

Dinglewell Infant School

Inspection report

Unique Reference Number	115499
Local Authority	
Inspection number	354511
Inspection dates	25–26 May 2010
Reporting inspector	Alison Grainger

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

Type of school	Infant
School category	Community
Age range of pupils	4–7
Gender of pupils	Mixed
Number of pupils on the school roll	267
Appropriate authority	The governing body
Chair	Mrs Julie Goble
Headteacher	Beryl Gleich
Date of previous school inspection	19 June 2007
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Introduction

This inspection was carried out by three additional inspectors. Fifteen lessons, taught by a total of nine teachers, were observed. Meetings were held with staff with key responsibilities, representatives of the governing body and pupils. An inspector met informally with parents at the end of the school day. The school's work was observed and pupils' recorded work was scrutinised. Documentation, such as the school development plan and records of pupils' progress, was examined. The 95 questionnaires returned by parents and carers were analysed.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the quality of provision for children in Reception, including the balance of adult-led and child-initiated activities
- how well teaching and the curriculum meet the needs of all pupils in Years 1 and 2, including those with special educational needs and/or disabilities
- the extent to which the school develops pupils' understanding of cultural and ethnic diversity
- how well leaders and managers evaluate the school's effectiveness and take action to drive improvement.

Information about the school

Most pupils in this large infant school are of White British heritage. Fewer than a tenth of pupils come from minority ethnic backgrounds. The percentage of pupils with special educational needs and/or disabilities is a little below average. Few pupils are known to be eligible for free school meals. The school has the Artsmark Gold and Activemark awards in recognition of aspects of its work. The school provides a breakfast club.

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?

4

The school's capacity for sustained improvement

4

Main findings

In accordance with section 13 (3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement.

Since the last inspection, the school's effectiveness has declined. Poor leadership and management have allowed the school to drift downwards. The school functions smoothly on a day-by-day basis. Parents appreciate the approachability of staff and the friendly atmosphere. However, leaders and managers have failed to ensure that teaching and the curriculum contribute consistently or adequately to all pupils' learning. The accountability of key staff with responsibilities, such as for subjects, is underdeveloped. Staff have little understanding of what works well and what needs improvement. Consequently, they are unable to take swift action to rectify weaknesses. The governing body also has an inadequate understanding of the school's strengths and areas for improvement. This lack of awareness means that the governing body is not challenging senior leaders to move the school forward. All in all, the school does not know itself and it lacks the capacity to improve.

Pupils make uneven progress as they move up through the school because of significant shortcomings in teaching and the curriculum. Children get off to a satisfactory start in the Reception Year. In Year 1, the curriculum is uninspiring and teaching is inadequate overall resulting in much underachievement. The picture is significantly, although not consistently, better in Year 2 than in Year 1.

In Year 1 in particular, teaching and the curriculum are not based on an accurate assessment of pupils' current attainment and what they need to learn next. Often, teaching is pitched at the same level for all the pupils in the class, regardless of whether they are capable of high attainment or have special educational needs and/or disabilities. Teaching assistants are not always deployed adequately to meet the needs of groups or individuals. Curriculum time is not used well enough, with long periods devoted to activities, too much repetition and not enough variety within a school day.

The attention given to promoting healthy lifestyles is a strength within the curriculum. Pupils respond well to the many opportunities for them to be physically active, reflecting the school's achievement of the Activemark award. The range of clubs is particularly good and varied. However, opportunities for pupils to learn about cultural and ethnic diversity are very limited. The school has not taken adequate steps to promote community cohesion.

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

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What does the school need to do to improve further?

- Develop the effectiveness of leaders and managers at all levels in embedding ambition 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 school's 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.

Outcomes for individuals and groups of pupils

4

Although pupils' attainment is broadly within the levels expected for their age in Year 2, there is inconsistency in pupils' progress. In Year 1, pupils' learning and progress are mostly either barely satisfactory or inadequate. Whole-class sessions are often characterised by restlessness and inattention because teaching does not capture pupils' interest and is pitched at the same level for all. In one mathematics lesson, for example, the most able pupils shouted out answers to questions posed for the whole class while the least able pupils sat passively, unable to understand them.

