

# Dundonald Primary School

## Inspection report

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<b>Unique Reference Number</b>	102628
<b>Local Authority</b>	Merton
<b>Inspection number</b>	323668
<b>Inspection date</b>	9 March 2009
<b>Reporting inspector</b>	David Whatson

This inspection of the school was carried out under section 5 of the Education Act 2005.

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	251
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Ms Madeleine Swords
<b>Headteacher</b>	Mrs Fiona Duffy
<b>Date of previous school inspection</b>	6 December 2005
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Dundonald Road Wimbledon SW19 3QH
<b>Telephone number</b>	020 8715 1188
<b>Fax number</b>	020 8715 1190

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<b>Age group</b>	3–11
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## Introduction

The inspection was carried out by two Additional Inspectors. The inspectors evaluated the overall effectiveness of the school and investigated the following issues:

- the effectiveness of the Early Years Foundation Stage
- how well pupils are involved in assessing their work and know how to improve
- whether progress is consistent across all year groups for all pupils
- the impact of subject leaders on school improvement
- how well the school promotes community cohesion.

Evidence was gathered from: observing lessons and break times; the school's documentation, particularly relating to pupils' achievements; interviews with staff, parents, governors and pupils; results of national assessments; samples of pupils' work; and parental views as expressed in questionnaires. Other aspects of the school's work were not investigated in detail, but the inspector found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in this report.

## Description of the school

Dundonald Primary School is similar in size to other primary schools. It is extremely popular and is oversubscribed. The proportion of pupils eligible for free school meals is much lower than is usual. The school is ethnically diverse. Most pupils are of White heritage but many are of Asian background. The proportion of pupils learning English as an additional language is well above that found in most other schools, although few are at an early stage of learning English. The proportion of pupils with learning difficulties and/or disabilities is lower than in other schools. Most of these are either moderate learning difficulties or behavioural, emotional and social difficulties. The proportion of pupils with statements of special educational needs is similar to most other schools. The privately run Happy Faces Play Scheme meets in a building which is set on one side of the school playground.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 1

Dundonald Primary School is an outstanding school. The views of the vast majority of parents were echoed by two who wrote, 'Dundonald is a wonderful school' and another who said, 'Our children are very happy here and the standard of teaching is excellent'. Parents are unanimous in their judgement that pupils make good progress. Not only do all pupils make at least good progress as they move through the school, but many make exceptional progress in relation to their starting points and capabilities. Standards at the end of Year 2 in reading, writing and mathematics have been, and continue to be, above those normally found. Standards in 2008 in English, mathematics and science at the end of Year 6 were very high, reflecting those of previous years. School-based assessments indicate that pupils are on track to maintain similar levels. As a result of effective leadership and staff training over the last couple of years, the gap between standards in reading and writing has been narrowed. Pupils learning English as an additional language make exceptional progress and many achieve the highest levels in their work because of the intensive and structured support they receive. Pupils with learning difficulties and/or disabilities, including those with moderate learning difficulties, make excellent progress and many achieve standards in line with their peers because they receive high-quality and individualised support and guidance. Pupils' outstanding personal development makes a significant contribution to pupils' learning. Pupils are very complimentary about and proud of their school. They are highly vocal about how much they enjoy themselves at school, a view endorsed by most parents. One wrote, 'My child loves Dundonald'. Attendance is good and pupils are keen not to miss out on the fun and excitement of learning. In lessons pupils are very attentive, productive and confident. Pupils are fully aware of what it means to be healthy, reflecting the work carried out by the school to gain the Healthy Schools Award. They know what food they should eat and this is often seen in the contents of their lunch boxes. Sports activities and clubs, such as the running club and tag rugby, are particularly popular and pupils are frequently involved in competitive sports. Pupils feel extremely safe. They commented that they do not think that there is any bullying and that staff and pupils are very friendly, kind and helpful. Pupils are well aware of the similarities and differences between themselves and other children both locally and internationally. They make significant contributions to various charities and are closely involved with the local community. Through local events such as the 'Rainbow Bird of Peace' pupils made a valuable contribution to raising local awareness of how to diffuse violence. Their spiritual, moral, social and cultural development is excellent. Pupils' opinions are frequently sought by the school and always valued. Pupils report that the school council has worked hard to help improve school dinners and the playground. Pupils possess good entrepreneurial skills, as shown in the Year 5's 'Micro-society' project where pupils develop their sense of citizenship and commerce by mirroring society. Pupils are exceptionally well prepared for the next stage of their education and their life beyond that. Pupils achieve exceptionally well because of the almost consistent level of outstanding teaching, a view confirmed by many parents. Lessons are very well paced, use high-quality resources exceptionally well, and are carefully structured to meet the needs of all pupils. This includes a high level of challenge for the most able. Relationships are excellent and teachers' expectations are exceptionally high. An effective, and developing, practice is the involvement of pupils in assessing their own work. Because of this pupils know what level they are at, what level they aspire to and how to get there. Procedures and policies to promote pupil welfare are robust. Pastoral care is excellent. The school's well-structured approach to behaviour management is consistently and sensitively applied. Pupils with behavioural, emotional and social difficulties

