

# Dunston Primary and Nursery School

Dunston Lane, Newbold, Chesterfield, S41 8EY

## Inspection dates

13–14 November 2013

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Inadequate</b>	<b>4</b>
Achievement of pupils		Inadequate	4
Quality of teaching		Inadequate	4
Behaviour and safety of pupils		Requires improvement	3
Leadership and management		Requires improvement	3

## Summary of key findings for parents and pupils

### This is a school that has serious weaknesses.

- Until recently, pupils in Years 1 to 6 have not made enough progress in writing and mathematics. Throughout the school, disabled pupils and those who have special educational needs have made less progress than they should.
- The quality of teaching in Key Stages 1 and 2 has been inadequate over time. Expectations of what pupils can achieve are too low, and work set is not well enough matched to pupils' abilities.
- The quality of marking varies, so not all pupils are clear about what they have to do next to improve.
- Some pupils lose concentration and behave inappropriately when the pace of learning is too slow.
- Pupils do not have enough opportunities to improve their writing skills in subjects other than English.
- Pupils do not have enough opportunities to develop real-life problem-solving skills in mathematics to accelerate their progress.
- Senior leaders have only recently started to challenge and support weaker staff to improve their teaching.

### The school has the following strengths

- Leaders now have a good understanding of what needs to be done to bring about improvement. The school is progressing well on a number of fronts.
- Children in the Early Years Foundation Stage make good progress.
- Teaching is improving across the school, and pupils make increasingly good progress in reading.
- The school provides good personal support for disabled pupils and those who have special educational needs.
- Pupils say that they feel safe in school. They are polite and courteous to each other and to members of staff.

## Information about this inspection

- Inspectors visited 16 lessons or part lessons and observed all teachers teaching. Two of the lessons were observed jointly with the headteacher
- A range of documentation was analysed, including that relating to safeguarding, pupils' achievements, attendance, behaviour, the school's self-evaluation, minutes of meetings of the governing body, performance management, systems for improving teaching and learning, and how the funding allocated for the pupil premium is spent.
- Inspectors looked at pupils' workbooks and spoke to pupils about their work. They talked to pupils informally during break and lunchtimes.
- Inspectors heard pupils read and scrutinised reading records.
- Inspectors considered the 11 responses to the online questionnaire (Parent View) and they also spoke informally with parents as they brought their children to school.
- Inspectors met with three members of the governing body, the senior leadership team, the inclusion support manager and the manager for special educational needs, as well as a senior officer from the local authority.
- Inspectors considered the responses to 11 staff questionnaires.

## Inspection team

David Edwards, Lead inspector	Additional Inspector
Suha Ahmad	Additional Inspector
Susan Lewis	Additional Inspector

## Full report

*In accordance with the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires significant improvement, because it is performing significantly less well than it might in all the circumstances reasonably be expected to perform.*

### Information about this school

- This is a larger than average primary school
- The large majority of pupils are White British.
- The proportion of pupils entitled to the pupil premium is above the national average. This is additional government funding for pupils who are known to be eligible for free school meals and children who are looked after by the local authority.
- The proportion of disabled pupils and those who have special educational needs supported through school action is average. The proportion supported through school action plus or with a statement of special educational needs is above average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.
- In the last 18 months, there has been considerable turbulence in senior staffing and changes in governance. The deputy headteacher was appointed as acting headteacher in April 2012, and then became the new permanent headteacher two weeks before the inspection. In January 2013, an experienced deputy headteacher was seconded to the staff and a member of the leadership team became assistant headteacher. Several new teachers have also been appointed during this time.
- The school manages a breakfast club which is situated on the school site.
- There is specially resourced provision for pupils with special educational needs, known as the Educational Resource Service (ERS) on site. This offers places for up to eight physically impaired pupils. Currently, two pupils benefit from this facility but also attend mainstream classes.
- There is an after-school care club on the school site. It is managed by a private provider and so it is inspected separately.

