathematics were slightly higher than the average nationally. In mathematics around a third of pupils made better than expected progress. However, standards in reading for pupils leaving Year 6 in 2013 were low. A quarter of pupils did not make enough progress.
- The school has recognised the need to raise standards in reading across the school. Teachers and teaching assistants are receiving additional training and the timetable has been adapted to ensure that extra time is given to the teaching of reading and that phonics is taught daily to younger pupils.
- These changes are beginning to have an impact, particularly in Years 4 and 6 where pupils are now making good progress. For example, in a Year 6 lesson, pupils made very good progress in developing their ability to infer meaning from a text. This was because the teacher used well-chosen examples and set work which provided the right level of challenge for pupils of different ability. However, these improvements are not yet evident across the school and progress is still slow in some classes and groups.
- Not enough priority is given to encouraging pupils to read at home. This means that many pupils are missing opportunities to practise and improve their skills and to develop a love of reading.
- In mathematics, in Years 1 to 6, pupils have frequent and well planned opportunities to apply their knowledge of number and calculation methods to problem solving activities and mathematical investigations. This is helping pupils to improve their skills and understand the importance and relevance of mathematics in real life situations.
- More-able pupils generally make the progress expected of them. However, the work set for these pupils is sometimes too easy to enable them to make rapid progress.
- In 2013, pupils who were eligible for support through the pupil premium were about two terms behind their classmates in reading, writing and mathematics. However, this gap is narrowing and in Key Stage 2, eligible pupils are no more than a term behind their classmates.
- The progress of pupils with disabilities and special educational needs varies. Some make good progress as a result of very effective support but others make slow progress, particularly in reading.
- Pupils who are at early stages of learning to speak English, particularly those who are new arrivals, do not all make good progress. The methods and resources used currently do not always help pupils to develop their vocabulary and understanding quickly. Teachers are now

receiving support from the local authority to help them improve provision for these pupils. However, this work is in its early stages.

The quality of teaching requires improvement

- Pupils have not had the benefit of good teaching over time and this has slowed their progress. Inspectors observed effective teaching in some classes but a scrutiny of pupils' books and the school's observations of teaching confirm that this is not consistent.
- Sometimes, pupils do not achieve enough during lessons. The work set for pupils is sometimes too easy, especially for more-able pupils. This limits progress. Teachers do not always check that pupils understand what they have been taught or what they have to do and this slows learning. Teaching assistants are not always used effectively to support and extend learning.
- Although there have been recent improvements in the teaching of reading, particularly phonics, further improvement is required so that all teachers and teaching assistants have good subject knowledge and use agreed and effective teaching strategies.
- Teachers and teaching assistants do not all have the necessary skills or resources to teach pupils who are at the early stages of learning to speak English. This means that some of these pupils do not make good progress when they first join the school.
- Teachers' checks on how well pupils are doing have not always been accurate and this has not helped them to plan the next steps for learning effectively.
- Checks made by the local authority confirm that teachers' assessment judgements are now more reliable. This is because of recent training for teachers to help them assess pupils' attainment more accurately. They have also worked with teachers from other schools to check that judgements are accurate and consistent.
- Where learning is most effective, teachers plan and set work which builds on what pupils of different ability already know, understand and can do. Teachers' explanations are clear and their examples are well-chosen to illustrate new ideas and methods. This helps pupils to make good progress. Teachers and teaching assistants use skilful questioning to check understanding. This means that misconceptions are quickly identified and resolved.
- No time is wasted at the start of the school day and pupils settle down and begin their work very quickly.
- Teachers' marking and feedback to pupils are usually effective, particularly in their writing books. Most teachers provide clear advice to pupils about how to improve their work and make sure that pupils respond to this advice by applying it and showing that they have understood.

The behaviour and safety of pupils requires improvement

- Pupils' behaviour requires improvement. Typically, most pupils behave well, listen to their teachers and complete a good amount of work. However, occasionally, especially where teaching does not interest them, some pupils become inattentive and chatty.
- A small proportion of parents, pupils and staff expressed concerns regarding the behaviour of a small number of pupils. Behaviour logs provide a clear record of these incidents and show how

they have been followed up. However, leaders do not use the information in these logs to determine whether the number of incidents is increasing or reducing as a result of the actions taken.

