

St Dunstan's Catholic Primary School

Drayton Road, Kings Heath, Birmingham, B14 7LP

Inspection dates 21–22 October 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Leaders and managers have maintained the good quality of education at this school and know what to do to make it even better.
- The development of teaching is a priority for school leaders and this has led to consistency and improvement.
- All groups of pupils make good progress and achieve well, particularly in reading and mathematics, across the school. Standards by Year 6 are above average.
- The early years gives children a good start to their education. Children make good progress in the Nursery and Reception classes.
- Leaders have ensured that arrangements to keep pupils safe are good.
- Pupils' behaviour in and around the school is always good and this has a positive effect on their learning.
- Improving attendance has been a priority and it has increased considerably as a result of successful actions taken by school leaders.
- The school provides very well for pupils' spiritual, moral, social and cultural development. Pupils are well-prepared for life in modern Britain.
- Disabled pupils and those who have special educational needs make good progress.
- Governors contribute effectively to the school's work.

It is not yet an outstanding school because

- A few pupils are not making good progress in writing. Their progress is held back by untidy presentation and handwriting. This affects especially their attempts at longer pieces of writing.
- Staff with responsibility for subjects do not contribute fully to checks on teaching and learning in their subject. Because of this, they are unable to offer the best challenge and support, to lead to pupils' faster progress.

Information about this inspection

- The inspectors observed teaching in 18 lessons or parts of lessons. Four of these were observed jointly with the headteacher and deputy headteacher.
- Meetings and discussion took place with the headteacher, four members of the governing body, and representatives of the teaching staff, the local authority, pupils and Bishop Challoner Catholic College.
- Several samples of pupils' work were examined and some younger pupils read to the inspectors.
- The inspectors took account of the 35 responses to the online survey, Parent View. The inspectors also took account of the 34 questionnaires completed by staff.
- The inspectors looked at a range of documents provided by the school, including data on pupils' progress and attainment, procedures for safeguarding, the school's own evaluations of its work, reports to the governing body and the school's plans for improving achievement.

Inspection team

David Bray, Lead inspector	Additional Inspector
Stuart Ransom	Additional Inspector
Ann Glynne-Jones	Additional Inspector

Full report

Information about this school

- This is a larger than average-sized primary school.
- Approximately one half of pupils are White British; this is a below average proportion. The proportion of pupils from minority ethnic groups is above average and includes an above-average proportion from an Indian and Pakistani heritage. The proportion of pupils whose first language is not English is slightly above average.
- Approximately one in 20 pupils is identified as requiring special educational needs support by school action. A similar proportion are supported by school action plus or with a statement of special educational needs. Both proportions are below the national average.
- Around one third of the school's pupils are disadvantaged pupils supported by the pupil premium. This provides additional funding for pupils who are known to be eligible for free school meals or who are looked after by the local authority. This proportion is above average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics.
- At the time of this inspection the chair of governors had resigned, the governing body was in the process of being re-constituted and elections were due to take place for a new chair of governors.
- On the second day of the inspection all pupils, apart from those in the Nursery class, were attending a harvest celebration service at their local church during the morning session.

What does the school need to do to improve further?

- Improve the proportion of pupils making rapid progress in writing by:
 - ensuring that staff have sufficient skills and understanding to ensure that they present their work neatly with handwriting that is fluent and legible,
 - enabling pupils to achieve high-quality writing whether in short pieces or more extended work
 - ensuring that teachers with responsibility for subjects challenge and support teachers effectively across the school by monitoring lessons and work more regularly.