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

- Ensure that teaching is good or better, so that all groups of pupils make at least good progress and their attainment rises in mathematics and writing at Key Stages 1 and 2, by:
  - eradicating any inadequate teaching
  - raising teachers' expectations of what pupils can achieve
  - improving teachers' use of assessments, so that tasks in lessons are always sufficiently challenging for all ability groups, particularly the most able, and work is closely matched to pupils' needs
  - ensuring that pupils always receive feedback on their work that gives them very clear information on what they need to do to improve
  - giving pupils clear guidance in lessons that will help them to assess the quality of their own work, so that they become more independent learners and able to accelerate their own progress.
  - ensure that teaching is well-paced and engages all pupils to improve their behaviour.
- Raise the achievement of all pupils in writing and mathematics, including those with disabilities and who have special educational needs, so that at least average percentages of pupils meet

and exceed the amount of progress expected by the end of Year 6, by:

- ensuring that pupils have more opportunities to use and improve their writing skills in subjects other than English
- providing pupils with a variety of opportunities to use and apply their mathematical skills to real-life problem-solving activities.

■ Improve leadership, management and governance by:

- refining the roles and responsibilities of the leadership team, so that they have a clearer impact on pupils' outcomes
  - developing the expertise of those who lead subjects and key stages in monitoring the quality of teaching and pupils' progress
  - ensuring that governors fully put in place, and evaluate the effect of, their recent action plan so that they are better able to hold the school to account for pupils' progress and teachers' performance
  - creating specific measurable criteria in the school improvement plan so that the leadership team and governors can fully evaluate the impact of actions the school has taken.
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## Inspection judgements

### The achievement of pupils

### is inadequate

- The school's own data and the results of national tests show that progress fluctuates too much between Years 1 and 6. This is because there is too much variation in the quality of teaching. Consequently, not enough pupils are on track to make and exceed the expected progress over the year and certainly not the accelerated progress that the school has set as a target.
- Children generally start in the Nursery with skills and knowledge which are below those expected for their age. They benefit from good guidance and accurate assessments which move them quickly to the next levels in learning so that they make good progress across the Early Years Foundation Stage and enter Year 1 with attainment that is broadly in line with national averages.
- This good achievement is not maintained in Key Stages 1 and 2. Standards at the end of Year 2 were below average overall and low in writing in 2013. At the end of Year 6, standards were broadly average in mathematics and reading but below average in writing. Not enough pupils are on target to make the expected levels of progress in writing and mathematics across the school and few will reach the higher levels. In reading, however, pupils are making better gains and are close to national expectations at the end of Year 6.
- In Key Stage 1, pupils are making better progress in their reading as a result of a structured approach to the teaching of phonics (the sounds that letters make). Pupils are grouped according to their ability in the daily phonic lessons and this is helping teachers to plan lessons which precisely meet their needs. The progress pupils make in writing and mathematics, however, lags behind that in reading.
- In Key Stage 2, most pupils continue to make good progress in their reading. However, the progress they make in writing is inadequate. Pupils are not provided with enough opportunities to develop their skills through writing about their learning in different subjects.
- Although pupils' attainment in mathematics is broadly average, the progress they make in the majority of classes is inadequate. Pupils do not have enough opportunities to use and apply their skills to real-life problem solving.
- In most classes, more-able pupils are making good progress in their reading. However, in writing and mathematics they are making no better than expected progress. They are often given work that is too easy for them, or they do not get offered more challenging work early enough in lessons which hinders their progress.
- Unvalidated results of the national tests in 2013 for Year 6 pupils show that the overall attainment of those pupils known to be eligible for free school meals, and for whom the school receives the pupil premium, were in line with other pupils in the school in English and mathematics. This is as a result of good support and one-to-one tuition, particularly in reading. Even so, equal opportunities are not well promoted because there is still too much teaching that is inadequate.
- Disabled pupils and those who have special educational needs benefit from provision in terms of their personal development. The school's own assessment data on this group of pupils show that they are still not making enough progress across the school. This is because some support programmes have not been reviewed, evaluated and changed quickly enough to meet their needs. However, in the 2013 unvalidated Key Stage 2 tests, this group of pupils made better

progress than their classmates.