are very well supported. The individual needs of pupils, and their families, are fully considered and met to ensure that pupils achieve their best and gain as much as possible from their education. The school is rightly proud of its inclusive practices. Pupils report that children new to the school are given a generous welcome. Carefully targeted support and intervention groups, coupled with opportunities for gifted and talented pupils and extension activities in lessons, provide excellent academic support and guidance. The curriculum is extraordinary because it is exceedingly well planned so that pupils use their basic skills in a wide range of subjects. Because of this, standards in subjects such as history and information and communication technology are above those expected. The curriculum is enriched very well by the use of music and French specialists. Reflecting the school's Gold Artsmark, high-quality displays, especially in the classrooms, help create a calm, welcoming and purposeful environment. Pupils' learning and enjoyment are extended further by a wide range of popular after school clubs and activities. An extensive range of visits and visitors make particularly good use of the local community. Pupils are excited by the residential trips that include those to Normandy. The strong leadership of the headteacher, with the full support of the staff, has built upon the school's high-quality care and provision that was noted at the time of the last inspection. The school's leaders and managers all have very clear roles and responsibilities that are complementary to each other and help build on the school's strengths. This dynamic and forward-thinking group is constantly seeking ways to improve the school. Parents view the way that the school communicates with them, and listens to their ideas and suggestions, as a strength. The tracking, monitoring and analysis of pupils' performance is very rigorous. Class teachers routinely undertake assessments to identify where gaps in knowledge exist, as well as potential underachievement, so that support and supplementary work can be quickly provided. The assessment of pupils' performance is used rigorously to set challenging targets that help maintain high levels of progress. The school has looked carefully at how it can provide opportunities to improve upon pupils' knowledge and understanding of different groups of pupils locally and internationally. However, the audit and plan for improvement of the national dimension of this work is not as well developed. Consequently the pupils do not have a deep understanding of different faiths, ethnicities and cultures and socio-economic groups within the United Kingdom. The governing body is extremely passionate and well informed. It provides considerable amounts of guidance and is closely involved in supporting and monitoring the school's performance. The school is extremely well poised to take on new challenges in the future.

## **Effectiveness of the Early Years Foundation Stage**

### **Grade: 1**

Children make an excellent start to school, both in the Nursery and in the Reception class. 'An excellent first experience of school life...my daughter cannot wait to move up to the main school in September', is a typical parental comment. The starting points for most children are above those for children of a similar age, except in some aspects of mathematics and linking letters and sounds, where they are closer to those expected. As all children achieve well and sometimes very well by the time they start Year 1, they perform at levels above that expected in all areas of their learning. Children settle extremely quickly and happily into school because of the positive links with their parents and the strong nurturing environment. Relationships are excellent. Teaching and learning are outstanding and the balance between teacher-directed and child-initiated activities is finely balanced and focused on developing children's mathematical knowledge and early reading and writing skills. Adults work together as effective teams, provide good routines, and have high expectations of behaviour and achievement. Adults carefully assess their children, know them exceptionally well and plan on an individual basis to meet

their varying needs. Planning for indoor and outdoor provision is very thorough. Consequently, children benefit from a wide range of interesting, stimulating and meaningful activities. The outdoor areas are used well to support children's wider learning. Plans are in hand to provide a covered area for the Reception children. The management of the setting is excellent; it is constantly striving for further improvement.

### **What the school should do to improve further**

- Review current practices and plan in more detail for the future in order to deepen pupils' understanding of different faiths, ethnicities and cultures and socio-economic groups within the United Kingdom.

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**Annex A**

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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### Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	1
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	1
The capacity to make any necessary improvements	1

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	1
How well do children in the EYFS achieve?	1
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	1
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	1

### Achievement and standards

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

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<sup>1</sup>Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.



## Personal development and well-being

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

## The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	1
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	1

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination eliminated	1
How well does the school contribute to community cohesion?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

**Annex B****Text from letter to pupils explaining the findings of the inspection**

20 March 2009

Dear Pupils

Inspection of Dundonald Primary School, Wimbledon, SW19 3QH

Thank you for all the help you gave us when we visited your school. You, and your parents, told us that you all really enjoy school, and that there are many very good things about it. We agree, and found that your school is outstanding. There are so many good things that I cannot write about all of them, but these are the most important.

- Children get off to an excellent start in the Nursery and Reception classes.
- Everyone is making exceptional progress because teachers are very good at helping you to learn. Standards in English, mathematics and science at the end of Year 6 are much higher than those in most other schools. Congratulations.
- You are growing up into sensible, caring and confident young people. We were particularly impressed by your excellent behaviour and how well you all get along together.
- The adults keep a very careful eye on everyone and make sure that if anyone needs extra help they get it.
- The school gives you exciting opportunities for learning in different subjects, in the many clubs you can join and the places you visit.
- The adults, especially your headteacher, are very keen to keep on making the school better and better.

Even an outstanding school like yours can always improve. We have agreed with the adults that they will help you develop a deeper knowledge and understanding of all the different groups of people who live in the United Kingdom. I hope that you continue to learn a lot and enjoy yourselves while at Dundonald.

Yours faithfully

David Whatson

Lead Inspector