

Dunswell Primary School

Beverley Road, Hull, HU6 0AD,

Inspection dates 7–8 July 2015

Overall effectiveness	Previous inspection:	Not previously inspected as an academy	
	This inspection:	Good	2
Leadership and management	Good		2
Behaviour and safety of pupils	Outstanding		1
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 good school.

- The executive headteacher and head of school are persistent and ambitious for school improvement. They are well supported and respected by a committed staff and effective governing body. As a result, teaching and learning are good and the academy is well placed to improve further.
- All groups of pupils achieve well and make good progress in reading, writing and mathematics overall. Pupils reach above average standards by the time they leave in Year 6.
- Children are well prepared in the early years for their future education. They are keen to learn and make good progress.
- Pupils with a disability and those with special educational needs are well cared for and make good progress.
- The quality of teaching is good overall. Teachers have high expectations and establish constructive relationships. Teaching assistants and other adults are deployed well to support good progress.
- Pupils' behaviour and safety are outstanding. They are kind and considerate towards others.
- The curriculum is well planned and promotes pupils' spiritual, moral, social and cultural development well.
- The academy is at the heart of the community and parents are extremely supportive.

It is not yet an outstanding school because

- Teachers do not consistently develop pupils' mathematical reasoning and problem-solving skills.
- Pupils' use and understanding of mathematical vocabulary are not fully established.
- Teachers do not always ensure the improvements that they identify in their marking and feedback, particularly in writing, are fully addressed over time.

Information about this inspection

- The inspector observed teaching and learning throughout the academy and also conducted several short visits to classrooms. He carried out joint observations of teaching and learning with the executive headteacher. The inspector also looked at a wide range of pupils' work and listened to several pupils read.
- The inspector held discussions with a group of pupils, the Chair of the Governing Body and other governors, an independent education consultant and a representative of the local authority who works with the academy. He also spoke to members of staff, including senior leaders and other leaders with particular responsibilities.
- The inspector took account of the 32 responses to Ofsted's online questionnaire (Parent View), the results of the school's own consultations with parents, and spoke to several parents during the inspection. He also considered the responses from staff to the inspection questionnaire.
- The inspector observed the school's work and looked at a range of documents, including: information on pupils' current progress, the school's plans for improvement, the management of teachers' performance, the use and impact of pupil premium funding, and records relating to pupils' behaviour and to safety and child protection.

Inspection team

Andrew Clark, Lead inspector

Additional Inspector

Full report

Information about this school

- Dunswell Primary School converted to become an academy school on 1 September 2013. When its predecessor school, Dunswell Primary School, was last inspected by Ofsted, it was judged to require improvement. The school is part of Swanland Primary School Academy Trust.
- The academy is much smaller than the average-sized primary school.
- The proportion of disabled pupils and those who have special educational needs is above average.
- The proportion of pupils supported by the pupil premium (additional government funding for pupils who are known to be eligible for free school meals and those children who are looked after by the local authority) is below the national average. The proportion of disadvantaged pupils varies significantly between age groups.
- Almost all pupils are of White British heritage.
- Children attend the Reception class on a full-time basis.
- The school meets the government's floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- The executive headteacher was appointed in April 2014. The head of school provides the day-by-day management of the academy. There have been several other staff changes since the academy opened.

What does the school need to do to improve further?

- Build on the good teaching and learning to further accelerate pupils' progress by:
 - improving pupils' mathematical reasoning and problem-solving skills
 - develop pupils' mathematical vocabulary
 - ensure pupils accurately apply the improvements that they make in response to marking and feedback.

