

Dunston Primary and Nursery School

Dunston Lane, Newbold, Chesterfield, S41 8EY

Inspection dates

7–8 May 2015

Overall effectiveness	Previous inspection:	Inadequate	4
	This inspection:	Requires improvement	3
Leadership and management		Requires improvement	3
Behaviour and safety of pupils		Requires improvement	3
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

Summary of key findings for parents and pupils

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

- Although pupils are safe whilst they are in school, senior leaders, including governors, have not made sure that all safeguarding and child protection policies and procedures fully reflect the latest statutory guidance.
- In the past, governors have too frequently accepted information given to them by senior leaders and have not checked for themselves that relevant policies are in place.
- Leaders of subjects other than English or mathematics are not sufficiently involved in improving the quality of teaching and learning in their areas of responsibility.
- The school website does not include all the information it should, and is not a useful tool for informing parents about the school's work.
- Pupils' grammar, punctuation and spelling are not as strong as other aspects of their writing.
- A small amount of teaching requires improvement as not all teachers have consistently high expectations of the quality or quantity of work pupils should complete in every subject.
- Marking is not always clear enough to help pupils to improve their work.

The school has the following strengths

- Senior staff, including governors, have successfully eradicated the inadequate achievement and teaching seen at the time of the previous inspection.
- Provision in the early years is good. Children make good progress and enjoy their learning.
- Teaching is now good overall and teaching assistants are used effectively to boost pupils' learning.
- Pupils' achievement has improved since the previous inspection. By the end of Year 6, their progress matches, and sometimes exceeds, national averages in reading, writing and mathematics.
- Disabled pupils and those who have special educational needs are well supported and make good progress in their learning.
- Pupils are well-behaved, polite and friendly. They have positive attitudes to learning and take good care of one another.
- The curriculum is carefully planned and successfully promotes pupils' spiritual, moral, social and cultural development. It promotes British values, such as tolerance and respect, and prepares pupils effectively for life in modern Britain.

Information about this inspection

- The inspectors visited 16 lessons, two of which were visited with the headteacher.
- The inspectors spoke to pupils while they were learning and playing, and listened to some of them reading. They watched pupils being supported in small groups, including pupils supported by the Educational Resource Service.
- Inspectors held meetings with groups of pupils to find out their views of the school.
- The inspectors also held meetings with the headteacher, subject leaders, the special educational needs leader, three members of the governing body and a representative of the local authority.
- The inspectors examined a wide range of documentation about the school including information about pupils' achievement and the monitoring of teaching. Inspectors checked minutes of meetings of the governing body, samples of pupils' work, and policies relating to behaviour and to the arrangements for keeping pupils safe.
- The inspectors analysed the 25 parental responses to the online Ofsted parent questionnaire (Parent View) and spoke to several parents at the start of the school day. The 15 responses to the staff questionnaire were also considered.

Inspection team

Lois Furness, Lead inspector	Additional Inspector
Deborah Allen	Additional Inspector
Lynn Stanbridge	Additional Inspector

Full report

In accordance with section 13 (5) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement.

Information about this school

- In this larger than average-sized primary school, most pupils are White British. A few pupils speak English as an additional language.
- The proportion of disabled pupils and those who have special educational needs is above average.
- The proportion of pupils supported by the pupil premium is above average. The pupil premium is extra government funding to support the education of disadvantaged pupils, i.e. those who are known to be eligible for free school meals or who are looked after by the local authority.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- Provision for the early years is provided through one part-time Nursery class, and two full-time classes. One of these consists entirely of Reception age children. A second group consists of six Reception age children who work alongside Year 1 pupils for some of their lessons.
- Since the last inspection there have been a number of staffing changes. A new deputy headteacher was appointed in May 2014.
- A new Chair of Governors was appointed in January 2014, and six of the eight governors have only been in post for approximately one year.
- The school manages a breakfast club, which is situated on the school site.
- There is specially resourced provision for disabled pupils and those who have special educational needs, known as the Enhanced Resource Service (ERS) on site. This provision offers places for up to eight physically impaired pupils. Currently, four pupils benefit from this facility. They also attend mainstream classes.
- There is an after-school club on the school site. It is managed by a private provider and is inspected separately.

What does the school need to do to improve further?

