



# Dunstall Hill Primary School

## Inspection Report

**Unique Reference Number** 104335  
**LEA** Wolverhampton  
**Inspection number** 286912  
**Inspection dates** 20 June 2006 to 20 June 2006  
**Reporting inspector** Ceri Morgan HMI

This inspection was carried out under section 8 of the Education Act 2005 which gives Her Majesty's Chief Inspector of Schools the authority to inspect any school in England. The inspection is to be treated as a section 5 inspection under the same Act.

<b>Type of school</b>	Primary	<b>School address</b>	Dunstall Avenue
<b>School category</b>	Community		Wolverhampton
<b>Age range of pupils</b>	4 to 11		West Midlands WV6 0NH
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01902 556417
<b>Number on roll</b>	233	<b>Fax number</b>	01902 556419
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr Peter Holmes
<b>Date of previous inspection</b>	26 February 2001	<b>Headteacher</b>	Miss Bethan Francis

Age group	Inspection dates	Inspection number
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## **Introduction**

During the inspection, HMI studied data and documents, met with all staff, observed lessons or parts of lessons in most year groups, met with pupils and the school council, conducted a paired observation and considered the views of parents. HMI also met with representatives from the governing body and the local authority. There were detailed discussions with the headteacher and senior managers in school.

## **Description of the school**

Dunstall Hill is an average sized primary school with a nursery. The premises have been substantially improved recently and there have been some significant changes in staffing since 2004. There are considerably higher proportions of pupils who are entitled to free school meals than national averages and a majority of all pupils, many of whom are in the early stages of learning English, come from a range of differing ethnic backgrounds. Pupil mobility is also well above average.

## **Key for inspection grades**

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

## Overall effectiveness of the school

### Grade: 2

Dunstall Hill Primary is a good school with many strengths. The ethos in school is one of constant support where all pupils are cherished. It is an inclusive school where every child matters and there is constant attention to their well-being. The school serves a mixed community very well and uses this wide cultural diversity as a valuable resource to provide a rich educational experience for all its pupils. This success has been achieved by a determination to provide a thoughtful and sensitive response to individual pupils' needs.

As a result of the special ethos and values that are promoted by all staff the progress pupils make is good. The pupils and parents recognise the unique character of Dunstall Hill and are overwhelmingly positive about it. Pupils, in particular, are very clear that they like school, feel safe and cared for and help to support each other well. It is a feature of every classroom that pupils share well, listen to and help each other to achieve. This has come about as a consequence of a clear focus on celebrating good attitudes to school whilst being clear about what is and is not acceptable behaviour. The pupils thrive on this approach and, as a consequence, their behaviour is often exemplary.

The staff form a skilful, hard working and committed team. This ensures that the pupils' enjoyment is used to secure a good grounding in English, science and mathematics. One comment made by a parent captures well the special nature of the school. The view expressed was that the school had many good policies but that 'they were not just bits of paper but were exercised and practised'. There is a strong emphasis on success which has led the school to achieve several awards recently, including a Basic Skills Agency award in 2006.

The work pupils do is rich and varied and is strengthened by a wide range of additional activities. This is adjusted annually to help pupils achieve well. For example, the school offers additional help in literacy during the spring and summer term and as the sessions are so enjoyable, attendance at them is high. This commitment in matching provision closely to need is particularly striking.

The standards reached by pupils are satisfactory overall with most having made good progress. When they start school a high proportion of pupils are at the early stages of learning English or join the school in later years. There is a strong focus on the speaking and listening skills of pupils which has helped raise standards of English in recent years. The school knows that more remains to be done to improve still further the standards reached by pupils at age 11. It has now put an emphasis on pupils' writing skills, where standards are lower.

The current headteacher leads the school with clarity and vision and has a thoughtful and determined approach to school improvement. She works hard to make the school as inclusive as possible and is described by colleagues as inspirational, a view shared by HMI. Her resolve influences everything the school achieves and has helped improve the quality of teaching and learning whilst establishing the particular ethos within

school. She is well supported by an experienced deputy headteacher who provides an excellent role model in the classroom and beyond. Together they form a strong team.

Senior managers in school have an accurate view of its strengths and weaknesses. The quality of this self-analysis is a strength. As a result of the open and responsive management style, the school knows what to do next to continue the improvements and has established the right set of priorities. More use needs to be made of the increasing assessment data which are available, to enrich teachers' planning, to improve the standards of pupils' writing and to raise the level of challenge the school sets itself. Although pupils' progress is good the levels expected in mathematics and English by 2006 and 2007 could be higher. Recent changes to subject leadership have helped but have also revealed a need for continued professional development throughout the leadership team and a need to ensure that all subjects are regularly checked.

