

Inspection of Dundry Church of England Primary School

110 Dundry Lane, Bristol, Somerset BS41 8JE

Inspection dates: 6 and 7 December 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Requires improvement

What is it like to attend this school?

'A beacon of hope where everyone is joyful' is how one pupil describes this school. Others agree. Pupils enjoy being part of a community. They like how staff take the time to get to know them and nurture their interests. During the day, it is common to see pupils of all ages play and learn together. From den building to ball games, or time in the reading nook, pupils all become involved and are included.

Leaders are ambitious for all pupils. Over the last few years, they have improved the curriculum, notably in reading. This has inspired pupils to read widely and be curious about the world around them.

Pupils relish the important roles they have in the school, for example as young ambassadors. A highlight for many is the weekly celebration assembly. Here, older pupils award certificates to younger pupils displaying the school's values, such as resilience or kindness.

Pupils show high levels of respect towards each other and staff. They are polite and well-mannered. In lessons and around the school, pupils rarely need reminding about how to behave. Bullying is not a problem. Staff are quick to sort out any minor issues that arise. This helps pupils feel safe.

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

The executive headteacher leads with a determined vision. With the support of the trustees and other staff, they have brought about considerable change. Leaders ensure that every pupil shines and flourishes.

Leaders pay great attention to reading. A revised approach to phonics teaching has paid off. Pupils' reading and writing rapidly improve through a well-planned programme. From the start of Reception Year, children can read and write the sounds they have learned. This continues throughout key stage 1 and beyond. Staff know how to teach phonics. They step in quickly to provide extra help if pupils need it. Staff help older pupils hone their reading skills by selecting high-quality literature for them to read. They prioritise widening pupils' vocabulary. By the time pupils leave Year 6, they read confidently and fluently.

Leaders have designed a broad and carefully crafted curriculum. They have set out clearly what they expect pupils to learn and by when. They have sequenced learning to build on pupils' knowledge during lessons and over time. For example, pupils in Years 5 and 6 draw on what they already know about 'invasion' and 'power' to help them learn about the Second World War. However, in some subjects, changes to the curriculum are recent. In these subjects, pupils do not develop their learning as deeply as they could.

In reading, writing and mathematics, teachers assess pupils' understanding well. They recap and repeat important knowledge. This helps pupils retain what they

learn. However, in other subjects, new methods for checking pupils' learning are not fully embedded. As a result, some subject leaders do not know how well their pupils learn.

Leaders have high expectations of pupils with special educational needs and/or disabilities. Staff identify these pupils' needs accurately. They provide extra help, so pupils learn the same curriculum as their peers. However, leaders recognise that for a few pupils, some targets teachers set are not precise enough.

Pupils behave sensibly in class. They listen to their teachers and take pride in their work. Pupils like to earn house points for making valuable contributions. Specialist staff provide pupils support with mental well-being. For example, they teach breathing strategies to help pupils manage their emotions.

Leaders enrich the curriculum through well-planned trips, events and experiences. For example, through leading an assembly, pupils develop confidence in speaking in front of an audience. Pupils visit the theatre and broaden their cultural awareness. By reading books about, for example, refugees or autism spectrum disorder, pupils improve their understanding of diversity. They learn how to challenge racism and discrimination. They say that regardless of differences, 'everyone is accepted' at Dundry.

Governors and trustees understand clearly the quality of education that pupils receive. They ask leaders challenging questions to make sure the school continues to improve. Staff are proud to work at the school. They value how leaders are approachable and consider staff's views when making changes.

Parents and carers have nothing but praise for the school. Typical comments include, 'I would recommend it in a heartbeat,' and 'I love the inclusivity, kindness and sense of community.'

Safeguarding

The arrangements for safeguarding are effective.

Leaders train all staff to keep pupils safe. Staff know the process for identifying and reporting concerns. Leaders communicate quickly with external agencies for pupils who need extra help. Governors have effective oversight of safeguarding. They ensure that adults who work at the school are safe to do so.

Through the curriculum, pupils learn about important issues, such as online safety and healthy relationships. They know who to talk to if they have any worries.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, changes to the curriculum are recent. In these, pupils do not gain such deep knowledge as they do in others. Their recall of prior learning is sometimes patchy. Leaders need to ensure that pupils have the same detailed depth of knowledge in all subjects.
- Leaders' systems for checking pupils' understanding in subjects in the wider curriculum are new and not fully established. As a result, some subject leaders do not know how well pupils are learning. Leaders should ensure that implementation of the new system is effective. This will enable subject leaders to check what pupils know and understand in all areas of the curriculum.

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](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	145021
Local authority	North Somerset
Inspection number	10241223
Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	92
Appropriate authority	Board of trustees
Chair of trust	Stuart Warrener
Headteacher	Ruth Noall (Executive headteacher), Anne-Marie Maggs (head of school)
Website	www.dundryprimary.co.uk
Dates of previous inspection	9 and 10 January 2019, under section 5 of the Education Act 2005

Information about this school

- There have been many changes to staffing since the previous inspection. The current head of school has been in post since September 2019. An executive headteacher joined the school in September 2020. She oversees the work of the school.
- The school is in the Diocese of Bath and Wells. At the most recent section 48 inspection of the school, carried out in February 2020, the school was judged to be good.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.

- Inspectors met with the executive headteacher, head of school, other school staff, a trustee and the chief executive officer.
- Inspectors carried out deep dives in these subjects: early reading, mathematics and history. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also met with curriculum leaders and looked more widely at documentation in science, geography and in personal, social and health education.
- The lead inspector listened to pupils in Years 1, 2 and 3 read to an adult.
- The lead inspector reviewed the school's safeguarding documentation, including safeguarding checks carried out on staff working at the school. Inspectors talked to a trustee, staff and pupils about how the school keeps everyone safe.
- Inspectors observed pupils' behaviour in lessons and around the school site.
- Inspectors spoke with a range of staff to discuss how leaders support their workload and well-being.
- Inspectors considered responses to Ofsted's online survey, Ofsted Parent View, including free-text comments, and responses to the pupil and staff survey.

Inspection team

Dale Burr, lead inspector

His Majesty's Inspector

Donna Tandy

Ofsted Inspector

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