- Make teaching outstanding by ensuring all teachers:
 - have consistently high expectations of the quantity and quality of work pupils should complete in all subjects
 - give greater emphasis to improving pupils' punctuation, grammar and spelling skills
 - use their marking to give pupils clear guidance on what they need to do to improve their work.
- Improve leadership and management by:
 - urgently ensuring that all statutory safeguarding policies and child protection procedures are in place, reflect current guidance and are approved by the governing body
 - making sure that leaders of subjects other than English and mathematics check regularly that teaching is at least as good in these subjects as it is elsewhere, and that pupils are achieving well
 - arranging for governors to visit the school regularly to check for themselves the accuracy of the information that they are given
 - updating the school website to meet statutory requirements.

Inspection judgements

The leadership and management

requires improvement

- Although staff have been fully trained in safeguarding procedures and relevant safeguarding issues, the safeguarding policy which includes, child protection and whistleblowing, has not been updated since 2012. Other policies, such as meeting the needs of pupils with medical needs and a staff code of conduct policy have not been formulated.
- The local authority record of visit says that all safeguarding policies and procedures are up to date. The governors have accepted this without actually checking that policies are in place, and that the necessary checks have been implemented.
- The school website is not a useful tool for parents as it does not include all the statutory information required by law. The latest Year 6 assessment information, the impact of pupil premium spending, the use and impact of the primary sports funding and information about the curriculum are all missing from the website.
- Since the last inspection senior leaders and governors have been effective in improving achievement and the quality of teaching throughout the school, including in the early years. Both of these are now good. Subject leaders in English and mathematics have been fully involved in leading improvements in their subjects. However, other subject leaders do not check teaching and learning in their areas of responsibility systematically.
- The school's self-evaluation is accurate. Leaders clearly know the strengths and weaknesses in teaching and are taking the necessary action to improve any remaining weaker elements of teaching. Targets for the management of teachers' performance are securely linked to school priorities and based on the standards that the school expects their pupils to achieve. There are good opportunities for professional development, including in-school training.
- The leadership of the provision for disabled pupils and those who have special educational needs is good. As a result, these pupils are making good progress.
- Senior leaders and governors have allocated the pupil premium funding effectively to support disadvantaged pupils, for example, by employing additional staff. Extra activities to support disadvantaged pupils, including small group teaching and one-to-one interventions, are helping to improve their reading, writing and mathematical skills. As a result, disadvantaged pupils are making good progress.
- Leaders appreciate the importance of equality of opportunity and have been effective in ensuring the school is fully inclusive and that there is no discrimination. Pupils' spiritual, moral, social and cultural development is promoted well in lessons, daily assemblies and trips. The school has reviewed the curriculum to ensure that appropriate opportunities are provided to reinforce pupils' understanding of British values. The school encourages all pupils to show their respect for different faiths and cultures and helps develop their understanding of the importance of key ideas such as democracy. As a result, pupils are well prepared for life in modern Britain.
- The school makes appropriate use of the additional primary sport funding to extend the range of opportunities available for pupils, to develop teachers' skills in teaching physical education and to purchase outdoor playground equipment. As a result, pupils' levels of fitness and performance have begun to improve.
- The leadership of the early years provision, in both the Nursery and in Reception, is good, as shown by the children's good achievement by the end of the Reception Year.
- Leaders' work to ensure pupils attend the school and behave well is effective. As a result, pupils' attendance is improving and is now in line with the national average. Parents have mainly positive

opinions of the school's work in looking after their children.

- The local authority has provided valuable support to the school. It has supported leaders in improving achievement and teaching, and by training of governors in how to understand school data and decide how well pupils' performance compares to national averages.

■ The governance of the school:

- Governors are ambitious for the school and want to make it the best it can be. Although part of a relatively new governing body, they have attended intensive training and have quickly made themselves knowledgeable about pupils' achievement and the quality of teaching. They know how to interpret assessment information and understand how the school's performance data on attainment and progress compare with those of schools nationally. Despite the weaknesses in their system for checking the school's safeguarding arrangements, governors' renewed determination to discharge all aspects of their role effectively means that a review of governance is not necessary.
- Governors have an accurate view of the quality of teaching and know that procedures are in place to make sure effective teaching is rewarded and underperformance is tackled. Governors are fully involved in the performance management of the headteacher and monitor the links between salary progression and staff performance.
- Until very recently, due to union action, governors have not been allowed to visit school and find out for themselves if the information they have been given is correct. This block on governor visits has now been removed, and governors are now beginning to come into school more frequently to check the quality of provision for themselves. However, although safeguarding practices have been agreed, safeguarding policies have not been reviewed regularly by the governing body to ensure that recent changes in the statutory requirements are included in school documentation.
- Governors make sure that the curriculum promotes tolerance and respect, and prepares young people for life in modern British society.

