

# Dinglewell Infant School

## Inspection report

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<b>Unique Reference Number</b>	115499
<b>Local Authority</b>	Gloucestershire
<b>Inspection number</b>	375382
<b>Inspection dates</b>	15–16 November 2011
<b>Reporting inspector</b>	John Seal HMI

This inspection was carried out under section 8 of the Education Act 2005 which gives Her Majesty's Chief Inspector of Education, Children's Services and Skills (HMCI) the authority to cause any school to be inspected. The inspection was also deemed a section 5 inspection under the same Act.

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<b>Type of school</b>	Infant
<b>School category</b>	Community
<b>Age range of pupils</b>	4–7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	248
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Dr Paul Tucker
<b>Headteacher</b>	Beryl Gleich
<b>Date of previous school inspection</b>	25–26 May 2010
<b>School address</b>	Dinglewell Gloucester Gloucestershire GL3 3HS
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## Introduction

This inspection was carried out by one of Her Majesty's Inspectors and one additional inspector. They observed nine lessons which involved seeing nine teachers. Meetings were held with groups of pupils, staff and members of the governing body. The inspectors observed the school's work and looked at data and information regarding pupils' progress, a range of policies and planning documents, minutes of meetings, the school's self-evaluation documents, risk assessments, financial information and the single central record of safeguarding checks on staff. As the inspection was a section 8 deemed section 5 inspection, there were no parental or carer questionnaires for analysis. The lead inspector met with a group of parents and carers to discuss their views on the school and scrutinised the school's parents' and carers' survey information.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas which were areas for improvement at the time of the last inspection.

- The effectiveness of leaders and managers at all levels in embedding ambition and driving improvement.
- The extent to which the curriculum meets the learning needs of pupils and supports their progress.
- The school's responsibilities for promoting community cohesion in developing pupils' understanding of cultural and ethnic diversity.

## Information about the school

The school is larger than average. It shares a site with a junior school. The vast majority of pupils are of White British heritage. Very few pupils are from minority ethnic backgrounds or speak English as an additional language. The proportion of pupils who are known to be eligible for free school meals is below average. The proportion of pupils identified as having special educational needs and/or disabilities is lower than normally found. When the school was inspected in May 2010, it required special measures because it was judged to be failing to give its pupils an acceptable standard of education. Significant improvement was required in relation to: developing the effectiveness of leaders and managers at all levels; matching teaching and the curriculum to pupils' learning needs; and, promoting community cohesion to develop pupils' understanding of cultural and ethnic diversity.

There is a breakfast club which is managed by the governing body.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

In accordance with section 13(4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures.

- The quality of education provided is good. There are many areas of strength and some outstanding features.
- The school is exceptionally caring, warm and welcoming and every individual pupil is known well by staff. As result, the school's care, guidance and support are outstanding.
- Pupils' achievement is outstanding. All groups of pupils make good progress from their starting points, leading to them reach high levels of attainment in reading, writing and mathematics at the end of Year 2.
- The school's partnership with a wide range of outside agencies and other educational providers is excellent.
- The quality of teaching is good. A small but increasing number of lessons are outstanding. Teachers generally match activities well to the different needs and abilities of pupils. The consistency of this practice can be seen in most lessons, but there is still a very small number of lessons where this is not the case.
- The good curriculum provides pupils with a wide range of interesting activities which are well planned to meet their needs.
- The overall effectiveness of the Early Years Foundation Stage is good.
- Leaders and managers, including the governing body, know the school very well because of rigorous and accurate self-evaluation. They are clear about the school's next steps for improvement. The quality of leadership and management at all levels has improved to the point where middle leaders have a range of increased responsibilities for monitoring and evaluation. Some of these routines are still new and are beginning to have a positive impact on pupils' progress and the quality of teaching and learning, but are not yet fully embedded.
- Since the last inspection there have been constant improvements enabling the school to ensure there is a good quality of provision and better outcome for all pupils. In addition, leaders and managers demonstrate a high level of commitment to continuous improvement. As a result, the school has good capacity to improve.

## What does the school need to do to improve further?

- Ensure that all teaching consistently matches the best practice in the school by:

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- using assessment information in the planning of activities to accurately match the needs and abilities of all pupils
- further embedding the effective monitoring and evaluating strategies employed by leaders and managers at all levels including the governing body.

