

# Inspection of a school judged good for overall effectiveness before September 2024: Dunstall Hill Primary School

Dunstall Avenue, Wolverhampton, West Midlands WV6 0NH

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Inspection dates:

5 and 6 November 2024

## Outcome

Dunstall Hill Primary School has taken effective action to maintain the standards identified at the previous inspection.

The head of school of this school is Reena Chander. This school is part of Perry Hall Multi-Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Amarjit Cheema OBE, and overseen by a board of trustees, chaired by Andrew Brocklehurst. There is also an executive headteacher, Tom Hinkley, who is responsible for this school.

## What is it like to attend this school?

Dunstall Hill Primary places pupils and their families at the heart of what they do. Central to the school is enabling all pupils to thrive and preparing them to become responsible, respectful and active citizens. The school achieves this because of the wider opportunities it provides pupils and the decisions it makes about the chosen curriculum. The school has high academic ambitions for all pupils. Most pupils achieve well, including pupils with special educational needs and/or disabilities (SEND).

Pupils are proud of their school. They are happy in school and enjoy their time there. This is a calm and orderly place for pupils to learn and play. Pupils are friendly and polite. They know the importance of keeping themselves mentally and physically well. They learn about risks they face online and know to seek the support of trusted adults should they feel unsafe.

The school provides an abundance of opportunities for pupils beyond lessons that nurture their talents and interests. These include a range of sporting activities, and chances to learn musical instruments. They also enjoy a range of extra-curricular activities, including taekwondo, sewing, construction and science clubs. Other activities such as trips and visitors into school enhance pupils' experiences.

## **What does the school do well and what does it need to do better?**

The school teaches a broad and balanced curriculum that matches the ambitions of the national curriculum. Despite changes in staff and the disruption of the pandemic, the school has maintained a sharp focus on ensuring that pupils know and remember more. Pupils make progress through the curriculum, from relatively low starting points, knowing more and remembering more. This learning starts in the early years, where children get off to a flying start. One reason for this is because the school prioritises staff's focus on teaching key aspects of early English and mathematics. Skilled early years staff support children well and routines are quickly established.

The school places an emphasis on staff training and this makes a positive difference to the implementation of the curriculum. Whilst most of the staff make useful checks on learning in lessons, this is not always the case. This leads to some variation in how effectively staff identify and address any misconceptions. When this happens, pupils do not learn as well as they could.

The school recognises the increasing numbers of pupils with SEND. Therefore, it is providing training for all staff to further develop their expertise in adapting learning to enable all pupils to do well. Where necessary, some staff receive additional coaching to enhance their practice. Pupils with complex SEND benefit from the expertise given by external professionals and from across the trust. This means they receive a bespoke curriculum, which enables them to access learning to meet their needs.

Early reading is prioritised by the school. Pupils encounter a love of reading from an early age and also build their fluency through a well-organised approach to teaching phonics. The school's systematic approach means that most pupils learn the sounds they need to be able to blend words and develop their reading skills. Where this is not the case, pupils receive additional support to help them become more confident, fluent readers.

Most pupils behave well in classrooms and around school. They display positive attitudes to learning and want to do well at school. Pupils respect the school rules and understand that they are there to keep them safe. Some pupils need extra support to follow the school's high behaviour expectations. This is effective and leads to positive improvements. Promoting regular attendance is a key priority in school. While some pupils still miss school too often, many are now attending more regularly than they were previously.

Preparing pupils for life beyond school is a key strength. Pupils enjoy the chance to apply for the many pupil ambassador roles on offer. They are also proud of the diversity maps outside each classroom, which show the many countries that pupils come from, and the 45 languages spoken. Pupils told the inspector that 'we are all different, but we are all one family'. They have an exceptional understanding of fundamental British values and how this relates to them. This demonstrates the school's commitment to inclusion and equality.

School leaders at all levels, including the trust and local governing board, are highly effective. They are relentless in their drive to improve their school. This was evident in the improvements made to the early years and the wider curriculum since the last inspection. Staff value working at this school. They also appreciate how well leaders support them and consider their workload and well-being.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

### **(Information for the school and appropriate authority)**

- There is some variability in how well teachers check pupils' understanding within lessons, resulting in lost opportunities to address misconceptions. When this happens, pupils do not learn as well as they could. The trust should continue to ensure that all staff become experts at this.

## **Background**

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024, graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good for overall effectiveness in April 2019.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

## Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with SEND; pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	142679
<b>Local authority</b>	Wolverhampton
<b>Inspection number</b>	10344068
<b>Type of school</b>	Primary
<b>School category</b>	Academy sponsor-led
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	460
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Andrew Brocklehurst
<b>CEO of the trust</b>	Amarjit Cheema OBE
<b>Headteacher</b>	Reena Chander
<b>Website</b>	<a href="https://dunstallhillprimary.com">https://dunstallhillprimary.com</a>
<b>Dates of previous inspection</b>	9 and 10 April 2019, under section 5 of the Education Act 2005

## Information about this school

- Since the previous inspection, there have been two different heads of school. At the time of the inspection, the current head of school was on maternity leave, but elected to attend school to be part of the inspection. During her maternity leave, the school is being led by an executive headteacher, who is part of the trust.
- The school is a lead school as part of the DfE Behaviour Hub programme.
- The school is an official School of Sanctuary, welcoming those who face dangers in their own country, or at home and need a safe place.
- The school runs a 'wraparound' before-school club.
- The school does not use any alternative provision.

## Information about this inspection

- Inspections are a point-in-time evaluation about the quality of a school's education provision.

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in this evaluation of the school.
- The inspector met with the head of school, executive headteacher, an executive leader from the trust, deputy headteacher, assistant headteachers, leaders from within the trust as well as school leaders responsible for pupils with early reading, English, mathematics, MFL and SEND.
- The inspector met with the CEO and a group of governors.
- The inspector visited a sample of lessons, spoke to teachers, spoke with pupils about their learning and looked at samples of pupils' work.
- The inspector listened to a sample of pupils read to a familiar adult.
- To evaluate the effectiveness of safeguarding, the inspector reviewed the single central record, the school's safeguarding records plus a sample of case files for pupils receiving support from external agencies. The inspector took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspector examined a range of school documentation, including leaders' self-evaluation, improvement plans, records of governance and documentation relating to attendance and pupils' behaviour.
- There were insufficient responses to Ofsted's online survey to generate a report. However, the inspector spoke with parents at the start of the school day. The inspector also considered responses to the staff survey.
- During the inspection, the inspector met with groups of pupils both formally and informally during different parts of the day.

## **Inspection team**

Donna O'Toole, lead inspector

Ofsted Inspector

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