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Mrs Beryl Gleich
Headteacher
Dinglewell Infant School
Dinglewell
Hucclecote
Gloucester
GL3 3HS

Dear Mrs Gleich

Special measures: monitoring inspection of Dinglewell Infant School

Following my visit with Michael Lafford, Additional Inspector, to your school on 10 and 11 November 2010, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the inspection findings.

The inspection was the first monitoring inspection since the school became subject to special measures following the inspection which took place in May 2010. The full list of the areas for improvement which were identified during that inspection is set out in the annex to this letter. The monitoring inspection report is attached and the main judgements are set out below.

Progress since being subject to special measures – satisfactory.

Newly Qualified Teachers may continue to be appointed but no more than one per year group.

This letter and monitoring inspection report will be posted on the Ofsted website. I am copying this letter and the monitoring inspection report to the Secretary of State, the chair of the governing body and the Director of Children's Services for Gloucestershire.

Yours sincerely

John Seal
Her Majesty's Inspector

Annex

The areas for improvement identified during the inspection which took place in May 2010.

- Develop the effectiveness of leaders and managers at all levels in embedding and driving improvement by:
 - rigorously evaluating the effectiveness of provision, particularly teaching and the curriculum, in meeting pupils' needs, and taking swift action for improvement whenever necessary
 - developing the roles of all staff with key leadership and management responsibilities so that they are accountable for pupils' progress and improving provision in their areas
 - ensuring that the governing body has an accurate understanding of the strengths and weaknesses and challenges senior leaders to promote improvement.

- Closely match teaching and the curriculum to pupils' learning needs in order to accelerate their progress and raise their achievement by:
 - ensuring that both teaching and the curriculum are based on an accurate assessment of pupils' current attainment and the next stops they need to take in developing their knowledge , understanding and skills
 - making sure that teaching is focused on giving all ability groups the right level of challenge or support for learning in all parts of lessons
 - deploying teaching assistants effectively to support learning
 - making better use of teaching time.

- Ensure that responsibilities for promoting community cohesion are fulfilled in order to develop pupils' understanding of cultural and ethnic diversity.

Special measures: monitoring of Dinglewell Infant School

Report from the first monitoring inspection on 10 and 11 November 2010

Evidence

Inspectors observed the school's work, scrutinised documents and met with headteacher, members of staff, pupils and representatives of the governing body and local authority.

Context

There have been very few significant changes since the last inspection. There is a new chair of the governing body and the deputy headteacher has been absent since the end of September as she is recovering from a medical procedure. There are plans for her to return before the end of the autumn term.

Pupils' achievement and the extent to which they enjoy their learning

The unvalidated national assessment results for 2010 indicate that by the end of Year 2, standards remained above average in reading, writing and mathematics.

In addition to the school's own data, work seen in classes and pupils' books indicates that attainment is at least in line with national expectations. Assessment information and data identify some slight variations in pupils' progress within year groups. The school is aware of these variations as it has improved its monitoring and evaluation systems, which now provide a clear view on pupils' rates of progress in all year groups and classes. Because the systems have only recently been implemented, it is too early for the school to have analysed the reasons behind this. However, in their work seen during the visit, all groups are generally making at least satisfactory progress, including those with special educational needs and/or disabilities and those known to be eligible for free school meals. In the Reception classes, children's progress is good and their levels of knowledge and understanding are generally above those typically expected for their age.

Other relevant pupil outcomes

Pupils are looked after and cared for very well. Safeguarding procedures, including the records for checking that all adults are able to work with children, are secure. All pupils behave very well around the school and in classes. They are friendly and happy to talk to adults. Pupils are enthusiastic and happy learners. Attendance is above average.

The effectiveness of provision

Satisfactory improvements in the teaching since the inspection have been made. However, teaching and learning vary in quality, from an occasional number which are inadequate to an increasing percentage which is good. Nevertheless, the proportion of satisfactory lessons is still too high. As a result, although the school's data indicate that pupils' progress is satisfactory overall, there are some inexplicable fluctuations over time.

Where teaching is most effective:

- lesson plans have clear learning objectives
- all pupils' learning needs are met accurately
- during lessons, teachers provided clear feedback to pupils about what they have achieved and their next steps
- there are regular opportunities for pupils to discuss their learning with each other
- all pupils know their targets and what they need to do to improve further
- teaching assistants provide good support through skilful questioning and use of resources.

In the less effective lessons:

- teachers' explanations and instructions are overlong leading to pupils becoming restless and making limited progress
- teachers are not feeding back to pupils during lessons about their next steps
- activities are not specific to pupils' different learning needs leading to all pupils taking part in the same activity regardless of their capabilities.

The school has developed the curriculum further to meet the needs of most pupils' more effectively. Consequently, they are able to practice their literacy, numeracy and information and communication technology skills well in different subjects. A good example of this was seen in Year 2 where pupils were learning about adjectives while writing poetry about the Great Fire of London.

Progress since the last section 5 inspection on the areas for improvement:

- Closely match teaching and the curriculum to pupils' learning needs in order to accelerate their progress and raise their achievement – satisfactory.

The effectiveness of leadership and management

Since the inspection, senior leaders have introduced clearer systems for tracking pupils' progress and attainment. Although these are in the early days of implementation, the school is now able to identify effectively how each pupil and different groups are progressing against national expectations. As a result, it is able to target support for those pupils who are underachieving more efficiently.

A programme of regular lesson observations by senior staff provides them with a valuable insight into the quality of teaching and learning across the school. As a result, the headteacher and staff with responsibilities for leading teams and subjects have a clearer view of where the good practice is and what improvements need to be made. However, the evaluation of teachers' direct impact on pupils' progress is not sufficiently rigorous.

Since the inspection, the governing body have become more business like and have sharpened their focus on how the school is performing. They are clear about what the school has to do to improve further. Although some of them are new to their roles, there is an emerging picture, reflected through the recent minutes, of how they are holding the school to account for its performance and asking more challenging questions.

The school has improved its promotion of community cohesion significantly since the inspection. A clear programme of activities and events supports the pupils' understanding of people of different faiths and cultural groups well. This programme is underpinned by a thorough audit and plan overseen by the governing body. As a result, the school is developing good links with schools locally, nationally and internationally.

Progress since the last section 5 inspection on the areas for improvement:

- Develop the effectiveness of leaders and manager at all levels in embedding ambition and driving improvement – satisfactory.
- Ensure that responsibilities for promoting community cohesion are fulfilled in order to develop pupils' understanding of cultural and ethnic diversity – good.

External support

The local authority's statement of action fulfils the requirements and has been successfully implemented. As a result, the monitoring roles of the local challenge and development officer and School Improvement Partner have effectively supported the school in its improvement since the inspection. Regular monitoring meetings by the project board have ensured that the school is remaining on course and effectively holding it to account. In addition, the local authority has successfully commissioned

support from a partner school. Consequently, the senior leadership team, teachers and governors have benefited from additional training and advice to develop their roles and responsibilities.