

Dunston Primary School

Inspection report

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|--------------------------------|-----------------|
| Unique reference number | 112777 |
| Local authority | Derbyshire |
| Inspection number | 378557 |
| Inspection dates | 21–22 June 2012 |
| Lead inspector | Derek Aitken |

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

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|--|--|
| Type of school | Primary |
| School category | Community |
| Age range of pupils | 3–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 265 |
| Appropriate authority | The governing body |
| Chair | Glynn Speed |
| Headteacher | Paul Michael Burgess |
| Date of previous school inspection | 26 January 2009 |
| School address | Dunston Lane Newbold Chesterfield S41 8EY |
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Introduction

Inspection team

| | |
|-------------------|----------------------|
| Derek Aitken | Additional Inspector |
| Ann Glynne Jones | Additional Inspector |
| Christine Murrell | Additional Inspector |

This inspection was carried out with two days' notice. Inspectors visited 17 lessons taught by 12 teachers. They scrutinised pupils' written work in English and mathematics. They listened to individual pupils reading. Meetings were held with groups of pupils, members of the governing body and staff. Inspectors observed the school's work, and looked at a range of documents, including policies and procedures relating to the safeguarding of pupils, self-evaluation records and assessment information. The inspectors analysed responses to questionnaires from 112 parents and carers, 94 pupils and 17 staff.

Information about the school

Dunston is slightly larger than most primary schools. A very large majority of pupils are of White British heritage. The proportion of pupils known to be eligible for free school meals is average. The proportion of disabled pupils and those who have special educational needs supported by school action plus or a statement of special educational needs is average. In November 2011, a specially resourced provision for pupils with special educational needs, the Enhanced Resource Service (ERS), was opened on the school site. This provides places for up to eight physically impaired pupils. Currently, one pupil benefits from this facility, but also attends a mainstream class. In addition, the school supports a few statemented pupils with profound speech, language and communication difficulties. The school provides for children in the Early Years Foundation Stage through two part-time Nursery classes and two mixed Reception/Year 1 classes. The acting headteacher, having been appointed as deputy headteacher in October 2011, took up his present post in May 2012 to cover the substantive headteacher's long-term absence.

The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

The school runs a breakfast club, which was observed as part of this inspection. Out of school provision (Leprechauns) operates on the school site. This is managed by a private provider and is subject to a separate inspection.

The school holds the Eco-Schools Green Flag and the ABC Anti-Bullying (Intermediate) awards.

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 | 3 |
| Achievement of pupils | 3 |
| Quality of teaching | 3 |
| Behaviour and safety of pupils | 2 |
| Leadership and management | 3 |

Key findings

- This is a satisfactory school. It is not yet good, because there are some inconsistencies in the development of pupils' skills in writing and mathematics and in aspects of leadership and management; and teaching is not yet of sufficient quality to ensure pupils achieve well. Schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.
- Pupils' attainment has risen slightly since the school was last inspected and achievement is satisfactory. They leave Year 6 with average levels of attainment. Pupils make good progress in the Early Years Foundation Stage, especially in Nursery. Statemented pupils with severe disabilities from the ERS and in the mainstream school benefit from a high level of care and support and achieve well.
- Teaching is satisfactory. Some lessons observed had good elements: teachers have secure subject knowledge and manage pupils well. However, sometimes teachers do not use assessment, pupils' targets or resources well enough to promote a brisk pace of learning and accelerate pupils' progress.
- Pupils' behaviour and sense of well-being in school have improved considerably in the last few years. Pupils have positive attitudes to learning and rates of attendance are rising. Pupils and their parents and carers are right to think the school is a safe place.
- School performance, including the leadership of teaching, is managed satisfactorily. Pastoral leadership is good. Members of the governing body have acted promptly to ensure interim school leadership has been secured. Some shortfalls in assessment systems and procedures, school development planning and the monitoring roles of members of the governing body restrict the overall effectiveness of leadership and management and hold back pupils' achievement.

What does the school need to do to improve further?

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

- Ensure teaching is good or better by:
 - making better use of assessment and pupils' targets to enable all groups of pupils to be consistently challenged in their learning
 - providing pupils with appropriate, well-chosen resources to enable them to work more productively when they carry out their independent tasks.
- Raise achievement by:
 - providing pupils with more opportunities to develop their creative, extended writing skills
 - providing pupils with more practice in working through word problems to develop their mathematical skills further.
- Improve the effectiveness of leadership and management by:
 - refining the use of assessment and tracking systems to strengthen target-setting, identify any underachievement and inform school development planning more sharply
 - ensuring members of the governing body acquire a more detailed knowledge of pupils' academic performance to enable them to hold leaders firmly to account for pupils' progress.

Main report

Achievement of pupils

Parents and carers believe that pupils make good progress. This is true in Nursery and Reception but pupils' overall progress in lessons and over time is satisfactory rather than good.

