

Dunston Hill Community Primary School

Market Lane, Dunston, Gateshead, Tyne and Wear, NE11 9NX

Inspection dates 6–7 March 2013

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

Summary of key findings for parents and pupils

This is a good school.

- Pupils' achievement is good because of the good quality teaching they receive. The quality of teaching has improved since the last inspection with much better outcomes for pupils.
- Children make an excellent start to their education in the Nursery where they become confident learners and play well together.
- Pupils' behaviour in and around school is exemplary. They are extremely polite and friendly. They are very keen to learn and generally well motivated.
- The school is led purposefully by the headteacher. The headteacher is well supported by a very capable leadership team, governors and a dedicated staff team.
- Parents are very pleased with the support and guidance that they and their children receive.
- All members of the school community are committed to the school motto, 'Care and Respect for All'. This is demonstrated by the successful relationships between adults and children and the strong friendships between the children themselves.
- Pupils enjoy coming to this friendly and welcoming school and enjoy all the interesting activities provided for them. Their attendance is above average.
- Pupils have a good understanding about how to behave responsibly and how to keep themselves and others safe due to effective guidance from the very caring staff team.
- There is a rich and diverse curriculum. It inspires pupils to learn as much as they can. It promotes good spiritual, moral, social and cultural development.

It is not yet an outstanding school because

- Not enough teaching is outstanding to achieve outstanding outcomes.
- Teachers do not consistently set high enough expectations of what pupils can achieve in lessons and across all subjects.
- Teachers' questioning does not always probe deeply to fully extend pupils' learning.
- Marking is not consistent in providing clear guidance to pupils about how to improve further.

Information about this inspection

- Inspectors observed 28 lessons and two part lessons as well as some small group sessions. There was a joint observation by the lead inspector and the headteacher.
- Inspectors looked at the quality of work in books and on displays as well as listening to pupils read and talking to them about their interest in reading. An inspector attended the World Book Day Assembly for Key Stage 2 pupils. Discussions about school life were held with pupils, including the school council.
- Observations were made of pupils' behaviour around school, in lessons and at playtimes.
- Meetings were held with the headteacher, senior team, phase leaders and the inclusion manager as well as a local authority representative. The Chair of the Governing Body, the vice-chair and two parent governors shared with an inspector their knowledge of the school and described the way they monitor the school's performance.
- Inspectors took account of the views of 37 parents on the on line questionnaire, (Parent View) and met some parents at the end of the school day. Account was also taken of the views of staff by analysing 37 staff questionnaires.
- A wide range of documents were scrutinised including past and current attainment and progress data for all pupils as well as all groups of pupils including those eligible for pupil premium and those with special educational needs. An evaluation was made of the school's procedures for gaining an accurate view of its performance, the school improvement plan and the records relating to behaviour, attendance and safeguarding.

Inspection team

Janet Greaves, Lead inspector	Additional Inspector
Debra De Muschamp	Additional Inspector
Jan Stephenson	Additional Inspector

Full report

Information about this school

- This is a larger than average-sized primary school.
- The vast majority of pupils are from White British backgrounds.
- The percentage of pupils eligible for the pupil premium funding, which in this school provides additional government funding for those pupils known to be eligible for free school meals, is below the national average.
- The proportion of pupils supported at school action is higher than the national average.
- The proportion of pupils at school action plus and with a statement of special educational needs is below the national average but has increased over the last two years.
- The school meets the government's current floor standards, which set out the minimum expectations for pupils' attainment and progress.
- The school shares a site with a secondary school and a community building which provides child care and a pre-school provision. These are all managed separately from this school and are inspected separately by Ofsted.
- The school has received many awards including the Basic Skills Quality Mark, Investors in People Standard, National Healthy School Award, Activemark and the International School Award at Foundation level.
- The school is one of the Gateshead's three to seven- year-old 'School -Centred Initial Teacher Training' providers. (SCITT)
- There have been many changes in staffing since the last inspection, including changes within the leadership team.

What does the school need to do to improve further?

- Improve the quality of teaching further so that more is outstanding by:
 - ensuring that all teachers' expectations are high so that all pupils achieve as well as they can
 - ensuring all teachers are able to use effective questioning in order to develop pupils' knowledge and enrich their thinking
 - ensuring that all guidance given to pupils, either verbally or through the marking of work, helps pupils to know and understand what they need to do to improve.

Inspection judgements

The achievement of pupils is good

- Attainment at the end of Key Stage 2 is broadly average in reading, writing and mathematics. Given their starting points to school, this represents good achievement. Pupils are prepared well for the next steps in their education.
- There has been a recent rapid increase in the rate of progress in all subjects due to the success of the new leadership team in bringing about improvements in the quality of teaching across the school.
- Children enter the school with skills that are generally lower than that typical for their age. They make an excellent start in the Nursery where they are well cared for and become confident and enthusiastic learners.
- A well-structured programme that begins in the Early Years Foundation Stage, teaching the pupils about letters and the sounds that they represent (phonics), is having a positive impact upon pupils' reading development. Pupils in Year 1 attained highly in the national screening check in 2012 compared to the national results. This programme has also supported the steady improvement in the quality of pupils' reading by the end of Key Stage 1 particularly for boys and those pupils eligible for pupil premium funding.
- Throughout the school, pupils read fluently and with comprehension. They enjoy books and are very knowledgeable about authors and illustrators. This was evident in their responses to the activities provided for them during World Book Day which happened during the inspection. Following a theme of, 'Snug as a Bug' the whole-school community entered into the spirit of the book event by wearing their pyjamas.
- Thorough tracking of pupils' progress enables all pupils to be identified for additional support if necessary thus providing equal opportunities for all pupils. Pupils eligible for free school meals and pupil premium make good progress overall. Their attainment is above the national average in English and mathematics compared to similar pupils at the end of both Key Stages 1 and 2. They attain as well as others in the school in reading and writing but not as well in mathematics, although the gap is narrowing.
- Pupils with special educational needs make good progress because of effective teaching and also because of the effective support provided to smaller groups led by well-trained staff.