- During the inspection, behaviour at lunchtime and on the playground was generally good. Pupils move around the school building calmly and sensibly, displaying good manners and respect for adults.
- The school's work to keep pupils safe and secure requires improvement. Risk assessments, including those for school trips are generally detailed and thorough but are not all up to date.
- The records kept for any safeguarding concerns have not contained sufficient detail and have not included dated records of all the actions taken.
- The acting headteacher has introduced a new, more effective system to ensure that every concern and action is recorded clearly and all necessary information is included. Leaders are currently making further improvements to ensure that records include the full names of any staff raising a concern as well as the names and contact information for any other agencies and professionals involved or consulted.
- Leaders and teachers have created displays which recognise and celebrate the diversity of the school community. Some older pupils explained that Dunstall Hill Primary is a place where, 'everyone is respected, whatever they believe'.
- Attendance has improved considerably and is currently higher than the average for primary schools nationally.
- Pupils have a good understanding of bullying, including racist bullying and cyber bullying. They say that discriminatory language is rare and is always taken seriously by staff. Pupils were able to explain how they can help keep themselves safe on the internet. For example, pupils knew that they should never share passwords or reveal personal information, such as where they live. Pupils who spoke to inspectors said that they are confident that the acting headteacher treats any concerns about bullying very seriously.

The leadership and management requires improvement

- Although arrangements for safeguarding meet requirements, systems for updating risk assessments, logging actions taken following safeguarding concerns and analysing incidents of poor behaviour are not fully embedded.
- There are some areas of good or improving practice in the teaching of reading but the school does not have an agreed, coherent policy and approach. This means that teachers and teaching assistants do not have clear guidance on how reading should be taught.
- Since the acting headteacher has been leading the school, there has been a renewed focus on improving teaching in order to accelerate pupils' progress and raise standards. The acting headteacher and deputy headteacher have a detailed and accurate understanding of the school's strengths and the areas which require improvement.
- The acting headteacher has acted quickly to improve systems for checking on the progress of pupils and the quality of teaching. Senior leaders now collate the information they gather from teachers' assessments of pupils' progress, from the work in books and from visits to lessons.

They then use this information to set clear targets for improvement in teaching and for pupils' progress. Where areas for improvement have been identified the acting headteacher has worked with the local authority to arrange training for teachers and teaching assistants. For example, a specialist teacher has delivered training in the teaching of phonics and a local authority adviser is helping staff to improve their work with pupils who are at early stages in learning to speak English.

- The recently appointed inclusion manager is skilled in teaching and supporting pupils with disabilities and special educational needs. She has a clear overview of the additional support and interventions being delivered and has good systems in place to measure and evaluate pupils' progress. Assessment information shows that some interventions are particularly successful. For example, during a one-to-one reading intervention, carried out over 17 weeks, pupils made up to two years progress.
- Arrangements for managing the performance of teachers are effective. The targets set for teachers are clearly linked to the national standards for teachers and include targets which focus on improving pupils' achievement. Decisions about pay awards are linked to an annual review of performance.
- Pupils enjoy the interesting themes and topics they explore within the curriculum. Attractive and interesting displays around the school and the work in pupils' books show that a good range of subjects are taught and provide evidence of pupils writing for a range of purposes. A good range of visits enriches the subjects taught.
- Spiritual, moral, social and cultural aspects of education are strongly promoted. Pupils participate well in whole school singing in assembly and join together in saying the inclusive school prayer. They have a good understanding of right and wrong and take their different responsibilities seriously. They work together to raise money for charity by holding cake sales and selling bracelets.
- The school is using the primary sports funding well to increase participation and improve skills by offering a wide range of sports and physical activity at lunchtimes and before and after school. For example, pupils who attend the breakfast club enjoy playing table tennis with their friends. Within the curriculum, specialist sports coaches work with teachers to help them develop their skills in teaching physical education. The school has had considerable success in a range of sporting events both locally and regionally. Most recently, a group of Year 2 pupils won a trophy at a schools gymnastics competition. Parents, pupils, governors and staff are rightly proud of these sporting achievements.
- Prior to this school year, the local authority had not taken effective action to challenge or support school leaders with regard to the decline in standards in reading and low attainment in the Early Years Foundations Stage and Key Stage 1. However, since the acting headteacher raised concerns over pupils' achievement and the quality of teaching, the local authority has provided more effective support and challenge. The local authority has brokered support from a teaching school and from the headteacher of a successful local school, as well as training from advisers and specialist teachers. The school standards adviser visits regularly to check progress and support school leaders and now knows the school well.

■ **The governance of the school:**

The governing body is keen to see the school succeed but has not been effective in ensuring that pupils receive a good education. Most governors have had very little training and do not have a clear understanding of their role and responsibilities. They are not sufficiently aware of

how standards in the school compare to those nationally and are unable to evaluate the impact of funding such as the pupil premium. The local authority has recently intervened and has asked the governing body to produce an action plan to show how it will make the necessary changes. There have been some recent improvements. For example, a new governor with experience in another school is providing more challenge to school leaders and is arranging training for governors.

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	104335
Local authority	Wolverhampton
Inspection number	431534

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	249
Appropriate authority	The governing body
Chair	Peter Holmes
Acting Headteacher	Diane Elcock
Date of previous school inspection	18 June 2009
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