

# Dubmire Primary

Britannia Terrace, Fence Houses, Houghton le Spring, Tyne and Wear , DH4 6HL

**Inspection dates** 18–19 September 2013

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Requires improvement</b>	<b>3</b>
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.

- Standards in writing are below average throughout the school. Whilst the majority of pupils are making the progress expected of them from below average starting points, progress is not fast enough to help them catch up and reach the standards they are capable of.
- Pupils are not making enough progress in mathematics in Key Stage 1 to help them reach the standards expected for their age. This is because they do not have enough practical activities to help them understand or enough time to practise their number skills at an appropriately challenging level for their ability.
- Some of the teaching in Key Stages 1 and 2 requires improvement. This is because expectations are not high enough and work is not matched accurately to the different abilities of pupils.
- Whilst all teachers mark and assess pupils' work regularly and accurately, pupils do not have enough opportunities to correct, edit or improve their work so that they can make better progress.
- Leadership and management are not yet good because some teaching requires improvement. Actions to raise standards in writing across the school and mathematics in Key Stage 1 have not been implemented with enough urgency so that improvement is not rapid enough.

### The school has the following strengths

- Pupils are friendly, polite and enthusiastic. Their behaviour is good in lessons and around the school. Pupils thrive in a calm and caring atmosphere where they feel valued and safe.
- Average and higher-ability pupils make good progress in mathematics in Key Stage 2 so that almost half exceed expected standards.
- Teaching has improved in the Early Years Foundation Stage so that children make good progress. Interesting activities and good teaching help children to develop their language and social skills as soon as they start school in nursery.
- Leaders and governors have successfully raised standards in reading throughout the school.

## Information about this inspection

- Inspectors observed 21 lessons taught by 16 teachers as well as making shorter visits to look at pupils' work. Some of these observations also involved the headteacher and deputy headteacher.
- Inspectors talked to groups of pupils and heard others in Year 1, Year 2 and Year 6 read.
- The views of 22 parents who responded to the on-line questionnaire (Parent View), as well as a few parents spoken to as they brought their children to school were taken into account.
- Inspectors met with senior and middle leaders, members of the governing body, a representative of the local authority and a school improvement professional who works with the school.
- The school's improvement plan and records of pupils' achievement, records of the quality of teaching, pupils' behaviour and safeguarding were examined.
- Thirty-one staff submitted their views via a questionnaire and inspectors took these into account.

## Inspection team

Christine Cottam, Lead inspector	Additional Inspector
Pauline Piddington	Additional Inspector
Lesley Richardson	Additional Inspector

# Full report

## Information about this school

- Dubmire Primary is larger than the average size primary school.
- The proportion of pupils known to be eligible for the pupil premium is higher than the national average. (The pupil premium is additional funding for those pupils who are known to be eligible for free school meals, children from service families and those children that are looked after by the local authority.)
- The proportion of pupils supported through school action, school action plus or with a statement of special educational needs is similar to that usually seen.
- The school has recently appointed four newly qualified teachers.
- The school does not meet the current floor standards, which set the government's minimum expectations for pupils' attainment and progress in English and mathematics.
- The school has been awarded the Eco-School and International School awards.

## What does the school need to do to improve further?

- Improve the quality of teaching so that the vast majority is good or better by:
  - providing more challenging activities and having higher expectations of pupils
  - using the information gained from marking and assessment to match accurately the work set to the different ability levels within each class.
- Improve progress in writing throughout the school so that standards improve and a much higher proportion of pupils reach or exceed the national average by the end of Year 6 by:
  - expecting pupils to produce greater quantities of written work appropriate to their age and ability
  - making sure pupils are given opportunities to correct, edit and improve their writing.
- Raise standards in mathematics in Key Stage 1 by:
  - providing more practical activities so that pupils develop their understanding at the same time as practising their number skills
  - providing appropriately challenging work for pupils, in particular for those who are more able so that they can reach higher standards
  - helping pupils to correct their work when they have made mistakes.
- Strengthen leadership and management at all levels so that improvements to teaching and achievement are more rapid by:
  - ensuring that improvement plans are sufficiently specific and have more urgent timescales
  - checking the quality and quantity of work in pupils' books more regularly.

## Inspection judgements

### The achievement of pupils

### requires improvement

- Achievement in writing requires improvement. Whilst most pupils are making the progress expected of them, too few are doing better than this and the most able are not reaching higher levels. This is because expectations are not high enough and pupils do not write as often as they need to. There are not enough opportunities for pupils to edit and improve their writing.
- Standards in mathematics by the end of Year 2 are below average and are not improving. Pupils do not have enough practical activities to support them in their understanding. The work set is not always challenging enough, particularly for those of higher ability. Pupils do not have opportunities to return to work that is incorrect so that they can learn from their mistakes and make more rapid progress.
- Mathematics standards are improving in Key Stage 2 with average and higher-ability pupils making good progress so that almost half of pupils achieve the higher levels in tests at the end of Year 6. This is because teachers have high expectations of these pupils and set challenging work.
- Pupils have a good knowledge of their letters and sounds, enjoy reading and use a variety of strategies to read with accuracy and understanding. Pupils are now making good progress in reading in all year groups so that standards now match the national average by the end of Year 6.
- Children start school in Nursery with skills and abilities that are below those typically found for their age. Good teaching in the Early Years Foundation Stage helps children to make good progress so that many have acquired the skills needed by the time they start Year 1. This is an improvement since the last inspection.
- Pupils eligible for the pupil premium were a year behind other pupils in reading and writing and two terms behind in mathematics in 2013. The gap was much wider than this in 2012. This improvement is because the school has used funding well to provide additional support and demonstrates a commitment by the school to ensuring that every pupil has an equal opportunity to achieve.
- The achievement of pupils who are supported at school action, school action plus or who have a statement of special educational needs is improving so that their attainment is now much closer to average in reading and mathematics. This is because their needs are identified accurately and teaching assistants provide good support to help them make good progress.