The quality of teaching is good

- Teaching is good overall with some that is outstanding. Reading, writing and mathematics are taught well.
- In the best lessons, the quality of teaching is outstanding because pupils are very well motivated and inspired to achieve their best. For example, in a mathematics lesson pupils were captivated in their learning through quick-fired questions that challenged their thinking.
- Teachers provide excellent opportunities for pupils to practise their literacy skills across the curriculum. For example, Year 5 pupils studying a Space project applied their literacy skills as part of work linked to Yuri Gagarin and his space mission. In both Year 5 classes, pupils interviewed a pupil who was acting out the role of the astronaut. This enabled the pupils to develop their own questioning techniques and then to write their own reports about the space mission.
- Teachers have expert subject knowledge and explanations are crystal clear in lessons. As a result, pupils go about their tasks with confidence knowing exactly what they need to do to be successful.
- A wide range of activities interest pupils so they are fully focused upon their learning. The programme to teach pupils the sounds that letters represent (phonics) is well received by the pupils who are very enthusiastic about these lessons.
- Pupils with special educational needs are taught well; both in class and in small groups. The

higher level teaching assistant and teaching assistants are deployed effectively and support learning well.

- In some lessons, however, teachers do not always use questions in a way that fully extends pupils' knowledge or deepens their thinking. On occasions, teachers' expectations are not high enough to ensure pupils achieve their best. There is some effective marking, but it is not consistent and does not always identify what pupils need to do to improve their work.
- Homework is used well and supports learning. It is varied in its content and much is linked to the topic the pupils are studying as well as helping pupils to achieve their individual targets.

The behaviour and safety of pupils are good

- Pupils are extremely well mannered, friendly, and welcoming. They show respect towards other pupils and also towards the adults in the school who are excellent role models. Parents appreciate the support their children are given in order to keep themselves safe.
- Most of the time, pupils are well motivated and keen to learn. There are, however, some occasions in lessons where the pace slows or the work is not well matched to pupils' learning needs. When this happens, they are not as actively engaged in their learning and lose interest.
- Pupils care for one another and make sure they all have friends to play with. Older pupils help younger children to play sensibly together. They enjoy school, which is evident in the way they play together.
- Pupils feel secure in the school. They know that the adults are approachable and will help them if they have any problems. Bullying or aggressive behaviour of any sort is rare and if any occurs, it is dealt with swiftly. Pupils feel well supported by the adults in the school.
- Pupils are well informed about staying safe and have a good understanding of the potential dangers of the internet.
- Attendance is above average, having improved steadily over recent years.

The leadership and management are good

- Despite a significant staff turnover since the last inspection, the headteacher has worked purposefully to improve the quality of teaching as well as maintaining the good standards of behaviour of the pupils. This has led to the good and rapidly improving achievement of pupils.
- The headteacher and the governing body have made some excellent staff appointments as well as reorganising and strengthening the senior and phase leadership teams. Leaders are capable of leading the school forward. Current work of pupils and assessment and tracking data of pupils' progress data indicate that rapid improvement is underway.
- The school is well aware of its strengths and what it still needs to do to improve further. Leaders are clear about what needs to be done to sustain the current rapid improvement in the progress pupils are making and this is very evident in the school improvement plan priorities. Staff performance targets are linked to school improvement priorities and relevant training is then provided. Support to improve teaching includes modelling lessons, coaching and also enabling staff to visit other schools to observe and share good practice.
- All leaders understand and use the tracking and monitoring systems to ensure there are equal opportunities for all pupils, regardless of any pupil group or ability. In addition, there is good liaison with other agencies for those pupils who need additional support.
- Pupils' spiritual, social, moral and cultural development is good because of the rich curriculum the school provides. Pupils benefit from many visits and visitors as well as a wide range of after-school clubs such as drama, 'Happy Feet' and karate. Pupils also enjoy the specialist sports coaching provided for them. Residential visits such as to outdoor centres and to London enrich their learning experiences.
- Parents are well informed about school events and the curriculum their children are following. They are given guidance about how they can help their children at home, for example, through

supporting the 'Talk' homework initiative and joining in with family learning activities. The school's website is highly informative and meets statutory requirements.

- The local authority has provided good support to the school such as advice for the Early Years Foundation Stage as well as through the regular monitoring visits and support for school leaders.

■ **The governance of the school:**

- Governors have a much greater role in the monitoring of standards and progress than they did at the last inspection. They ensure that the pupil premium grant for pupils eligible for free school meals provides additional support for pupils and improved resources. It holds the headteacher and senior staff to account by setting precise targets, for example, for achievement and behaviour and safety. The quality of teaching is regularly checked, any underperformance is tackled and salary increases are linked to the contribution made to pupils' learning. The governing body sets exacting targets for the performance of the headteacher and links the progression of staff up the salary scale to improvements in achievement. Governors ensure that safeguarding meet statutory requirements.

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	108338
Local authority	Gateshead
Inspection number	400977

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	460
Appropriate authority	The governing body
Chair	G McTeer
Headteacher	Bill Foreman
Date of previous school inspection	24 June 2010
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