



Dinglewell Junior School

Inspection Report

Unique Reference Number 115495
LEA Gloucestershire
Inspection number 279607
Inspection dates 9 November 2005 to 10 November 2005
Reporting inspector Alison Grainger RISP

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

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|------------------------------------|--------------------|---------------------------|--|
| Type of school | Junior | School address | Dinglewell |
| School category | Community | | Hucclecote |
| Age range of pupils | 7 to 11 | | Gloucester, Gloucestershire GL3 3HS |
| Gender of pupils | Mixed | Telephone number | 01452 617 376 |
| Number on roll | 349 | Fax number | 01452 617 376 |
| Appropriate authority | The governing body | Chair of governors | Mr N Ford |
| Date of previous inspection | 5 April 2000 | Headteacher | Mr William John Hayball |

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Introduction

The inspection was carried out three Additional Inspectors.

Description of the school

The school draws its pupils from the surrounding, and mostly owner-occupied, housing in Hucclecote in east Gloucester. There are three classes in each of Years 3 to 6.

The vast majority of pupils are of White British heritage. About 10% are from other ethnic backgrounds. Very few pupils are at an early stage of learning English as an additional language. The percentage of pupils with learning difficulties and disabilities is much the same as in most junior schools. The percentage of pupils known to be eligible for free school meals is below the national average. Taking the intake as a whole, pupils' attainment on entry to Year 3 is above the level expected nationally.

Key for inspection grades

| | |
|---------|--------------|
| Grade 1 | Outstanding |
| Grade 2 | Good |
| Grade 3 | Satisfactory |
| Grade 4 | Inadequate |

Overall effectiveness of the school

Grade: 3

Inspectors judge that the school is satisfactory, both in the quality of education that it provides and in value for money. The school's self-evaluation identifies the right priorities for improvement, and so is satisfactory overall. However, the self-evaluation insufficiently analyses how teaching and the curriculum might be more effective in supporting pupils' progress.

The progress that pupils make as they move up through the school is satisfactory; they begin with and maintain above average attainment in English, mathematics and science. The results in the end of Year 6 tests have been consistently above the national average in recent years.

Pupils with learning difficulties and disabilities do well because they are given good support to do so. However, the more capable pupils and some of average capability do not consistently do as well as they should, particularly in writing and also in mathematics.

Pupils' personal development and the quality of care for them are satisfactory. Whilst the quality of education is satisfactory overall, with some good features, there are aspects requiring improvement. Pupils do not have enough opportunities to use and develop their English and mathematics skills in other subjects. The use of targets to help individuals and groups of pupils make progress is underdeveloped. Marking is inconsistent in how well it guides pupils.

The leadership and management of the school are satisfactory. The school has made satisfactory progress since its last inspection and, given its track record, has the capacity to make the necessary improvements.

What the school should do to improve further

- Ensure that the more capable pupils consistently do as well as they should
- Increase the use and development of pupils' skills in English and mathematics in other subjects.
- Give pupils clearer guidance and better feedback about how to make progress.
- Sharpen the evaluation of how the provision, particularly teaching and the curriculum, contributes to pupils' progress.

Achievement and standards

Grade: 3

Pupils make satisfactory progress overall in relation to their starting points and capabilities as they move up from the start of Year 3 to the end of Year 6. As a result, standards are maintained at a level above the national average in English, mathematics and science. Most pupils achieve the adequately challenging targets set for them in the Year 6 national tests.

The pupils who enter the school with attainment below the level expected, including those with learning difficulties and disadvantages, do well. Some of these pupils make

very good progress in reading and reach the level expected for their age by the end of Year 6.

Overall, pupils do better in reading than in writing. Some of the most capable pupils in particular, and also some of average capability, do not do as well as they should in writing. There are also a few examples of these pupils doing less well than they should in the end of Year 6 tests in mathematics. Pupils with English as an additional language make progress at the same rate as others.

In subjects other than English, mathematics and science, pupils make satisfactory progress. Their work in these subjects is at the standard expected for their age.

Personal development and well-being

Grade: 3

Pupils' personal development, including their spiritual, moral, social and cultural development, is satisfactory overall. The vast majority enjoy school as shown by the attendance level, which is above the national figure. They want to learn and apply themselves well in lessons.

Behaviour is good in almost all lessons. Behaviour around the school and at play is satisfactory. Pupils play amicably, although rather boisterously, together on the playground. Almost all pupils get on well together. Those of different ages and backgrounds, and boys and girls, mix well. However, there are instances of low-level squabbling and, occasionally, some pupils make unkind comments to others.