The skills of most children on entry to the Early Years Foundation Stage are well below national expectations and they initially make good progress, especially in the Nursery. In the last few years the use of a letters and sounds programme has improved children's literacy skills and most children start Year 1 with levels comparable to their peers nationally. Pupils' attainment in Key Stage 1 was significantly below average in 2010 and 2011 but has recovered this year to broadly average. In Key Stage 2, progress is satisfactory. Older pupils write competently in short accounts across a range of genres, but have few opportunities to work creatively in extended pieces of writing. Year 6 pupils, however, demonstrate the capacity to review and improve the levels of their work by making comparisons with literary texts and most of them can respond quickly and accurately to 'rapid-fire' questions on angles in mathematics. Pupils in other years also achieve satisfactorily, although occasionally an over-reliance on the use of worksheets restricts their independence and only more-able pupils have the opportunity to work through word problems in mathematics. Pupils learn German, benefiting from teaching by a native speaker, and their standard of pronunciation and understanding of vocabulary are considerably higher than those of their national peers in foreign languages.

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There are no significant variations in pupils' performance with regard to gender, ethnicity or eligibility for free school meals. Statemented pupils with severe disabilities from the ERS and in the mainstream school develop the self-confidence to take necessary small steps in learning. They achieve well, not only in developing their motor and communication skills through, for example, 'Look and Talk' aids as they were seen to do in Key Stage 1, but pastorally as they are fully integrated into school life. Other disabled pupils and those with special educational needs have positive attitudes and achieve satisfactorily. On a few occasions, a lack of stimulating resources makes them over-reliant on adult help and holds back their progress.

Pupils' reading skills in Year 2 are broadly average. Lower- and middle-attaining pupils read simple texts accurately and understand the basic principles of segmenting and blending new words. Sometimes their reading lacks expressiveness and they are less secure in working out the meaning of unfamiliar words. In Year 6, pupils' reading skills are sound but sometimes pupils demonstrate a lack of understanding of more complex and imaginative vocabulary used in fictional texts.

Quality of teaching

Pupils and their parents and carers believe that teaching is good, but some inconsistencies in teachers' practice prevent pupils from achieving their full potential. Nursery children make good progress, because staff plan stimulating activities which excite children's imagination and enable them to work creatively, for example junk modelling to make vehicles. In almost all lessons, teachers expect pupils to pay close attention and they work successfully to promote pupils' positive attitudes by offering encouragement, praise and reward. They engage pupils' concentration well during carpet sessions by providing them with 'hands-on' opportunities for learning, for example by manipulating plastic clocks to help them gain a better understanding of telling the time. Pupils also enjoy paired-partner routines to share ideas. Teachers manage pupils well and this promotes a calm, cooperative atmosphere for learning and secures pupils' spiritual, moral, social and cultural development. Reading skills are taught effectively. This was demonstrated in a Key Stage 2 lesson when groups of pupils, closely guided by staff, identified character roles, distinguished correctly between narrative and dialogue and read accurately. Statemented pupils with severe disabilities from the ERS and in the mainstream school benefit from intensive, varied, individual support which enables them to participate to their fullest extent in lessons.

Some lessons are not sufficiently well resourced to ensure pupils are able to work very productively or creatively when they carry out their independent tasks. Consequently, time is lost while pupils await their turn for further guidance from the teacher. When this occurs, pupils have fewer opportunities to write at length and to add depth to their learning. Sometimes, teachers do not exploit assessment opportunities to adapt their questioning, extend pupils' thinking and ensure challenge for all groups. The analyses of pupils' written work revealed some variation in teachers' expectations for pupils' performance and the monitoring of pupils' personal targets which result in inconsistencies in their rates of progress.

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Behaviour and safety of pupils

Pupils' open and positive attitudes, enjoyment of their education and appreciation of the wider opportunities provided by the school to extend their personal skills and knowledge support their very secure sense of well-being and prepare them well for learning. Friendly relationships are nurtured in the Early Years Foundation Stage where children develop a sense of self-worth. Pupils behave responsibly and show care and concern for each other, which was tellingly demonstrated in their willingness to support their severely disabled peers and include them in their conversations and, where possible, in their activities. Pupils mix well with each other at work and play. Inspectors also found behaviour over time to be good. There are few exclusions and the school has evidence of the positive results of its work with pupils who were excluded from their previous schools.

