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14 July 2011

Mrs B Gleich
Headteacher
Dinglewell Infant School
Dinglewell
Hucclecote
Gloucester
Gloucestershire
GL3 3HS

Dear Mrs Gleich

Special measures: monitoring inspection of Dinglewell Infant School

Following my visit to your school on 12 and 13 July 2011, 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 third 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 – good

Progress since previous monitoring inspection – good

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 steps 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 third monitoring inspection on 12 and 13 July 2011

Evidence

The school's work was observed by the inspector who also scrutinised documents and met with the headteacher, members of staff, pupils and representatives of the governing body and local authority.

Context

Since the last monitoring visit in March 2011, a temporary teacher has been appointed to cover one of the Year 1 classes while the substantive teacher recovers from an injury. Two new governors have been appointed.

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

Work seen in lessons and in pupils' books during the inspection demonstrates that most pupils' progress continues to be better than would be expected nationally. Pupils' attainment is above average for reading, writing and mathematics. The school's analysis of information regarding pupils' progress and attainment accurately matches this view. Pupils' are eager to learn and many are able to talk proudly about their work. Children in the reception classes make good progress. Their knowledge, skills and understanding are above levels typically expected for children of a similar age. Pupils who are identified as having special educational needs and/or disabilities make good progress.

Other relevant pupil outcomes

Pupils' attendance is high and they behave well at all times. Pupils' well-developed collaborative skills and above average attainment in literacy and numeracy promote effective development of their future economic well-being.

The effectiveness of provision

Most lessons are good and a steadily increasing proportion of these are outstanding. As a result, the targets set for improving the quality of teaching in the Raising Attainment Plan have been exceeded. Consistent features in most classes are:

- clear learning objectives which are known to all pupils
- practical and interesting activities which meet the learning needs of most of the pupils
- a high level of pupil enthusiasm and engagement with their learning
- that teaching assistants are well deployed and provide clear support and guidance for pupils requiring additional support; some good examples of their questioning and modelling of writing skills were seen during the inspection

- teachers referring to targets for improvement, providing pupils with opportunities to self-assess and think about how to improve their work; this is still more effective in writing lessons than other written work, for example science, where the highlighted assessments by pupils and staff are not always apparent
- an increasing number of examples of pupils using their targets to help them learn more in mathematics although this is not as fully developed as the approach in writing lessons.

The school has identified some differences in the practice of a small number of teachers. In these lessons, learning activities are over-directed by the teacher. Consequently, because pupils are not able to work independently, they make slower progress than they are capable of.

The curriculum continues to develop well. No overlaps or gaps in provision are evident because of the systematic overview of all subjects and skills taught across the school. Medium- and short-term plans are effectively adapted to meet the needs of pupils. Subject leaders and senior managers regularly evaluate the provision and how it contributes to pupils' learning.

Progress since the last monitoring 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 – good

The effectiveness of leadership and management

The headteacher and her team of senior and middle leaders generally monitor and evaluate pupils' progress and the quality of teaching and learning proficiently. Consequently, prompt and effective action is now taken to support pupils at risk of underachieving. The leadership team's confidence and skills in carrying out their roles and responsibilities have evolved and improved since the previous inspection. However, tasks are duplicated by different members of the team and not always delegated appropriately.

The governing body has a clear view of the school's strengths and areas for improvement. Governors challenge the school, holding it to account effectively. In partnership with the headteacher, their ambitions for the school's continued improvement are leading to an emerging longer term view of its further development. Safeguarding systems continue to be robust and records of child protection checks on all those who work in the school are securely in place.

Community cohesion has continued to develop well. Audits, plans and activities have led to the school establishing links with a school in Africa. Locally, the school is engaged in activities which support the children's involvement with organisations

beyond the school. The curriculum supports a range of activities ensuring that pupils' understanding of the diverse nature of Britain and further afield is promoted well.

Progress since the last monitoring inspection on the areas for improvement.

- Develop the effectiveness of leaders and manager at all levels in embedding ambition and driving improvement – good
- 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 no longer provides direct support as a result of the school's continued improvement. Advice and consultancy work are commissioned by the school as and when required. The partnership with a neighbouring school has been very productive for middle leaders and governors. Progress of the school continues to be monitored closely by the local authority's project board.