Pupils often lack really purposeful engagement and enthusiasm during group and individual activities. Lower-attaining pupils and those with special educational needs and/or disabilities sometimes have little or no involvement at all, and this is not restricted solely to Year 1. In one guided reading session in Year 2, for instance, a whole group of pupils did nothing at all. Behaviour remains satisfactory during lessons, but noise levels are often high. Pupils in both Year 1 and Year 2 say that chatter often disturbs them in lessons.

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

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On occasions when learning is good, more frequent in Year 2 than in Year 1, pupils sustain concentration well. In an English lesson in Year 2, for example, pupils worked sensibly in pairs. While there was much discussion, it related to the activities being undertaken and supported learning well. In this lesson, the pupils responded very positively to the teacher's high expectations of their independence and initiative. As a result, they not only showed mature attitudes to learning, but also made good progress in their research into nocturnal animals.

Although pupils say that the work is often too easy for them, particularly in mathematics, they enjoy being at school. The attendance rate is above average. Pupils trust the adults in school and appreciate the many clubs they have. Their enthusiastic participation in activities to help them keep fit is a major factor in their good adoption of healthy lifestyles. While pupils say that they usually feel safe at school, some are concerned about the inappropriate behaviour of a few that spoils playtimes and lessons. Pupils know the difference between right and wrong. They sensibly undertake responsibilities such as taking the class register to the office, raise funds for charities, and are curious about the wider world. Pupils have a reasonable awareness of British cultural heritage and learn something of life in times past. However, they do not develop an adequate understanding of the cultural and ethnic diversity of modern society in the United Kingdom because they have very little opportunity to do so. This, together with their erratic progress and underachievement, results in pupils being insufficiently prepared for their future lives.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	4
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	4
The quality of learning for pupils with special educational needs and/or disabilities and their progress	4
The extent to which pupils feel safe	3
Pupils' behaviour	3
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	3

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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	
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being Taking into account: Pupils' attendance ¹	4 2
The extent of pupils' spiritual, moral, social and cultural development	3

How effective is the provision?

Weaknesses in arrangements for assessing pupils' attainment and progress result in too little account being taken of the range of pupils' starting points and capabilities within classes. In planning lessons and the coverage of curriculum topics, not enough attention is given to what pupils need to learn next or how to engage their interest. In Year 1, pupils are frequently asked to write using the same time connectives, 'first', 'then', 'next' and 'finally'. This results in a boring and repetitive diet for pupils and missed opportunities to develop awareness of writing for different purposes. The lack of exciting presentation of curriculum content is particularly evident in, for example, the Year 1 topic, 'Go Green'. Pupils of all abilities are provided with the same unchallenging worksheets to complete in the topic, 'Long, Long Ago'. In contrast, many pupils in Year 2 are enthused by their topic on 'The Secret Garden' that promotes curiosity about birds and animals. This topic has also led to pupils producing some good quality artwork which reflects the school's achievement of the Artsmark Gold award.

Questioning is not used adequately in lessons to assess the understanding of different groups or to provide additional challenge for more-able pupils. Teaching assistants are usually deployed to support lower-attaining pupils to do the same work as others rather than to help them work on tasks appropriately matched to their needs. There are times when adults pay too little attention to the needs of this group of pupils, including pupils with special educational needs and/or disabilities, and leave them to their own devices. Many activities last too long, resulting in much chatter and contributing to a slow pace of learning. The allocation of time to curriculum areas throughout the week is poor. There are examples of classes spending whole mornings on mathematics or almost a whole day on literacy-based work. However, there are occasional examples of long periods allocated to a particular activity working well. This was seen in one Year 2 class when pupils were given the opportunity to gather information from books and then write a report.

Staff are approachable and ensure that pupils are properly supervised around the school site, including during playtimes. Pupils attending the breakfast club are warmly welcomed by staff in the mornings. They are provided with a suitable range of activities in the club room and school hall. The school does not tolerate bullying. It gives appropriate personal support to vulnerable pupils.

These are the grades for the quality of provision

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

The quality of teaching	4
Taking into account: The use of assessment to support learning	4
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	4
The effectiveness of care, guidance and support	3

How effective are leadership and management?