## Outcomes for individuals and groups of pupils

2

From average starting points, all groups of pupils, including those with special educational needs and/or disabilities and those from minority ethnic groups, make good progress. Their standards of attainment in reading, writing and mathematics have increased over the last three years. This resulted in significantly above average scores for reading, writing and mathematics at the end of Key Stage 1 in the summer of 2011. An improvement on when the school was last inspected. The school’s analysis of assessment information supports what was seen during the inspection in lessons and in pupils’ work. All indicators suggest that standards continue to be high and pupils make good progress. Pupils told inspectors that they enjoy school very much. Their behaviour is nearly always good and in some lessons it is outstanding. In the responses to the school’s questionnaires, parents and carers say that pupils feel very safe. This was supported in conversations with pupils, parents and carers during the inspection. Bullying is exceptionally rare because of the very positive relationships across the whole school. Pupils have high levels of confidence and trust in the adults who look after them. Pupils’ attitudes towards school and learning are very positive. Pupils are very keen to learn. The spiritual, moral, social and cultural development of pupils is a strong feature of the school. It has been strengthened further by the school’s successful promotion of community cohesion. Pupils have a good understanding of different cultures in the United Kingdom and further afield. Pupils’ above average skills in literacy, numeracy and information and communication technology (ICT) are matched by their ability to work productively in groups and help each other. These skills are complemented by pupils’ good punctuality and above average attendance, contributing to good future economic well-being.

*These are the grades for pupils’ outcomes*

<b>Pupils’ achievement and the extent to which they enjoy their learning</b>	<b>1</b>
Taking into account:	
Pupils’ attainment <sup>1</sup>	1
The quality of pupils’ learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils’ behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

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<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account: Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

## How effective is the provision?

Teachers have high expectations of what pupils can do and how they should behave. The majority of lessons are well planned with clear outcomes for pupils' different needs and abilities. Pupils are fully versed in self-assessing their work. This is seen in an increasing number of lessons, where they confidently explain what 'tickled pink' and 'green for growth' means to them. Consequently, they know their targets well and are able to identify their next steps for learning. Pupils demonstrate skills in being independent learners and often work in a sustained and concentrated manner. The well-trained and experienced team of teaching assistants are well deployed. Their skilful questioning and use of resources enable those pupils who require additional help to make good progress. Teachers demonstrate good subject knowledge and provide pupils with good examples of how to edit writing and develop efficient mathematical calculation strategies through providing clear examples. In the few lessons that are less well taught, a very small number of teachers do not always use assessment information to plan learning activities accurately. Verbal feedback during lessons is not always specific enough to inform pupils about how to improve their work further.

The curriculum has improved significantly since the last inspection. It meets the needs of the pupils very well and supports their learning and progress in literacy, numeracy and ICT. Many subjects are taught through a theme. For example in Year 2, pupils practise their writing skills while learning about The Great Fire of London. Good planning, monitoring and evaluation ensure there are no gaps or overlaps in the schemes of work. The teachers work well together in year teams to ensure planning is consistent in each year group. Senior managers regularly evaluate the curriculum to check how well it matches the different needs of all groups over time, providing feedback where appropriate. The curriculum is enriched through a wide variety of activities, visits and visitors including Warwick Castle, a local farm and teachers from schools in Africa.

The school cares for the pupils extremely well. They say that they are very well cared for, feel very safe and trust the adults who look after them. Bullying is very rare. The school works effectively with a wide range of outside agencies to ensure families and pupils who at risk of being vulnerable are supported well. Safeguarding procedures are very robust and the procedures for ensuring checks on adults who work with children are rigorous. Meticulous follow-up procedures are in place for the small number of pupils whose attendance is lower than average. The before-school club

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ensures that those pupils who attend have a good start to their school day. Very effective tailored and targeted support is provided for the potentially vulnerable groups. As a result, pupils’ behaviour, confidence and attitudes to learning improve noticeably. The all encompassing inclusive approach ensures all pupils are able to participate in activities both in and out of school. Different ways of working with hard-to-reach families are actively sought out. For example, the learning mentor is training to lead parenting and carer courses. Systems and procedures for helping pupils start and leave school are very well managed. Pupils are well prepared for their next phase of education because of the effective liaison with the adjacent junior school.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils’ needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