The behaviour and safety of pupils

requires improvement

Behaviour

- The behaviour of pupils is good. Pupils are considerate, courteous and respectful to staff and to each other. They are polite to visitors, spontaneously opening doors and wishing them 'good day.' Pupils proudly wear their school uniform, are keen to take responsibility and understand the school's expectations for their behaviour.
- Pupils' behaviour in class is good. Pupils are always ready to learn and listen carefully to the contributions of their classmates and to their teachers' instructions. This allows lessons to run smoothly without interruption. Teachers ensure children develop good attitudes to learning and good behaviour in the early years, and sustain these strengths as pupils move through the school.
- The few pupils who sometimes have difficulty controlling their behaviour are managed well, and any incidents are dealt with sensitively and appropriately. Relationships between staff and pupils are good, and staff are caring, considerate and sensitive to the needs of all pupils in school.
- Attendance has been improving over time and is now average. Parents are appreciative of the welcome and support their children receive in the breakfast club. Their punctuality to school and to lessons is good. Pupils enjoy school and say that they enjoy their lessons. This enthusiasm was seen during the VE day celebrations, as pupils eagerly took part in street party activities, which celebrated the end of World War II.

Safety

- The school's work to keep pupils safe and secure requires improvement. There are effective procedures in place to check on the suitability of staff and risk assessments are carried out as required. However, safeguarding policies are not all up to date or approved by governors, although staff understand the procedures they must follow if they have concerns.
- Pupils say that they feel safe and parents who responded to the online questionnaire 'Parent View' think

their children are safe in school. Pupils have good awareness of what bullying is, and the different types of bullying that can take place. They know what to do in the case of internet bullying. They say that bullying is rare in school and that, when it does occur, it is dealt with swiftly and fairly. They say they trust the adults working with them to help them deal with any problems.

- Pupils know how to keep themselves safe. They are aware of road safety issues and talked to inspectors about 'stranger danger'. They know about the possible dangers of drugs and of smoking.

The quality of teaching

is good

- Teaching is good overall and, as a result of effective teaching, pupils' achievement has improved in the last two years. The staff have benefited from the sustained monitoring of teaching undertaken by senior staff, led strongly by the headteacher. This has developed teachers' skills very effectively.
- In all areas of the school, beginning with the Nursery, staff create a happy and secure environment where pupils are able to thrive. Teachers and support staff have strong working relationships with pupils. They offer them lots of praise and support, which helps to raise their self-esteem. Pupils try hard to please their teachers and the other adults in the school.
- Staff are enthusiastic in their teaching and try to make activities relevant for all. For example, when Year 6 pupils were practising their understanding of persuasive writing, the teacher used the context of the general election to show pupils how persuasion can be a highly effective skill. In a Year 5 lesson, pupils enthusiastically wrote thoughtful poems about the end of World War II during their VE day celebrations. Pupils could explain why the celebrations provided a time of happiness for some, but also recognised that there was unhappiness for others.
- In the past, teachers did not always set the most-able pupils work that made them think hard. However, teachers now carefully plan activities for all the different groups of pupils, based on their abilities. This means that the progress of the most able is accelerating across the school and is now good.
- Good teaching is leading to rising attainment and good progress in reading. Regular phonics (letters and the sounds they make) sessions have improved pupils' early reading skills and younger pupils tackle unfamiliar words with confidence. Older pupils read regularly, and most pupils are fluent readers by the end of Year 6.
- The actions taken by leaders to improve the teaching of mathematics since the last inspection have been successful. There has been a strong and successful emphasis on developing pupils' understanding of mathematical vocabulary. As a result, the learning and progress of pupils throughout the school has shown rapid improvement.
- While teaching is good overall, there is some inconsistency in teachers' practice across the curriculum as a whole. Scrutinies of pupils' work in books show that teachers do not always have the same high expectations of the quality or quantity of work in all the subjects they teach, as they do in writing and mathematics.
- Disabled pupils and those who have special educational needs make good progress because of the well-planned support they receive from teachers and support staff. Teachers use their assessments well to identify precisely what pupils need to do to move their learning to the next level. Pupils are provided with extra help in lessons and in one-to-one sessions, where teachers look to fill specific gaps in their knowledge and skills. Staff have a good understanding of how far they should provide direct help for pupils without doing too much for them.
- Pupils who have English as an additional language receive good support in developing their language skills. Adults take great care to make sure these pupils are able to understand their lessons, by giving them additional explanations, showing them pictures and diagrams to reinforce new ideas and encouraging pupils to practise what they already know.

