

Dunswell Primary School

Beverley Road, Dunswell, Hull, HU6 0AD

Inspection dates

23–24 October 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Teaching is not strong enough, particularly in Years 3 to 6. The work set by teachers does not always challenge pupils to do their best especially the more able pupils.
- In the less successful lessons, pupils spend too long listening to teachers and do not always have enough opportunities to work independently.
- Teachers' marking does not always show pupils what they need to do to improve.
- Pupils' progress is not the same in all classes and is adequate rather than good in Years 3 to 6.
- Standards in writing are not high enough and are below those reached in mathematics and reading. This is because pupils do not have sufficient opportunities to write independently and at length, and the more able pupils do not make enough progress.
- Leadership and management are not always effective because checks on performance are not rigorous enough. Leaders have not tackled the underlying weaknesses in teaching that are causing pupils' progress to be uneven in Years 3 to 6. Teachers are not challenged enough about pupils' progress.
- The governing body does not ask enough questions to ensure that the school has an accurate view of what needs improving, including the quality of teaching.

The school has the following strengths

- There is good and outstanding teaching, especially in the Reception class and in Years 1 and 2.
- In these classes, achievement is rising because literacy and numeracy skills are taught well.
- Reading is a strength across the school. Improved provision for mathematics is accelerating pupils' progress in this subject.
- The school is a friendly, happy place where everyone is valued. Pupils' behaviour is good; pupils are safe and well cared for at school.
- Leaders have provided teachers with good training and support to improve their teaching of reading and mathematics.
- Parents are very positive about the school, particularly about the care and support they and their children receive.

Information about this inspection

- The inspector observed 10 lessons, five of which were joint observations with the headteacher. In addition, the inspector made other visits to classes, looked at pupils' workbooks and listened to a number of children read.
- Meetings were held with pupils, the Chair of the Governing Body and two other governors, senior and middle managers and a representative from the local authority.
- In presenting the inspection findings, the inspector took account of the 28 responses on the online questionnaire for parents (Parent View) and spoke with seven parents at the start of Day 1 of the inspection.
- The inspector observed the school's work, and looked at a number of documents, including the school's own data on pupils' progress, planning and monitoring documentation, records relating to behaviour and attendance and documents relating to safeguarding.

Inspection team

Rajinder Harrison, Lead inspector

Additional Inspector

Full report

Information about this school

- This is a smaller than average size primary school. Most pupils are of White British heritage; a few pupils speak English as an additional language but are not at an early stage of learning English.
- The proportion of pupils known to be eligible for the pupil premium is well below the national average.
- The percentage of pupils supported at school action is below average. The percentage supported by school action plus is also below average and the percentage with a statement of special educational needs is low.
- While the majority of the children start in the Early Years Foundation Stage (Reception class), at the age of four, a small proportion join the school during Key Stage 2.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Accelerate the progress of pupils, particularly in Years 3 to 6, by improving teaching, so that it is consistently good or better by ensuring that:
 - teachers use what they know about what pupils know to set work that enables pupils to always do their best, particularly the more able
 - teachers give more time to assessing pupils' understanding in lessons by asking probing questions
 - pupils, particularly the more able, have more opportunities to apply their knowledge and understanding by working independently
 - teachers use teaching assistants' time to maximum effect throughout the entire lesson
 - all teachers provide clear guidance to pupils as to how they might improve their work.
- Raise achievement in writing throughout the school by ensuring that:
 - pupils have more opportunities to write independently and at length in English and other subjects
 - teachers expect the best of pupils at all times, particularly those who are more able.
- Improve leadership and management by ensuring that:
 - the checks on the quality of teaching are rigorous and focus more on how well teaching helps pupils make progress
 - senior managers use the good and outstanding teaching that exists in the school to influence high performance in all classes
 - teachers and teaching assistants make effective use of the training and support they receive to improve their work across all subjects
 - leaders hold teachers to account more robustly for the progress pupils make in their classes
 - the governing body is better informed about what is happening in the school and asks questions of leaders and managers about the accuracy of their view of the school's performance and whether actions taken have improved the outcomes for pupils.