- Statemented pupils in the ERS develop self-confidence to take the necessary small steps in learning. They are fully integrated into school life and the varied individual support helps them to make the progress they are capable of.

### **The quality of teaching**

### **is inadequate**

- The quality of teaching over time is inadequate, including in English and mathematics. As a result, pupils are not learning well enough to close the gap between their attainment and nationally expected standards. The teaching of writing and mathematics in particular is not helping pupils to systematically acquire, develop and apply their skills in these areas.
- Teachers' expectations of what pupils can achieve during a lesson and over time are too low. They are not using the information they have from their assessments to ensure that pupils, on a daily basis, are provided with work which is set at the right level for them. Over time, teachers are not setting challenging enough targets.
- In too many lessons, the pace of introductions and explanations is too slow and pupils are not given enough time to do their work. In a few lessons, teachers do not check well enough whether pupils understand what they are meant to learn. Consequently, pupils of different abilities find the work too hard or too easy.
- The quality of guidance provided to pupils through marking varies considerably. Pupils' workbooks show that too many do not receive clear enough guidance on how well they have done and what they need to do to improve their work. The recently introduced codes for marking are confusing and not well enough understood by pupils.
- The system of involving pupils in working towards targets has been recently introduced and this is already helping all pupils. However, pupils are not consistently given the guidance they need to evaluate the quality of their own learning during lessons.
- Some good and a small amount of better teaching was observed during the inspection. However, there is still a significant proportion of teaching that requires improvement and though inadequate teaching has been significantly reduced, some remains.
- Where teaching is good, teachers clearly demonstrate what is required and explain new knowledge to pupils. Effective use is made of questioning to check that pupils understand what they are meant to learn, and activities are matched closely to their particular needs. Where required, adults provide additional challenge or support. Teachers ensure that learning proceeds at a brisk pace and that pupils are made aware of what they have to achieve during different parts of the lesson.
- In the Early Years Foundation Stage, adult-led discussions with children ensure that they are able to make decisions for themselves and apply their skills to new experiences. Children enjoy exploring the effects when mixing colours, or using building blocks and other equipment to create new structures. All adults support the children well so that there is a clear sense of achievement and enthusiasm for learning and trying out new things.
- Statemented pupils with physical impairment and severe learning difficulties from the ERS and in the mainstream school benefit from intensive support which enables them to participate to the

best of their ability in lessons.

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

### **requires improvement**

- The standard of behaviour during lessons varies. When teachers' instructions and explanations are too slow or the tasks pupils undertake are not challenging enough, they lose concentration. In some classes, this results in low levels of misbehaviour, which restricts learning. Where teachers ensure that lessons move at a brisk pace, pupils show positive attitudes to their learning and to set tasks.
- In assembly and during break times, pupils generally behave well. They play well together and are encouraged to make sure that no-one is left without a friend. Pupils say that they have many friends in the school.
- Leaders have ensured that the school is a safe and welcoming place for all. Pupils say that they feel very safe and that they are cared for well by all adults in the school. Pupils are taught about how to keep safe in a range of situations, including when they are using the internet.
- Pupils are aware of different types of bullying. They confirm that, on the rare occasions that it does occur, adults in the school have responded quickly and acted firmly to make sure that it is not repeated.
- The breakfast club provides a good start to the day. It has contributed to an improvement in pupils' punctuality. The club has created a stimulating and welcoming environment which helps pupils to develop their personal and social skills.
- Staff know the pupils well and have strategies in place to support those who demonstrate challenging behaviour. As a result, exclusions of any kind are rare. The work of the learning mentor has supported this improvement.
- Pupils are proud of their responsibilities in school, for example being eco warriors, members of the 'R team' or house captains and vice captains.
- Pupils' attendance was well below average four years ago. Leaders have promoted better attendance through involving parents more and following up any periods when a pupil is not at school, so that current attendance is above average.

