

# Dunalley Primary School

## Inspection report

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<b>Unique Reference Number</b>	115582
<b>Local Authority</b>	Gloucestershire
<b>Inspection number</b>	338609
<b>Inspection dates</b>	12–13 October 2009
<b>Reporting inspector</b>	Bogusia Matusiak-Varley

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	185
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	John Rawson
<b>Headteacher</b>	Judith Price
<b>Date of previous school inspection</b>	0 September 2006
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## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 20 lessons including parts of lessons, and held meetings with staff, the chair of the governing body, pupils and parents. They observed the school's work, looked at teachers' planning, the school's tracking of pupils' progress, policies and procedures for safeguarding and bullying, and analysed 57 parental questionnaires.

The inspectors reviewed many aspects of the school's work and looked in detail at the following:

- pupils' acquisition of basic skills in English, mathematics and science and the progress different groups of pupils make
- the ways in which teachers use assessment in moving all pupils on in their learning so that they can reach higher levels, especially in Years 3 to 6
- how well the school promotes community cohesion
- the quality and accuracy of the school's self-evaluation.

## Information about the school

This is a small school, where the uptake of free school meals is high. The proportions of pupils who have special educational needs and/or disabilities and those learning English as an additional language are above average. A very small number of these pupils are at the early stages of English language acquisition. The school has a private nursery and after-school club on the same site, but these are not managed by the governors and are reported on separately. The school has gained the following awards: Full International Award, Healthy School Award, Activemark, Bristol Quality Standards for Early Years Foundation Stage.

**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?**

**3**

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

**3**

## Main findings

The school provides a satisfactory quality of education. It is inclusive in all of its practices and has several good features in pupils' personal development and in the Early Years Foundation Stage, where consistently good provision ensures that all groups of children get off to a good start in school. The learning opportunities offered are creative and imaginative and consistently celebrate children's uniqueness. Basic skills of early reading, writing and mathematics are taught well and this prepares children well for their next steps of learning.

The relentless drive of the headteacher in providing the best learning opportunities for her pupils has resulted in recent good progress in speaking and listening, reading and mathematics. The percentage of pupils reaching higher levels in Year 6 in English, mathematics and science has improved on previous years. Nevertheless, while systems are now in place to reverse historical underachievement, standards remain broadly average and the school is aware that some work still needs to be done to ensure that pupils make consistently good progress in all year groups. There is evidence of accelerated progress in Years 4 to 6 in response to more effective teaching, but teaching and learning are satisfactory overall. The headteacher monitors performance rigorously and regularly, but the monitoring of teaching and learning and other aspects of provision, such as systems for evaluating outcomes for pupils and the impact of spending decisions, by other senior and middle leaders and governors is at the early stages of development. The use of information from assessments to plan the next steps of learning in lessons is at a very early stage, and teachers do not use marking well enough as a tool for improving pupils' work. This prevents learning from being good over time for all groups of pupils.

Pupils behave well and enjoy school because of the good learning opportunities provided. Good relationships, coupled with good care, guidance and support and safeguarding, result in an orderly community where pupils' uniqueness is valued. Pupils contribute to both the local and global communities, and links with international schools are good. There are good partnerships with support agencies, and the vast majority of parents are very supportive of the school. One parent, speaking for many, said, 'Staff are friendly, our children have the opportunity to mix with pupils from many different backgrounds and countries and they are happy.' Pupils have good knowledge of healthy lifestyles and thoroughly enjoy the healthy school dinners. They know how to stay safe and ask for help if they need it.

Data show that standards have improved since the previous inspection in speaking and listening, reading, writing and mathematics. Inspection findings show that the most noticeable progress has been in speaking and listening and reading. The school is

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working hard at improving standards in writing, but progress is patchy throughout the school because assessment is not used rigorously enough in planning tasks to meet pupils' differing needs. School self-evaluation is broadly accurate, if slightly generous, and the school's leaders have a clear awareness of its strengths and areas for development. The recent improvement in the percentage of pupils gaining higher levels in English, mathematics and science at the end of Year 6 in particular shows satisfactory capacity to improve further.