Inspection judgements

The leadership and management are good

- The executive headteacher and head of school have a clear vision for school development and are energetically driving improvement. They are supported well by an ambitious and increasingly effective staff team. As a result, pupils' behaviour and safety are outstanding and the quality of teaching and pupils' learning are good. The academy has a good capacity for further improvement.
- Self-assessment is accurate. It is securely based on frequent analysis of pupils' achievement, attendance and other aspects of their learning and development by leaders. The school improvement plan has appropriate priorities which guide the work of all staff and the governing body.
- Middle leaders are increasingly effective in their roles and contribute well to school improvement. They are effectively involved in monitoring and evaluating the quality of work in their areas of responsibility. They benefit from sharing skills and expertise with the staff of Swanland Primary School as part of the academy trust. Although some staff are new to their roles, they are well informed and beginning to have an impact on further improvement. As a result, although achievement and the quality of teaching are not yet outstanding overall, the academy is well placed to continue to address the few remaining areas for improvement in teaching and learning.
- The academy is developing new procedures to assess pupils' progress following recent changes to the National Curriculum. Staff are well trained and prepared for their future use.
- Staff morale is very high. Teachers, teaching assistants and support staff appreciate the good procedures for staff training and development.
- Additional funding for the few disadvantaged pupils is used well has a positive impact on minimising any gap between the standards they reach and those of other pupils. The academy matches expenditure very precisely to pupils' individual needs and monitors outcomes closely to make any adjustments necessary.
- The academy makes good use of the expertise of independent education consultants, including representatives of the local authority, to challenge and support leaders in their work. Through regular reports, learning observations and staff training they have made a positive contribution to self-evaluation, provision for pupils with special educational needs and in several subjects.
- The academy tackles the very rare issues of discrimination and fosters excellent relations. It promotes equality of opportunity successfully and this contributes to pupils' achievement and well being. This is particularly evident in the achievement of disadvantaged pupils and those with special educational needs.
- Leaders and the governing body hold staff accountable for the progress their pupils make. Teachers are required to fulfil stringent criteria, linked to pupils' achievement, to reach the next salary level.
- Statutory safeguarding requirements are met. They are effective and contribute to high standards of pupils' safety and well being.
- The teaching of literacy and numeracy skills is central to the well-planned and imaginative curriculum. Pupils have good opportunities to develop their skills in music, art, humanities and many other subjects. This is evident, for example, in pupils' effective use of computers in their learning, detailed observational art and story writing inspired by the work of Henri Rousseau and Rudyard Kipling.
- The academy effectively promotes pupils' spiritual, moral, social and cultural development. As a result, pupils are well prepared for their future life at all stages. Pupils keenly participate in debates and elections. Studies in history and religious education and residential visits to London, for example, contribute significantly to their self-awareness and understanding of life in modern Britain.
- Primary school physical education and sport funding makes a good contribution to pupils' health and physical well-being. As a result, an increasingly high proportion of pupils of all ages participate in extracurricular activities and team games.
- The academy builds excellent relationships with parents. This contributes to many aspects of pupils' learning and achievement through the use of homework for example and support for pupils with special educational needs. Parents are passionate about the academy and this is particularly evident in their contribution to fund raising.
- **The governance of the school:**
 - The governing body is efficient and well led. Its members are well informed and committed to the academy. The governing body has reviewed many aspects of its work and increasingly matches personnel skills to the roles they undertake. The academy is building its partnership with the governing body of Swanland Primary School which is contributing to increasing effectiveness.
 - The governing body effectively holds the senior leaders to account for pupils' achievement. In particular, they contributed to the development of the key performance indicators which provide well-understood information on the progress of all groups of pupils. They receive regular and detailed

reports on progress towards school improvement priorities from the executive headteacher. Governors regularly undertake learning walks and other activities to further strengthen their views on the academy's development. There are robust procedures to manage the academy budget effectively. They have a good understanding of the use of funding for disadvantaged pupils, for example, and contribute to monitoring its effectiveness.

- They are well informed of the quality of teaching in order to support decisions as to whether teachers should be rewarded with salary increases and to review targets for the executive headteacher. They are clear about the steps the academy takes to address any aspects of underperformance.

The behaviour and safety of pupils are outstanding

Behaviour

- The behaviour of pupils is outstanding. Pupils work hard. They present their work to a high standard and take a pride in their appearance. They contribute to the smooth running of the academy and help to make the academy's rules. In particular, the school council developed the 'School Charter' which very successfully encourages pupils to take responsibility for their own behaviour.
- Pupils are very polite and considerate towards each other and their teachers. This is a direct response to the respect and consideration the head of school and her staff show to the pupils. The pupils comment that they all know each other very well and take pride in others' success. They take very good care of each other. In particular, older pupils regularly support younger ones at break and lunchtimes and often help them with their work.
- Pupils' conduct is exemplary in response to the high expectations of all staff. They are extremely attentive and listen well to teachers and other adults. Parents wholly agree that pupils' behaviour is extremely good and has a positive impact on their attitudes at home. The academy is particularly successful at helping pupils with emotional and social difficulties take increasing responsibility for their own decisions and behaviour.
- Parents and visitors regularly comment on the pupils' good behaviour and their kindness towards each other.