Inspection judgements

The achievement of pupils

requires improvement

- Children start in the Early Years Foundation Stage with skills that are generally typical for their age. There is variation from year to year because year group numbers are relatively small. Children achieve well because teaching is good. Children learn very effectively to recognise letters and the sounds they make and use this skill well in reading. Most achieve the levels expected at the end of the Reception Year and an increasing number exceed these expectations.
- This good progress is maintained in Years 1 and 2 because teaching is consistently good or better. Standards at the end of Year 2, in reading and mathematics are rising and a higher proportion of pupils are doing better than expected for their age than in the past. In reading, pupils blend sounds and use these well to tackle new words. Standards are not as high in writing. However, the gap pupils' attainment in writing and in reading is narrowing. Pupils' progress and achievement in Years 3 to 6 are more variable and require improvement. Attainment in reading is above average and pupils achieve well because reading is promoted well throughout the school. Attainment in writing, while broadly average, is not as high as in reading because pupils do not practise their skills or write at length independently; too few attain above-average levels. Recent improvements in mathematics teaching have started to bring about better progress in this subject, and a significant number of pupils are now achieving well. Overall standards in Year 6 are broadly average. Standards are not higher because teachers do not expect the best of pupils, particularly in writing and of the more able pupils.
- Pupils who join the school during Key Stage 2 are integrated quickly and supported well. They make at least expected progress.
- Pupils who are disabled or have special educational needs receive appropriate support to achieve as well as their classmates. Where pupils have specific needs, the school identifies specialist support to ensure that these pupils achieve successfully.
- The school uses the pupil premium funding to employ more teaching assistants to support those pupils eligible for such funding. As a result these pupils make progress that is at least satisfactory and sometimes good.

The quality of teaching

requires improvement

- The overall quality of teaching requires improvement because it is not consistently good in every class. It is stronger in the Early Years Foundation Stage and Years 1 and 2.
- While elements of good practice exist in most lessons, teaching is not always planned well enough to make sure that pupils make consistently good progress. In some classes, pupils of all abilities undertake the same tasks and so for some it is too easy and for others too difficult. Occasionally, introductions are too long for all pupils to sustain concentration. Consequently, a few, while continuing to behave well, do not always understand what to do when working independently.
- In contrast, where teaching is good or better, teachers effectively use what they know about pupils' abilities to set work that helps pupils to do their best, particularly by stretching the more able and providing good support for those who need additional help to achieve successfully. Teachers make the purpose of the learning clear and keep their introductions brief so that pupils remain interested. In the best lessons, teachers ask probing questions to check that pupils understand their learning and provide constructive guidance to help them improve. They encourage pupils to think for themselves and give them good opportunities to work things out independently.
- In the Early Years Foundation Stage, teachers have a good understanding of the needs of these children. The focus is on enjoyment and practical activity. For example, in one session children became extremely excited about making bread and delighted in exploring the 'den' outside with their torches.
- In most lessons, teachers use teaching assistants well to work with pupils who need extra help. However, in some lessons, teaching assistants time is not used to the maximum effect, especially when teachers talk to the whole class.

- The teaching of reading is good based on teachers' good subject knowledge, especially when teaching letters and their sounds. Teachers do not always give pupils enough time to write at length or without considerable adult help. Recent training has resulted in mathematics being taught more effectively than in the past.
- Some teachers' marking helps pupils to improve their work, but not all.