- Marking quality varies and feedback to pupils is not used consistently to guide pupils precisely to their next steps in learning.
- Although the teaching of writing is mainly good, pupils make too many errors in grammar, punctuation and spelling, which teachers do not always address as quickly as they should.

The achievement of pupils is good

- Achievement has improved over the last two years and now all groups of pupils make equally good progress.
- Children join the Nursery class with skills and abilities that are typical for their age in most areas of learning but which are weaker in communication, language and literacy. Children, including those who need extra help, get off to a good start and, in 2014, generally attained a good standard of development by the end of the Reception Year.
- In 2014, in the National Curriculum Year 6 assessments, attainment was average in reading and writing but below average in mathematics. This below average attainment in mathematics was because too few pupils attained the higher National Curriculum Level 5 in this subject. However, across all subjects, pupils' attainment represented good progress from the below average levels they achieved in Key Stage 1.
- Current performance data show that progress across the school is good for all groups of pupils. Boys and girls, those supported by the pupil premium and the most-able pupils are progressing well.
- Current assessment information shows that most-able pupils are challenged appropriately and achieve well. School data suggests more of these pupils are on track to attain National Curriculum Level 5 in reading, writing and mathematics this year than in the past. In reading and mathematics, a few pupils are on track to attain National Curriculum Level 6.
- At the end of Year 2, there has been a rising trend in attainment over time, and attainment was average in reading, writing and mathematics in 2014. Phonics attainment has also been improving over time. In 2014, the proportion of pupils achieving the expected level in the Year 1 phonics screening check, whilst below average, was much closer to the national average than in the previous year.
- Pupils across the school generally read well and with enjoyment. Younger pupils are able to use their understanding of phonics to work out new words and older pupils are knowledgeable about a range of different authors. They are able to explain their reading preferences and why they enjoy certain types of books.
- Pupils are able to write in a range of different styles and know the difference between a recount, a story and an information text, for example. However, the quality of their work is sometimes spoilt by simple errors of grammar, punctuation and spelling.
- Pupils are making good progress in mathematics. Reflecting the school's recent emphasis on problem solving. Pupils are developing secure skills in this area of their mathematics. They clearly enjoy this subject and their books show that they have an equally good understanding of calculations and of shapes, space and measures.
- Pupils who speak English as an additional language make good progress. Those who start with little English are sensitively supported, both in lessons and on an individual basis, so that they quickly begin to develop their vocabulary in English. Consequently, they make good progress.
- Disadvantaged pupils currently in the school make broadly similar progress to their classmates in reading, writing and mathematics, and the gaps between their attainment and the others are narrowing.
- In 2014, the attainment of disadvantaged pupils in Year 6 was behind that of their classmates in reading,

writing and mathematics by approximately one and a half terms. In comparison to other pupils nationally, their attainment was approximately two and a half terms behind in reading and writing, and three terms in mathematics. This information shows that the gap has widened since the tests in 2013, but there were a high proportion of disabled pupils and those who had special educational needs in this group of pupils, which affected their results. Current pupils are on track to achieve standards that are closer to those of other pupils both in the school and nationally.

The early years provision

is good

- Teaching in the early years is good. Staff provides well-planned activities that take good account of children's interests and their stage of development. As a result, children settle happily and quickly into the Nursery because there are lots of interesting things to do. All adults, including teaching assistants, encourage children to share their ideas and develop their speaking skills. Children make good overall progress in the Nursery and this continues into the Reception classes. By the end of the Reception Year children are well prepared to start Year 1.
- Children across the early years play and work together well, and their behaviour is good. Adults ensure children know how to work and play safely together, and children respond well to their guidance. Good relationships between adults and children are clearly evident. Children are kept safe in the early years, even though not all of the required safeguarding policies and procedures have been recently updated.
- Adults make sure that disabled children and those who have special educational needs are fully able to take part in all the activities provided. These children enjoy talking and playing with other children, and are well supported by teachers. They make the same rate of progress as their peers.
- Leadership in the early years is good and the staff team work well together to support children's learning. Leaders have an accurate view of how well children are learning. They recognise that, in the past, boys have not always achieved as well as girls. Staff are now successfully providing activities that engage both boys and girls, and current data shows the gap in their progress is narrowing.

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	112777
Local authority	Derbyshire
Inspection number	462607

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	285
Appropriate authority	The governing body
Chair	Amanda White
Headteacher	Paul Burgess
Date of previous school inspection	13 November 2014
Telephone number	01246 450601
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