The quality of governance is a significant strength. Governors have a sophisticated knowledge of the school's strengths and weaknesses. They ensure that financial management is secure and all statutory requirements are met. They successfully combine this very strong support for the staff with their role as a critical friend. Many link with particular classes which they visit regularly.

This high quality leadership has helped the school to make good progress since the last inspection in 2001. In particular, the use and application of information and communication technology (ICT) has improved across the school. There is good capacity to continue the overall improvements.

## **Achievement and standards**

### **Grade: 2**

Standards reached by age 11 are satisfactory and pupils' progress is good. Both have improved in the last two years.

## **Personal development and well-being**

### **Grade: 1**

These are outstanding and the pupils express a wholehearted commitment to school. The social and emotional development of each pupil is nurtured very well through the attitudes of staff and the variety of opportunities available to pupils. All pupils welcome visitors and new challenges with enthusiasm and genuine pleasure. The school is working hard to improve attendance levels, which are satisfactory, by reducing the number of extended term time holidays.

The school council members take their responsibilities seriously and have a creative approach to problem solving. One member said, quite accurately, that 'we don't just talk we take action'.

The school takes the safety and security of pupils very seriously. It ensures that they know about healthy lifestyles and backs this up with a strong emphasis on sporting activities and exercise and a wide range of extra-curricular activities.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Strong teaching, along with work that is both varied and stimulating, is the main reason why pupils make good progress. The main strengths in the best lessons include very good relationships with pupils, strong questioning skills and tasks that are closely matched to the pupils' abilities. The teachers manage behaviour very well.

Exceptionally good additional support is offered by classroom assistants. This is well used by teachers and as a result pupils with additional learning needs or disabilities make good progress.

### **Curriculum and other activities**

#### **Grade: 2**

The curriculum offered is good.

### **Care, guidance and support**

#### **Grade: 2**

The school serves pupils from a wide range of cultural backgrounds, recognising their individuality and treating every one with complete equality. A high level of care and guidance is offered to all and as a result pupils support each other well. For example, in one lesson, the sense of achievement felt by all pupils when one of their classmates managed to complete a complex task was shared by everyone.

## **Leadership and management**

#### **Grade: 2**

The leadership and management of the school is developing rapidly under the guidance of the Headteacher and governors. Together they have established a remarkable vision and ethos that colours everything the school does. This quiet but highly effective leadership is a testament to how a genuinely inclusive school in which every pupil is valued contributes to the success of all.

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## Inspection judgements

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

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	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

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

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	1	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	2	NA
The attendance of learners	3	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	1	NA
The extent to which learners adopt healthy lifestyles	1	NA
The extent to which learners make a positive contribution to the community	1	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2	NA
<b>How well are learners cared for, guided and supported?</b>	2	NA

<sup>1</sup> 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**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	1	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
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
<b>The extent to which providers ensure that learners stay safe</b>	
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
<b>The extent to which learners make a positive contribution</b>	
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
<b>The extent to which schools enable learners to achieve economic well-being</b>	
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**

You will know that recently I came to have a close look at your school to help your teachers know what they do well and what they could do to be even better.

I would like to thank you for making me so welcome and finding the time to talk to me about the school council and your plans. Now I want to let you know what I found out.

The pupils in your school are very friendly, welcoming and well behaved. This is because of the hard work your teachers do in helping you make good progress, behave well and treat each other with respect. Your school is especially good at this and those who run the school think very carefully about what is best for you to do.

You have a lovely school you can be proud of with hard working teachers and classroom assistants who make sure you have interesting things to do inside lessons and in extra clubs and activities. They care for you and also help you to do well with your work. Many of you said how much you enjoyed school and this is just one reason why so many of you do very well. I was very impressed with the way the school helps those of you who are learning to speak English and the way you all help each other. There is a very special atmosphere in school that clearly shows how much you enjoy being there.

All schools can get even better and I have made some suggestions for your school to think about. These are:

Help you improve your writing more often.

Let you know what level you are working at.

Have a very close look at what Year 6 pupils are able to do each year.

Thank you again for welcoming me into your school and being so polite and friendly. I am sure you will carry on enjoying your school and help your teachers all you can.