The headteacher, senior and middle leaders form a strong partnership. Their fortitude and single-minded determination have ensured they have effectively addressed the areas for improvement from the last inspection. Good plans to remedy weaknesses, with challenging targets, have come to fruition and in some cases been exceeded. Members of the governing body work closely with senior leaders and procedures and systems hold the school to account well. As a result, plans for the school’s long-term development now provide clear vision and direction. Middle leaders’ roles are becoming more established. For example, very recently the middle leaders successfully led monitoring meetings regarding the progress of pupils without senior managers present. The quality of teaching and learning is now assessed regularly by all leaders and managers, with teachers receiving productive feedback. This recent development is adding strength to the school’s leadership and management capacity. The school takes equality issues seriously. Consequently, all pupils achieve well with very few gaps in attainment. Middle leaders are very adept at identifying potential gaps and intervene swiftly to ensure they are closed. The school’s approach to tackling discrimination ensures the promotion of a tolerant and harmonious atmosphere. Extensive and effective partnerships with a very wide range of other organisations have effectively contributed directly to the school’s improvement. For example, senior and middle managers have been working with schools requiring guidance and support to improve monitoring and evaluation procedures.

The governing body and senior leaders work conscientiously to secure safeguarding procedures. As a result, they are robust and effective. Procedures for ensuring the

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promotion of community cohesion have improved rapidly since the last inspection and are illustrated by the strong links that have been forged with a school in Africa and in successful efforts in raising pupils’ awareness of others.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school’s engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Children have a good start in Reception because of the school’s strong partnership with parents and carers. Children enter the Early Years Foundation Stage with skills, knowledge and understanding that are broadly typical for their age. They make good progress and start Year 1 at above average levels. Children are generally able to take responsibility for tasks and eagerly choose their learning activities. They enjoy learning letter sounds when listening to stories and comply with routines that promote health and safety. Good relationships are fostered between adults and children. Children play well on their own and with each other. They are motivated and interested in the broad range of well-planned activities and demonstrate that they can keep themselves safe through their good behaviour.

The quality of the learning environment, both indoors and out, is stimulating and welcoming. Staff are skilled and sensitive to the management of children and their behaviour. Assessment information gained through informal observations and adult-led activities is used effectively to improve planning. As a result, activities meet the needs and abilities of each child well, leading to purposeful play and exploration. The balance between adult- and child-led activities fosters active learning and encourages children to develop good learning habits and behaviours.

The relatively new Early Years Foundation Stage leader has maintained the common sense of purpose between the team of adults who work well together. Consequently,



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good-quality learning activities are consistently based on accurate assessments of children’s needs, abilities and interests.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

Parental questionnaires are not normally distributed for monitoring inspections conducted under section 8 of the Education Act 2005, unless inspectors have specific reasons to request that the school does so. During the inspection the inspectors met with a group of parents and carers who were overwhelmingly positive about the school. They were particularly pleased with the school’s caring and inclusive approach to individual pupils and their families.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



17 November 2011

Dear Pupils

### **Inspection of Dinglewell Infant School, Gloucester, GL3 3HS**

We enjoyed our visit to your school. Thank you for being so friendly and making us feel welcome. We looked at your work, watched you learning and talked to some of you about how you felt about your school. You told us you enjoyed your school and that the adults who work at the school look after you and help you learn. Your school has improved a lot and no longer needs 'special measures'. We have judged that Dinglewell Infant is a good school. Here are some of the many good things we found.

- You are very good at your reading, writing and maths and achieve outstandingly well.
- Your attendance is very good.
- You behave very well.
- Your teachers are good and help you learn a lot almost all the time.
- The school looks after you extremely well.
- Your school's work with other schools and organisations is excellent.
- Your headteacher and other staff in charge do a good job in leading the school.

We talked to your headteacher, staff and governors about what the school's next steps should be and have asked them to work on the following.

- Planning work for you carefully so that you make even more progress.
- Making sure that other staff who have responsibilities continue to check your progress and how good your lessons are.

I hope you will carry on learning and working hard to make your school even better and wish you all the very best for the future.

Yours sincerely

John Seal  
Her Majesty's Inspector

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