Inspection judgements

The leadership and management are good

- The headteacher and deputy headteacher create a strong culture of care, support and respect across the school. Staff and pupils say they feel part of a strong and cohesive community. This working together has helped sustain the school's good quality and improved it further since the previous inspection.
- The early years provision is led well and this enables children to settle quickly, enjoy learning and make good progress in the Nursery and Reception classes.
- The school's leaders have accurately identified the main strengths and areas for development in the quality of education provided. This has led to them identifying clear priorities, such as improving progress in writing. Priorities are supported by plans that have led to improvements. For example, school leaders identified a need to improve attendance and have been effective in doing so.
- Assessments of pupils' work are carried out with a good level of accuracy. Assessments are regularly checked by school staff and are shared and discussed with staff from other schools to ensure that they are accurate. The school has carried out research about its approach to assessment following the removal of National Curriculum levels. There are good plans in place to work with other local schools to develop systems designed to ensure that pupils continue to make good progress.
- The extra funding available to promote physical education and sporting opportunities is used well. The school has a very strong partnership with a local secondary school. This aims to develop sporting experiences and skills and has resulted in pupils having good access to a wide range of activities. There has also been a good level of training for teachers and they say this has made them feel more confident about teaching sports skills.
- The school has planned for recent changes to the curriculum. The curriculum provides a broad range of subjects and prepares pupils well for life in modern Britain. There is effective focus on high-quality provision for pupils' spiritual, moral, social and cultural development. The wide range of trips and extra-curricular activities enrich pupils' experiences. These include a vibrant range of sporting and musical activities.
- The local authority has had little contact with the school. It has reviewed achievement information about the school and decided that it requires minimal support.
- School leaders ensure there is equality of opportunity for all pupils. Funding available through the pupil premium is used carefully to help eligible pupils through the use of small-group, or individual, support. Leaders have ensured that the progress of these pupils has improved.
- School leaders are improving the effectiveness of teaching because they have a strong focus on this area of the school's work. The monitoring of teaching quality and pupils' progress is carried out regularly using classroom observations and review of pupils' work. This means that senior leaders have a good understanding of how well pupils are making progress. Teachers with subject responsibility have a good understanding of the strengths and areas for improvement in their areas. Their contribution to providing support and challenge to staff to ensure teaching quality is maintained and improved further is not as fully developed.
- The development of writing has been a school priority. Staff have received extra training. The impact of this is not fully evident in helping some pupils to develop to the full their skills in writing for a range of purposes and to present their work neatly with fluent, legible handwriting.
- **The governance of the school:**
 - The governing body has skilled and experienced members that ensure effective governance through the current period of change. Governors have a range of expertise and attend regular training. They understand school data and although they check for themselves how well the school is doing, some of this work is not formally recorded. As a result, it is not always easy to evidence the challenge they have

provided to school leaders.

- Governors know what the quality of teaching is in the school and understand the systems used to set targets to measure teachers' performance. Decisions about teachers' pay are linked to performance and staff responsibilities. Governors have an understanding of how well school leaders improve the quality of teaching through performance management.
- Governors track finances very well. Governors have a very good understanding of how extra funding is spent for pupils eligible for the pupil premium or to extend sports and physical education opportunities. They are not so clear about the impact of this spending on pupils' progress and wellbeing.
- Governors ensure that requirements for safeguarding pupils are met.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good. In lessons, pupils behave well and demonstrate very positive attitudes to learning. Pupils said that they like school and enjoy the wide range of subjects and activities. The parents and staff, who completed surveys, agreed that behaviour is good.
- Pupils behave very well around the school. Older pupils respond well to the opportunity to take responsibility for younger pupils as a 'play leader'. Younger pupils say they feel happy in the playground and pupils are able to play well together.
- Children in the Nursery and Reception classes settle well into the school's routines and expectations. They behave well and learn how to work and play happily together.
- Pupils talk enthusiastically about their enjoyment of lessons and other aspects of the school. They like and appreciate the good range of clubs and extra activities in which they participate.
- Attendance is above average. This aspect of the school has improved as a result of leaders ensuring that it has been given a stronger focus and priority. Pupils are punctual to school and to their lessons.
- Although most pupils present their work well a small number do not always take enough care over how well their work is presented, including the quality of their handwriting.

Safety

- The school's work to keep pupils safe and secure is good.
- Pupils of all ages say they feel safe in school, and parents confirm this view. The school provides a good range of activities to help pupils learn to stay safe, and they have a good understanding of how to use computers and mobile phones safely.
- Pupils say bullying is very rare and they are confident that, should it occur, staff would deal with it effectively.

The quality of teaching is good

- Teaching makes a good impact on pupils learning and achievement, and teachers' subject knowledge is particularly strong in teaching literacy, reading and mathematics.
- Staff encourage pupils to develop confidence in speaking and listening. Pupils appreciate the way that teachers encourage them to ask questions and discuss their work. Reading is taught well. Teachers ensure that pupils develop good phonic knowledge (the sounds that letters make). From this solid foundation, teachers help pupils' develop good reading skills. Pupils are encouraged to read for pleasure and for research.
- In mathematics, the strong emphasis on checking pupils' understanding through questioning and effective

assessment enables pupils to make good progress.