The behaviour and safety of pupils are good

- Typically, pupils make a good contribution to the school's friendly, welcoming atmosphere. Pupils have a high regard for all staff and these positive relationships encourage pupils to seek help if they need it. Pupils are polite and considerate and particularly value a sense of belonging because they feel the school is like a 'big family'.
- Behaviour is good; pupils show respect to others. They enjoy learning and always try their best.
- They have a good understanding of how to keep themselves safe. For example, they talk confidently about the dangers that social network sites might pose to children. They feel safe and well looked after at school.
- Through lessons and assemblies, pupils gain a very good understanding of different types of bullying. They say bullying in the school is rare and that staff deal with incidents promptly.
- Pupils are kind and supportive of others. They work together sensibly and play safely outside, so accidents are rare. Opportunities to take responsibility, for example, older pupils looking after younger ones, provide purposeful ways to extend pupils' moral and social development.
- Attendance is in line with the national average; most pupils attend regularly because they enjoy being at school.
- Parents are understandably very positive about their children's behaviour and express highly positive views about the way the school cares for their children and supports their learning.
- Staff manage pupils' behaviour well and are pleased that pupils participate eagerly in all that the school organises. For example, pupils enjoy being involved in numerous fundraising events and an extensive programme of visits that extend their experiences of the wider world.

The leadership and management requires improvement

- The headteacher is determined to secure good outcomes for all pupils. He promotes good teamwork among staff and there is a common sense of purpose to improve the school.
- The school has successfully addressed some of the issues raised in the previous inspection. For example, provision for reading and mathematics has improved. However, checks on performance, particularly on teaching and learning, still require improvement. As a result there are variations in the quality of teaching and best practice is not shared well enough to make sure that all teaching is at least good.
- Leaders have invested heavily in training for all staff in order to improve their work. This has been more effective in reading and mathematics than in writing. Leaders are not rigorous enough in checking that this training is having the desired effect on outcomes in all subjects.
- Although leaders are gaining a clearer picture about what requires most attention, their view of the school's performance is not entirely accurate. While the school's own data on pupils' progress shows that progress is uneven across the school, this information is not analysed rigorously enough to identify underlying weaknesses, especially in teaching.
- The school's improvement plan is aimed correctly on raising achievement. However, it is not always clear from the plan how success is to be measured or the particular ways in which pupils' performance should improve. Nevertheless, standards at the end of Year 2 have improved since the previous inspection and standards in mathematics across the school are rising. With a more stable staff the school is in a stronger position to improve further.
- Leaders follow clear performance-management procedures and link targets to achievement but not enough is being done to hold teachers to account for the progress pupils make in their classes.

- The pupil premium funding that the school receives is used effectively to provide additional staff and materials to ensure that these pupils make up lost ground quickly. The extra support is helping some pupils to improve particularly in their reading and in their social and emotional development.
- The curriculum effectively promotes reading across other subjects but opportunities for pupils to extend their writing skills independently are not exploited.
- Curriculum enrichment is good. Pupils talk enthusiastically about the many visits that extend their experiences. The school works very hard to finance this extensive programme so that pupils of all abilities and backgrounds have an equal access to all that the school provides. This reflects the school's promotion of equal opportunities, good relationships and effective care for all.
- Through well-planned opportunities, such as visits to Todmorden and Scarborough, pupils learn to value diversity effectively. Pupils' spiritual, moral, social and cultural development is promoted well through the curriculum generally, but especially, through the additional activities on offer.
- Staff value the support and guidance the local authority is providing. The local authority is working with the school to improve teaching.
- The parents who contributed their views during the inspection were very positive about the school and all said that they would recommend it to others.
- The school's arrangements for safeguarding pupils meet requirements.
- **The governance of the school:**
 - Members of the governing body are very committed to the school and the community it serves. They are vigilant in ensuring that all policies are up to date and finances are managed well. Although involved in checking on the quality of teaching and in the school improvement planning, governors do not have a sufficiently accurate picture of the performance of pupils and staff to enable them to challenge the school and hold leaders to account for any shortcomings.

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	117848
Local authority	East Riding of Yorkshire
Inspection number	401699

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	89
Appropriate authority	The governing body
Chair	Neil Thompson
Headteacher	Paul Johnston
Date of previous school inspection	01 March 2010
Telephone number	01482 855279
Fax number	01482 855279
Email address	dunswell.head.primary@eastriding.gov.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