The main causes of the school's deterioration since the last inspection are weak leadership and management. There has been a lack of ambition and insufficient attention to driving improvement. Monitoring and evaluation of key aspects of the school's work are minimal. As a result, the school has not accurately identified the impact of teaching and the curriculum on pupils' learning. This also means that the lessons from strengths, such as the teaching in particular classes, are not disseminated and built upon and weaknesses are not rectified. Subject leadership is at an early stage of development and is not effective even though the leaders of English and mathematics have had responsibility for these areas for at least eight years. The quality of teaching provided by Year leaders is not consistently good enough, and these staff are not successful in checking and developing provision in their year groups.

The governing body is supportive and committed but has not had an accurate understanding of the school's effectiveness. It has not, for instance, ensured that the school has undertaken the necessary planning to help it to play an active role in promoting community cohesion. There are some good features to the arrangements for safeguarding pupils, such as the thorough vetting of adults who come into the school to work with pupils. However, the inspection team found it necessary to bring a shortcoming in another aspect of the arrangements for ensuring pupils' safety to the attention of the school. Based on the immediate action taken by the school, inspectors have judged that the safeguarding of pupils met requirements at the time of the inspection.

The school does not discriminate against any group of pupils. However, its failure to recognise and deal with underachievement means that it is not successful in promoting equality of opportunity effectively. A strength in the partnerships with other schools is the joint appointment of a community family worker. Links with other schools also open up opportunities for pupils, such as involvement in singing and drama events.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	4
Taking into account: The leadership and management of teaching and learning	4

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	
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	4
The effectiveness of the school's engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	4
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	4
The effectiveness with which the school deploys resources to achieve value for money	4

Early Years Foundation Stage

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

Parents and carers are pleased with the school. Although a small number of parents expressed individual concerns about aspects of provision or their children's progress, there is no aspect of provision causing parents and carers significant concern.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Dinglewell Infant 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 inspection team received 95 completed questionnaires by the end of the on-site inspection. In total, there are 267 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	76	80	19	20	0	0	0	0
The school keeps my child safe	58	61	32	34	3	3	0	0
The school informs me about my child's progress	50	53	40	42	5	5	0	0
My child is making enough progress at this school	47	49	45	47	3	3	0	0
The teaching is good at this school	62	65	32	34	1	1	0	0
The school helps me to support my child's learning	49	52	40	42	5	5	0	0
The school helps my child to have a healthy lifestyle	63	66	31	33	1	1	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)	40	42	45	47	3	3	0	0
The school meets my child's particular needs	46	48	47	49	2	2	0	0
The school deals effectively with unacceptable behaviour	47	49	45	47	1	1	0	0
The school takes account of my suggestions and concerns	44	46	46	48	1	1	0	0
The school is led and managed effectively	60	63	33	35	1	1	0	0
Overall, I am happy with my child's experience at this school	69	73	24	25	1	1	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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

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 is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 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. 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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.



27 May 2010

Dear Children

Inspection of Dinglewell Infant School, Gloucester, GL3 3HS

Thank you for helping us when we visited your school. We enjoyed talking with you and looking at your work. We found that your school does a lot to help you to stay fit and healthy. We saw how much you enjoy 'Wake and Shake' in the mornings. You have a good range of clubs too.

You are sensible young people who do what your teachers ask you to do. We know that you are keen to learn. We saw that some of you have some interesting activities in lessons, such as when those of you in Year 2 find out information about nocturnal animals. Your attendance at school is good.

We found that your school does not do enough to help you to learn as well as you should. Not all of you enjoy your lessons or find them interesting. Some of you say the work is too easy. We saw that some of you have work that is too hard as well. There are some big things that need to be improved. So, we have said that your school needs 'special measures'. This means that it will be given extra help and other inspectors will visit to see how it is getting on. These are the things that we asked the adults to do:

- make sure that teaching and the curriculum help you to learn quickly
- give you opportunities to learn about the many different backgrounds of people living in the United Kingdom today
- Check very carefully on how well the school helps each of you to learn and make progress. When they find something that could be better they should deal with it quickly.

You can all help by working hard in lessons. Please tell your teacher if your work is too easy or too difficult. Thank you again for your help.

Yours sincerely

Alison Grainger

Lead inspector

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