- Teaching in the early years is good. A range of activities and experiences are used that develop children's skills and abilities well. Here and in the rest of the school, teachers make sure that learning is interesting.
- Classrooms are very attractive, with high quality displays. These are used to create opportunities for teachers to develop pupils' learning further and to celebrate work they have done well.
- Teachers assess pupils' work accurately. They mark work frequently and provide pupils with helpful comments that lead to improvements because they are aware of how different groups of pupils are learning. This has had positive impact on the progress of different groups, including disadvantaged pupils. The most able are provided with work that enables them to achieve well.
- Disabled pupils, those who have special educational needs and those who require extra support for particular aspects of their work, receive good support through individual tuition, specialist resources and activities taught in small groups.
- The work of teaching assistants is good and they are often effective in helping particular pupils, or groups of pupils, to develop their understanding and gain confidence in their work.
- The teaching of writing is enabling pupils to understand some important aspects of different writing skills, such as punctuation and grammar. Not all pupils are being supported well enough to develop their writing skills to the highest level of which they are capable and to present their work neatly.

The achievement of pupils is good

- Over the past two years, pupils throughout the school have achieved well and current work shows progress continues to be good. This includes pupils who speak English as an additional language and others from minority ethnic groups.
- Children make good progress in the early years. Often from a starting point that is below what is typical for their age, they enter Year 1 having caught up with most pupils nationally. In 2013 and 2014, an above-average proportion of Year 1 pupils scored well in the check on phonics skills, reflecting good teaching of early reading.
- Standards in the national assessments at the end of Year 2 were average in reading, writing and mathematics in 2013. 2014 results are similar. For these pupils. This represented good progress, and the proportion of pupils achieving higher levels than most pupils nationally was above average. Current pupils in Year 2 made good progress in Year 1 and are already at a standard above their age in reading, writing and mathematics.
- Attainment at the end of Year 6 in 2013 was slightly above average in reading, writing and mathematics. Attainment was higher in reading and mathematics than it was in writing. The proportion of pupils reaching higher levels was also above average. Pupils made good progress in reading and mathematics. The proportion making expected progress in writing was average but fewer than expected made the best progress. 2014 results show a similar picture.
- Pupils regularly make good progress in reading and build well on the secure start they make in Key Stage 1. Pupils read with confidence and enjoy a good range of texts in different styles during guided reading sessions.
- Pupils are capable mathematicians. They are able to calculate with confidence and use their skills well across different topics and subjects.
- The most able pupils achieve well in reading and mathematics but fewer than expected achieve the highest levels in writing in 2013 and 2014. Current school data, which was confirmed by looking at pupils'

work, shows that this group of pupils are achieving better in writing across other year groups.

- Disabled pupils and those who have special educational needs receive effective extra help through individual support, small-group activities and the use of extra resources. These actions are ensuring they make good progress.
- The good development of pupils' literacy and numeracy skills is ensuring they are ready for the next stage of their learning at secondary school. Representatives from a local secondary school made contact with inspectors in order to express their support for the work of the school and provided evidence that showed pupils' readiness for the next stage of their education.
- Gaps between the performance of disadvantaged pupils and others in the school and nationally are reducing. In 2012, the attainment of disadvantaged pupils in the National Curriculum tests was two terms behind that of other pupils in the school in reading and one and a half terms behind in mathematics and writing. In 2013, the gap had narrowed to half a term in reading, and about a term in writing and mathematics. The school has made improving the progress of these pupils a priority and 2014 results and current school data show that across different year groups the gaps are reducing further.
- Work seen across all classes shows that progress in writing is good and that more pupils are starting to make accelerated progress. The majority of pupils show they understand how to write in different styles and with accuracy. However, not enough pupils make the highest rates of progress because some are not good at writing sustained pieces of work and a few pupils did not take enough care with handwriting and presentation.

The early years provision is good

- Good leadership in the early years has led to good teaching and accurate assessments. The resources and quality of the learning environment are good. Activities are planned well to interest and engage the children, so that they quickly settle to their learning.
- Children start school in the Nursery at a level that is below what is typical for their age. They make good progress and children start in the Reception class with knowledge and skills that are typical for their age. Children make good progress in the Reception class and are well-prepared for the move into Year 1.
- Teaching is good with well planned resources. Expectations are high and children are happy and feel secure. They benefit from the positive and warm relationships with adults.
- Children behave well, are happy at school and are kept safe. All adults foster and promote children's spiritual, moral, social and cultural development. Consequently, children develop confidence and self-esteem. They are polite and take turns and show caring concern for each other. Parents are happy with the provision their children receive.

What inspection judgements mean

School	Grade	Judgement	Description
	Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
	Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
	Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
	Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	103455
Local authority	Birmingham
Inspection number	448251

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	375
Appropriate authority	The governing body
Chair	Michael Timms
Headteacher	John Kenny
Date of previous school inspection	14 July 2010
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