### **The leadership and management**

### **requires improvement**

- Up until recently, teachers' performance management targets were not sharply focused on making sure enough pupils reach and exceed the nationally expected levels of progress by the end of Year 6. Senior leaders are now placing a much greater emphasis on holding teachers to account for the progress of their pupils but it is too early to judge the impact of these changes.
- Provision to meet the needs of disabled pupils and those who have special educational needs in the mainstream school requires improvement. Reviews and adjustments of individual targets and plans to boost the achievement of these pupils are becoming more regular. Key leaders and managers are beginning to check to see whether resources, including pupil premium funding, are used to make sure that individual pupils receive effective support.



- While the school improvement plan accurately identifies key priorities for improvement, the way in which the leadership team assesses the success of targets is not precise enough.
- Recent appointments to the teaching staff and additions to the senior leadership team have significantly strengthened the leadership of the school and its capacity to improve. The majority of staff responding to the questionnaire have positive views about the school and morale is high.
- Although the overall profile of teaching is inadequate, senior leaders have already made significant inroads into making it better, by sharing the good practice already in the school. The local authority has assisted the school in ensuring that teachers assess pupils' achievements accurately. The school recognises that there is still more to do in this area, so that more good and better teaching is evident to accelerate pupils' progress.
- Examples of the improved capacity include the way pupil premium funding has been used to successfully close the gap in attainment for pupils eligible to receive it; the improved attainment that has taken place in reading, so that it is now virtually in line with national averages, and improvements in attendance and punctuality.
- Leaders are ensuring that all teachers have a clearer understanding of how to use information about pupils' performance so that work is set at the right level to help them achieve as well as they should. The reliable information now available means that pupils' performance cannot dip without staff noting and being required to act on this.
- The curriculum is organised through topics which help to motivate pupils and encourage positive attitudes to learning. There are not enough opportunities for pupils to develop their skills in writing and mathematics in subjects other than English. Good arrangements are made for the teaching of reading and the school has started on a similar approach to the teaching of writing and mathematics, as leaders recognise that pupils are underachieving in these areas. Several of the initiatives need time to embed, so that leaders can gauge the full impact on pupils' achievement and progress.
- The school promotes pupils' spiritual, moral, social and cultural development well. Pupils have opportunities to develop creatively and effective use is made of visits and visitors to the school. Pupils have a wide range of after-school activities available to them.
- The school plans to use the new primary sport funding to enhance learning opportunities in physical education. The measures are designed to improve pupils' physical skills as well as addressing their health and well-being.
- The local authority is aware of weaknesses in pupils' achievement and has provided additional support to improve teaching and learning. It has also arranged for the school to work with a partner school which has been recognised as having very strong practice. These measures are already helping to improve outcomes for pupils.
- **The governance of the school:**
  - The governing body is beginning to ask searching questions of the school in order to hold it to account. Governors are aware that pupils in Key Stages 1 and 2 have not been achieving well enough. They are in the early stages of understanding how effectively the school is using its pupil premium funding. Governors are developing their understanding of the impact of this funding on pupils' progress. The governing body has a more accurate understanding of the school's performance and is informed about how the school is improving teaching. Governors are ensuring that teachers only receive pay increases if they meet their class targets in relation to pupils' progress. The governing body ensures that statutory requirements with



regard to safeguarding are met. Following a recent local authority review of governance, the governors have produced an action plan to increase their effectiveness in challenging the school further.

## 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>	112777
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	425127

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>	285
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Becky Raur
<b>Headteacher</b>	Mr Paul Burgess
<b>Date of previous school inspection</b>	21 June 2012
<b>Telephone number</b>	01246 450601
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<b>Email address</b>	info@dunston.derbyshire.sch.uk

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