Almost all parents and carers who answered the questionnaire said that behaviour is good and pupils feel safe. Pupils endorse these comments and inspection evidence supports these views. Older pupils report very favourably on the improvements in behaviour they have witnessed over their time in school, together with a significant reduction in the incidence of bullying, which is now restricted to isolated occurrences of name-calling and consequent 'fall-outs'. Pupils believe they have acquired the skills to resolve most of these issues and will confidently approach adults for help if necessary. Pupils are emphatic in their support of the school's 'Proud' initiative. This is consistently promoted and implemented, provides clear guidelines, rewards and sanctions for behaviour and also encourages positive attitudes and participation in school life. Pupils are very aware of different forms of bullying and have a clear understanding of different strategies for staying safe. They consider that the school is a cohesive community, and that this is actively promoted through the respected school council, the efforts of pupils in senior positions who provide good role-models for their peers, and 'eco-warriors'. Pupils value their German lessons and linked e-twinning arrangements and the way in which their international understanding is developed through opportunities for active participation in Comenius projects organised through the British Council, including visits abroad.

The small breakfast club provides pupils with an enjoyable, settled start to the school day. Pupils' attendance is efficiently monitored and actively promoted through various incentives. Their rates of attendance, while remaining average, have improved steadily in the last three years.

Leadership and management

School leadership and management have evident strengths. Pupils' pastoral welfare and personal and social development are very successfully promoted. The school maintains logs of every pupil's well-being, linked to 'Every Child Matters' outcomes. This plays a prominent role in school self-evaluation and development planning as the school regularly seeks new ways of enhancing pupils' citizenship skills. Leaders' successful actions to promote pupils' sense of self-worth and extend their cultural

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horizons ensure that pupils' spiritual, moral, social and cultural development is fostered well. This comprehensive tracking of their well-being also ensures that staff know pupils and their individual circumstances well and supports good classroom relationships. The evaluation of pupils' academic performance is similarly detailed but lacks sharpness in identifying closely the priorities for development and targeting actions precisely to implement changes. Consequently, while the school provides a broad and balanced curriculum, it is only satisfactorily adapted to promote pupils' achievement and equal opportunities in learning.

The effectiveness of the curriculum, professional development and performance management has been adversely affected by discontinuity in staffing at all levels. This has delayed the implementation and impact of systems and initiatives, for example for assessing and tracking pupils' progress more effectively and accurately and for setting precise, challenging but realistic targets for pupils' performance. Nonetheless, there have been some improvements in pupils' attainment since the last inspection, although an upward trend has been consolidated firmly only in the Early Years Foundation Stage. These gains, plus the effectiveness of the actions taken to address recent weaknesses in pupils' attainment in Key Stage 1, pupils' good behaviour for learning and improved attendance, demonstrate the school's capacity for further improvement. Members of the governing body have an accurate understanding of the school's strengths and an overview of areas for development but acknowledge the need to strengthen their monitoring of pupils' academic performance. Current requirements for safeguarding are met.

Glossary

What inspection judgements mean

| Grade | Judgement | Description |
|---------|--------------|--|
| Grade 1 | Outstanding | These features are highly effective. An outstanding school provides exceptionally well for all 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 | 54 | 42 | 2 | 2 |
| Primary schools | 14 | 49 | 32 | 6 |
| Secondary schools | 20 | 39 | 34 | 7 |
| Special schools | 33 | 45 | 20 | 3 |
| Pupil referral units | 9 | 55 | 28 | 8 |
| All schools | 16 | 47 | 31 | 6 |

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

| | |
|----------------------------|---|
| Achievement: | the progress and success of a pupil in their learning and development taking account of their attainment. |
| Attainment: | the standard of the pupils' work shown by test and examination results and in lessons. |
| Attendance: | the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance. |
| Behaviour: | how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school. |
| Capacity to improve: | the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement. |
| Floor standards: | the national minimum expectation of attainment and progression measures. |
| Leadership and management: | the contribution of all the staff with responsibilities, not just the governors and 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: | inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. |
| 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. |
| Safety: | how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning. |

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.



25 June 2012

Dear Pupils

Inspection of Dunston Primary School, Chesterfield S41 8EY

I would like to thank you for your help when the inspection team visited your school and for sharing your views with us, including through the questionnaires some of you completed. Yours is a satisfactory school with a few good features but also some areas that need improvement.

- Children in Nursery and Reception and severely disabled pupils make good progress.
- You told us you feel safe and are looked after well by the staff. Older pupils told us that behaviour had improved in the last few years. Our findings agreed with these views. You contribute well to school life.
- Your enjoyment of school is shown by your steadily improving attendance.

By the end of Year 6 your attainment is average and you have made satisfactory progress. We have asked the staff to do the following things to improve your learning and help you make faster progress.

- Make better use of assessment and your personal targets; give you a better choice of aids to help you work through your independent tasks.
- Give you more chances for extended, creative writing and more practice in working with word problems in mathematics.
- Improve the use of systems for checking up on, and recording your progress to help leaders to step in quickly to give you any extra support you need and plan future changes; make sure governors play a bigger role in this work.

You can all help by keeping up your good behaviour and continuing to work hard.

Yours sincerely

Derek Aitken
Lead inspector

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