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

- Raise standards in writing throughout the school by ensuring that teachers plan writing tasks that consistently build on pupils' prior learning.
- Improve the quality of teaching and learning by:
  - providing opportunities for all teachers to learn from the best practice seen in Years 4 to 6
  - ensuring that all staff understand how to use information from assessment consistently in lessons
  - making better use of feedback, especially in marking, to show pupils how to improve.
- Develop leadership and management by ensuring that:
  - senior and middle leaders monitor and evaluate teaching and learning more effectively and are given more training in translating information from assessment into planning tasks to meet pupils' needs
  - governors evaluate the impact of aspects of the school's provision on pupils' outcomes so that they can get a better understanding of the cost effectiveness of their spending.

**Outcomes for individuals and groups of pupils****3**

Observations carried out during the inspection confirmed that in the vast majority of lessons, pupils' learning is satisfactory. The progress made by pupils who have special educational needs and/or disabilities and those who speak English as an additional language generally mirrors that of their peers, although when they work in small groups with targeted support, they make good progress in relation to their targets. Since the last inspection, pupils' learning has improved in Years 3 to 6 but it is not yet good because pupils are not yet consistently building on their prior learning. Several good aspects of teaching included, especially in Years 4 to 6, pupils working well in groups, asking one another questions and listening attentively to the teacher's explanations. In a good lesson in mathematics, pupils glowed with delight when they managed to solve a number problem before the teacher.

Pupils' spiritual, moral, social and cultural development is good. Pupils learn about a wide range of faiths, and displays around the school celebrate different cultures. Pupils learn about life in India, and listen to music from different cultures. Parents value the

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fact that their children have friends from different backgrounds. The school council's contribution to the school menu has paid dividends. Uptake of school meals has increased significantly. The child and family worker provides a 'snack and chat' for vulnerable pupils, and older pupils look after the younger pupils' well-being expertly during playtimes. Pupils enjoy the responsibilities that they are given throughout the school. Pupils have good eco-awareness and have very strong views about saving water and keeping the school litter-free. They have spoken up in public meetings to defend their wildlife garden. Pupils collect money for charities, including Operation Christmas Child, and entertain senior citizens in the locality.

Year 5 pupils engage in a financial literacy programme which enables them to gain a better understanding of how to achieve economic well-being. The headteacher has successfully enabled the school to become the hub of a learning community and more parents are attending family learning workshops, providing good role models for their children.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<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>
<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>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

## How effective is the provision?

<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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Children make good progress in the Reception class because of good teaching and exciting learning opportunities, and a well-planned curriculum based upon children's interests. Throughout the school, pupils are enthusiastic and clearly enjoy their education because of the good learning opportunities both in lessons and after school. Good use of information and communication technology (ICT), such as developing podcasts in Year 3 and working with parental ICT expertise in Golden Time, is having a positive effect on learning.

Good provision for personal, health, social and citizenship education is having a positive effect on pupils' good social and moral development as pupils are getting to grips with understanding their emotions and the impact of their actions on others. The recent identification of opportunities for developing pupils' skills of literacy and numeracy in other subject areas is having a positive effect on raising standards, especially in history. While teaching is improving, staff are not yet using information from assessments to build on prior learning and consistently match appropriate tasks to meet pupils' needs. This has been a contributory factor to the slower rates of progress in the past. Teachers give clear explanations, demonstrate how work needs to be tackled and regularly mark pupils' work. Nevertheless, there are still inconsistencies in marking as not all teachers are giving sufficient guidance for improvement. Teachers miss noting the skills pupils will need to access the higher levels, especially in writing. The good procedures in place to ensure pupils' secure welfare and well-being result in pupils working in a safe environment. The good links with outside agencies such as support services for pupils learning English as an additional language and those with special educational needs and/or disabilities help to ensure that these pupils have good access to the curriculum.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<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>2</b>

**How effective are leadership and management?**

The headteacher knows her school well and places a great deal of emphasis on rigorously analysing data about pupils' progress. Her uncompromising belief in the pupils' capacity to achieve well is demonstrated in holding staff to account and asking the right questions around the impact of provision on outcomes. For example, reading interventions put in place for Year 3 pupils with special educational needs and/or disabilities were not having the desired effect and needed to be re-evaluated. Ambitious target setting has kick-started improvement and this is why the school has recently made important gains in pupils' acquisition of key skills. Wide participation with the local