Pupils make a satisfactory contribution to the school and wider community. They take responsibilities, such as membership of the school council, seriously. Through raising funds for charities, they have awareness of the needs of others.

Pupils have the expected understanding of the importance of a healthy diet and regular exercise. Many demonstrate this when they decide not to purchase unhealthy snacks from the tuck shop. Pupils adopt safe practices, for example, in physical education lessons. However, not all pupils move sensibly about the school at all times. Some run in corridors and on the stairs when not directly supervised. Pupils satisfactorily develop the skills, such as in information and communication technology and in working with others, that are necessary for their future economic well-being.

Quality of provision

Teaching and learning

Grade: 3

Satisfactory teaching ensures that pupils make adequate progress overall as they move up through the school. Teachers have secure subject knowledge. Lessons are well organised, with effective management of pupils and activities. Explanations and instructions are clear, so that pupils know what is expected of them and the reason for the activities.

Good support is given to lower attaining pupils and those who have learning difficulties or disabilities. Teachers meet these pupils' needs well through additional support. Often, they adapt activities so that they are at the right level, particularly in English and mathematics lessons.

Whilst teaching is pitched at the right level for the large majority of pupils, it is not finely enough tuned to provide sufficient challenge to meet the needs of all. This partly arises because teachers do not make full use of the assessment data available to them in planning teaching and activities for pupils. As a consequence the most capable pupils, and some of average capability, do not do as consistently well as they should.

There are examples of good marking, but too often marking does not give pupils enough guidance about how to improve their work. Too few references are made in marking to pupils' individual targets for improvement in writing.

Curriculum and other activities

Grade: 3

The curriculum meets pupils' needs and external requirements satisfactorily. Some effective links are made between subjects, which promote learning well. For, example, additional interest is created in work in dance related to a topic in geography.

Although some connections are made between subjects, not enough is done to develop pupils' English and mathematics skills across the curriculum. For example, there is insufficient writing at length in subjects such as religious education, geography and history. Mathematics skills are not used well enough in science and design and technology. This results not only in missed opportunities to improve pupils' competence in English and mathematics, but also to deepen their knowledge and understanding in other subjects. There are some examples of good practice on which the school can build. For example, pupils in Year 5 were well motivated by writing in the role of a Victorian miner.

Clubs and visits provide good enrichment of day-by-day lessons. These additional opportunities contribute well to pupils' personal and social development.

Care, guidance and support

Grade: 3

The quality of care results in the vast majority of pupils feeling happy and valued, which contributes to their enjoyment of school. Almost all feel confident that they could approach an adult for help or advice should the need arise. The school council provides a satisfactory means by which pupils can make their views known.

Pupils work in a safe and secure environment and are properly supervised. However, the importance of them moving sensibly about the school when not being watched by an adult is not sufficiently emphasised. Child protection arrangements are satisfactory. Good care is provided for pupils with medical conditions or physical disabilities.

Pupils are taught about the importance of a healthy diet and regular exercise, and have ready access to drinking water. School meals promote healthy eating, but the tuck shop does not.

Although the school has adequate systems for tracking pupils' progress and intervening when there are concerns, improvement is required in the use of targets to help individuals and groups of pupils to make progress. Pupils are not clear enough about what they need to do to improve their school work.

Leadership and management

Grade: 3

The leadership and management of the school ensure that pupils receive a satisfactory standard of education and make satisfactory progress as they move up through the school.

The headteacher, staff and governors maintain a satisfactory self-evaluation of the school and are clear about the main priorities for improvement. There are some good features, for example the analysis of data by subject leaders in English and mathematics: as a consequence, they know which groups of pupils do well and which need to make better progress. More generally, however, in evaluating the effectiveness of provision, the school has not analysed sharply enough how what it does affects pupils' progress. This lack of sharpness has resulted in the school seeing itself as better than it is. The headteacher and staff are not complacent though. They are committed to improving the school and ensuring that all pupils do well.

Parents and pupils are satisfactorily consulted in the school's self-evaluation. Adequate progress with improvement has been made since the last inspection. Given this track record, the school is satisfactorily placed to develop its effectiveness further.