### The quality of teaching

### requires improvement

- Teaching requires improvement because whole-class teaching does not take enough account of the different abilities of pupils. This means more-able pupils are not always stretched and work is sometimes too difficult for those who are less able. Whilst teachers follow this up by setting work for different abilities within the class, the match is not always accurate enough and lacks appropriate challenge.
- Teachers mark and assess pupils' work regularly and accurately and give good feedback to help pupils know how to improve. This feedback tends to tell pupils how to improve in the future rather than being used to elicit a response, for example by getting pupils to edit or correct their work.
- An example of an effective approach to assessment was seen in a mathematics lesson where the teacher set work for different groups of pupils based on the work they had completed in a previous lesson. This meant that those pupils who had made good progress could move on to more difficult work, and those who needed more help were given additional teaching to help them catch up.
- Teachers plan lessons that interest pupils well. Clear explanations and good questioning helps pupils to understand. Teachers provide good opportunities for pupils to work together and this

develops their social skills. This is particularly the case in the Early Years Foundation Stage where skilful questioning by adults develops children's communication skills very effectively.

- Reading is taught consistently well throughout the school so that standards are now rising. Pupils who experience difficulties in learning to read are given additional support through well organised programmes that precisely target their needs so that they too make good progress.
- There is not yet the same consistency in the teaching of writing where pupils do not always have enough opportunities to record their work for themselves and expectations of productivity are not high enough.

### **The behaviour and safety of pupils**

**are good**

- An atmosphere of calm and warmth pervades the school so that pupils are happy and confident. The vast majority of parents say that their child enjoys school. Adults manage behaviour extremely well by being consistently fair, firm and positive. This approach helps pupils to learn without disruption.
- Children in the Early Years Foundation Stage make good progress in their personal and social skills in a well-organised and harmonious atmosphere where they quickly grow in confidence and develop their independence.
- Pupils who need additional support for their behavioural needs are supported extremely well by teachers and their assistants so that they too behave well. Exclusions have reduced dramatically with none in the last academic year.
- Pupils have good attitudes to their work and speak enthusiastically and with pride about their school. They listen attentively, co-operate well with adults and each other and take pride in the presentation of their work, almost always doing the best they can.
- There are well-established routines and consistent expectations so that pupils almost always move around the school and use outside space in an orderly way.
- Pupils know how to stay safe because the school provides a wide range of activities such as road safety and cycling proficiency. Whilst they say that there is some bullying, including name-calling, it is always dealt with well by adults so that it stops. Older pupils have a good knowledge about how to stay safe on the Internet.
- Attendance has improved over time and is now broadly average.

### **The leadership and management**

**requires improvement**

- All leaders share the headteacher's ambition to raise standards and improve the quality of teaching. They have good knowledge of the strengths and weaknesses of the school and have identified the right improvement priorities. However, the actions and deadlines on the school improvement plan are not specific or tight enough to bring about more rapid progress.
- Leaders observe teachers in their classrooms and give good feedback to help them improve. The school has an effective system to track the progress of pupils and assessments are accurate. As a result, there is good information about the quality of teaching and this is being used well to inform decisions about teachers' pay.
- Middle leaders are enthusiastic and are starting to be more involved in checking the quality of teaching. For example, they have recently analysed the work of pupils with support from local authority consultants. This has provided good information about the progress of pupils but is not regular enough to improve the quality of teaching.
- Leaders have the capacity to make the improvements needed because they have successfully raised standards in reading and have improved provision in the Early Years Foundation Stage which is now good.
- The four newly qualified teachers have been in post for two weeks and are effectively supported.
- The curriculum is effective in promoting pupils' spiritual, moral, social and cultural understanding so that there are high levels of mutual respect and no evidence of discrimination. There are

excellent enrichment activities, for example all pupils learn to play a musical instrument. The curriculum requires improvement because it does not yet provide enough opportunities for pupils to develop their writing skills.

- The vast majority of parents who responded to Parent View say they would recommend the school to a friend. Parents are kept well-informed about the curriculum and their child's progress. There are extensive links with other organisations so that, for example, parents have access to before- and after-school care.
- The school is a caring, safe environment where safeguarding practices meet statutory requirements.
- The support of an independent consultant has helped the school to use pupil progress data more effectively.

■ **The governance of the school:**

- The governing body knows precisely how well the school is performing because it understands achievement data. Governors have organised themselves into monitoring teams, visit the school regularly and have a good understanding of the quality of teaching. They have challenged the quality of financial monitoring so that the school budget is projected to return to surplus this year. Specific resources, including pupil premium funding and the new primary school sport funding, are used well. A new sports coach has been appointed and this is already having an impact on the confidence, participation and physical development of pupils through additional sporting activity.

## 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

<b>Unique reference number</b>	133558
<b>Local authority</b>	Sunderland
<b>Inspection number</b>	425989

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	467
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Helen Robinson
<b>Headteacher</b>	Joan Hobbs
<b>Date of previous school inspection</b>	19 October 2010
<b>Telephone number</b>	0191 3823071
<b>Fax number</b>	0191 3823072
<b>Email address</b>	joan.hobbs@dubmire.co.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](http://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](mailto: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](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.ofsted.gov.uk](http://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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2013