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community, neighbouring school and support agencies underpins the secure promotion of equality and eliminating discrimination. The school understands the community it serves and does much to foster community cohesion by nurturing good links with schools in Europe and providing good opportunities within the curriculum for pupils to learn about different faiths and religions. Governors are supportive of the school and do a good job in ensuring that safeguarding procedures are closely followed and meet government requirements, but they are not yet in a position to provide enough challenge to the headteacher, especially in relation to the allocation of resources to raise standards.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<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>3</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>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</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>3</b>

**Early Years Foundation Stage**

This good provision is led and managed well by a highly enthusiastic Early Years Foundation Stage coordinator who exudes enthusiasm, passion and a love of learning. Her exceptionally creative approach to curricular planning results in children taking full responsibility for their learning. Teaching is good, assessment is thorough and rigorous and parents are delighted with what is on offer. Children's starting points are lower than those found nationally, but achievement and progress are good in all areas of learning. Some more capable children produce well-formed letters and their writing is of a very high standard. On occasions, in self-chosen activities, children are not learning enough and need adult support to develop their thinking and play further.

Staff undertake focused observations of children, then make good links with all areas of learning and clearly identify the next steps required to make further progress. This



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contributes significantly to children's good learning. Children settle into routines quickly and cannot wait to solve clues about pirates and Jack and the Beanstalk. They thrive on praise, and squealed with delight when observing the intricacies of seeds in a sunflower. Parents say that in the morning they cannot wait to come into school. Children are well looked after and all welfare arrangements are securely in place. This contributes to their good progress in personal, social and emotional development.

*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**

The vast majority of parents express confidence in the school. 'Our children are well looked after and the teachers are always available to help,' is typical of comments from parents. In interviews, parents were delighted with the support that their children receive and that they are always informed of all aspects of school life.

A very small minority raised specific concerns that the school did not deal with bad behaviour effectively. Inspectors could not find any evidence of this as all teachers consistently follow the school's arrangements for sanctions and rewards. Behaviour seen in lessons and around the school was good.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Dunalley Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspector received 57 completed questionnaires by the end of the on-site inspection. In total, there are 185 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	47	83	9	16	1	2	0	0
The school keeps my child safe	42	74	13	23	0	0	0	0
The school informs me about my child's progress	35	61	20	35	2	4	0	0
My child is making enough progress at this school	37	65	17	30	1	2	1	2
The teaching is good at this school	44	77	10	18	1	2	1	2
The school helps me to support my child's learning	39	68	16	28	0	0	1	2
The school helps my child to have a healthy lifestyle	43	75	12	21	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	31	54	23	40	0	0	0	0
The school meets my child's particular needs	39	68	15	26	1	2	1	2
The school deals effectively with unacceptable behaviour	31	54	21	37	3	5	1	2
The school takes account of my suggestions and concerns	27	47	25	44	3	5	0	0
The school is led and managed effectively	33	58	18	32	4	7	0	0
Overall, I am happy with my child's experience at this school	47	83	8	14	2	4	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for 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 inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

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 were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## 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 pupil's 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.**



14 October 2009

Dear Pupils

Inspection of Dunalley Primary School, Cheltenham GL50 4LB

Thank you for making us feel so welcome and for taking the time to tell us about life at your school. Your school provides a satisfactory quality of education and it has been successful in improving teaching and learning in Years 3 to 6. You have recently started to make good progress in speaking and listening, reading and mathematics. Well done! Here are some of the things that we found out about in your school.

- Children in the Early Years Foundation Stage make good progress in their learning.
- The vast majority of you, regardless of background or ability, make satisfactory progress in English, mathematics, science and ICT.
- You all know about healthy eating and you care about your school environment; your performance on Litter Munchers was very much appreciated.
- You are well behaved, you look after one another well and you have good attitudes to learning.
- Teaching is satisfactory. Your teachers have good relationships with you and you clearly enjoy Golden Time.
- Your headteacher and governing body have ensured that you work in a safe environment.
- You know a lot about different cultures, you all get on well with one another and you have good links with schools in Spain and France.
- You are very caring and you support a wide range of charities.

We have asked your headteacher, staff and governing body to make a few improvements to make your school even better. You can help by:

- asking your teachers to help you identify the next steps in learning, especially in writing
- informing your teachers when work is too easy for you.

We hope that these few recommendations will really improve your school quickly. Please thank your parents for all the questionnaires that they returned and for coming to talk to us.

Yours faithfully

Bogusia Matusiak-Varley

Lead inspector

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