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Inspection judgements

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|--|-----------------------|--------------|
| <i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i> | School Overall | 16-19 |
|--|-----------------------|--------------|

Overall effectiveness

| | | |
|--|-----|----|
| How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners? | 3 | NA |
| How well does the school work in partnership with others to promote learners' well-being? | 3 | NA |
| The quality and standards in foundation stage | NA | NA |
| The effectiveness of the school's self-evaluation | 3 | NA |
| The capacity to make any necessary improvements | Yes | NA |
| Effective steps have been taken to promote improvement since the last inspection | Yes | NA |

Achievement and standards

| | | |
|--|---|----|
| How well do learners achieve? | 3 | NA |
| The standards ¹ reached by learners | 2 | NA |
| How well learners make progress, taking account of any significant variations between groups of learners | 3 | NA |
| How well learners with learning difficulties and disabilities make progress | 2 | NA |

Personal development and well-being

| | | |
|---|---|----|
| How good is the overall personal development and well-being of the learners? | 3 | NA |
| The extent of learners' spiritual, moral, social and cultural development | 3 | NA |
| The behaviour of learners | 3 | NA |
| The attendance of learners | 2 | NA |
| How well learners enjoy their education | 2 | NA |
| The extent to which learners adopt safe practices | 3 | NA |
| The extent to which learners adopt healthy lifestyles | 3 | NA |
| The extent to which learners make a positive contribution to the community | 3 | NA |
| How well learners develop workplace and other skills that will contribute to their future economic well-being | 3 | NA |

The quality of provision

| | | |
|---|---|----|
| How effective are teaching and learning in meeting the full range of the learners' needs? | 3 | NA |
| How well do the curriculum and other activities meet the range of needs and interests of learners? | 3 | NA |
| How well are learners cared for, guided and supported? | 3 | NA |

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

| | | |
|--|-----|----|
| How effective are leadership and management in raising achievement and supporting all learners? | 3 | NA |
| How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education | 3 | NA |
| How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review | 3 | NA |
| How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can | 3 | NA |
| How effectively and efficiently resources are deployed to achieve value for money | 3 | NA |
| The extent to which governors and other supervisory boards discharge their responsibilities | 3 | NA |
| The adequacy and suitability of staff to ensure that learners are protected | Yes | NA |

| | |
|---|-----|
| The extent to which schools enable learners to be healthy | |
| Learners are encouraged and enabled to eat and drink healthily | Yes |
| Learners are encouraged and enabled to take regular exercise | Yes |
| Learners are discouraged from smoking and substance abuse | Yes |
| Learners are educated about sexual health | Yes |
| The extent to which providers ensure that learners stay safe | |
| Procedures for safeguarding learners meet current government requirements | Yes |
| Risk assessment procedures and related staff training are in place | Yes |
| Action is taken to reduce anti-social behaviour, such as bullying and racism | Yes |
| Learners are taught about key risks and how to deal with them | Yes |
| The extent to which learners make a positive contribution | |
| Learners are helped to develop stable, positive relationships | Yes |
| Learners, individually and collectively, participate in making decisions that affect them | Yes |
| Learners are encouraged to initiate, participate in and manage activities in school and the wider community | Yes |
| The extent to which schools enable learners to achieve economic well-being | |
| There is provision to promote learners' basic skills | Yes |
| Learners have opportunities to develop enterprise skills and work in teams | Yes |
| Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form | NA |
| Education for all learners aged 14–19 provides an understanding of employment and the economy | NA |

Text from letter to pupils explaining the findings of the inspection

Dinglewell Junior School Dinglewell Hucclecote Gloucester Gloucestershire GL3 3HS

11th November 2005

Dear Pupils

Thank you for helping us when we visited your school. We enjoyed talking with you, seeing how you are getting on lessons and looking at your books. We found that you are making progress at the same rate as other pupils of your age. We saw that almost all of you enjoy school, are keen to learn, and behave well in lessons. You get on well with each other and with the adults in school. It is a shame that some pupils squabble occasionally or say unkind things to others. It would be good if you could try to make sure that this does not happen so that all the children enjoy being at school.

There are some things that your school does well. The clubs are good and you have interesting visits out of school. Those of you who need some extra help with your work are given good support and get on well. The adults make sure that you are looked after and that the school is a safe place.

There are some things that your school could do better. We have asked your teachers to make sure that all of you are given work that challenges you so that you all do as well as you should. We have also asked them to give you more opportunities to use and develop your English and mathematics skills in other subjects. We saw that you enjoy the opportunities to do writing linked with your work in history.

We have also asked your teachers to tell you more about what you need to do to make better progress. You can help by thinking about what you need to do to improve your work and talking about this with your teachers. We have also asked the headteacher and teachers to look even more carefully at how what you do at school contributes to your progress. You can also help by sharing your views on this with them.

Thank you again for your help.

Alison Grainger (Lead inspector)