Safety

- The academy's work to keep pupils safe and secure is outstanding. Pupils say they feel very safe and their parents strongly agree. Staff and the governing body are very diligent in ensuring pupils learn in a safe and secure environment including improvements to local road safety.
- Attendance is above the national average and rising. Pupils are punctual. The academy has rigorous procedures to monitor and improve attendance. This is reflected in the detailed case studies and other inspection evidence.
- Pupils have an excellent understanding of the risks and dangers in their everyday life. Pupils are extremely well informed about different types of bullying including racist, homophobic and e-safety concerns. They create anti-bullying slogans and logos displayed around the academy and posters on the academy's website. Pupils correctly feel that incidents of bullying are extremely rare and know what to do should any occur. Above all, pupils are exceedingly knowledgeable and tolerant of others' views and beliefs.
- Specialist health and emergency services make a very strong contribution to pupils' understanding of the dangers of drugs, alcohol and other health related concerns. Very effective assemblies, certificates and other award systems increase pupils' well-being, especially their self-esteem and confidence.
- The academy keeps very detailed records of the few incidents of poor behaviour and responds to them in a robust and well-considered manner. Exclusions are very rare.

The quality of teaching is good

- Teachers make particularly effective use of accurate assessments of pupils' progress to ensure that work is closely matched to the needs of pupils of all abilities. The academy has robust procedures to quickly intervene when pupils do not achieve what is expected of them. Teachers adjust their teaching well in response to pupils' developing needs during lessons.
- Senior leaders have clearly stated high expectations for all staff and good procedures to improve the quality of their work. As a result, the impact of teaching on learning and achievement, including in literacy, reading and mathematics is good and improving.

- Teaching assistants bring skilled support to pupils of all abilities and particularly those who have special educational needs. They are well deployed and form a seamless partnership with teachers. Teaching assistants are very involved in planning and assessment procedures, especially in the early years.
- Relationships between staff and pupils are excellent. Classrooms are busy, calm and orderly as a result.
- Pupils develop positive attitudes to learning. They respond to teachers' high expectations for working hard and taking a pride in their work. There are well-planned activities, such as the exciting den-building project, to develop their ability to work collaboratively and purposefully.
- Teachers skilfully question pupils. They help pupils to recall key information and increasingly make good decision about their own learning and success.
- Homework makes a good contribution to pupils' learning. Parents are very supportive. Pupils particularly enjoy using computers and virtual learning to challenge themselves to reach higher levels in several subjects.
- The teaching of reading is good. Phonics (letters and the sounds they make) are taught well from the early years onwards. Teachers encourage pupils to listen carefully and articulate sounds accurately. Their love of reading is strongly promoted throughout the curriculum such as in their research in history, geography and science.
- Teachers expect pupils to write for a wide range of purposes and the teaching of writing is good overall. Pupils are imaginative and often write at length in neat and fluent handwriting.
- The teaching of mathematics is good overall. Teachers ensure pupils' calculation skills are developed well and regularly applied in mathematical problem-solving calculations. For example, by Year 6 pupils have a good understanding of ratio, percentages and decimals.
- Occasionally, teachers do not ensure pupils make the very best progress they are capable of, particularly in writing and mathematics.
- Teachers do not always promote the most effective development of pupils' mathematical problem-solving ability. For example, they do not consistently expect pupils to explain or record their mathematical thinking and reasoning in sufficient detail.
- Teachers do not always ensure pupils use a precise and accurate mathematical vocabulary.
- Overall, teachers make regular use of marking and feedback to improve pupils' work. However, they do not always ensure that pupils' reflect on their work sufficiently over time to make all the improvements they can. For example, pupils make improvements to grammar and spelling at the time they are pointed out, but go on to make the same errors in later work and this is not necessarily addressed.

The achievement of pupils is good

- Pupils of all abilities achieve well in reading, writing and mathematics overall. The executive headteacher and senior staff set clear, high expectations and closely review the progress of all groups of pupils. As a result, standards of work are rising rapidly and the academy is quick to intervene and address any gaps in learning. The few inconsistencies in the quality of teaching and learning, however, mean that achievement is good but not outstanding.
- These outcomes are generally reflected in the results of National Curriculum assessments and tests at Year 2 and Year 6. By both Year 2 and Year 6 the results are increasingly above the national average. In particular, a significant proportion of pupils reach higher levels than normally expected for their age.
- Disadvantaged pupils also make good progress and achieve at least as well as their peers. In 2014, the proportion of disadvantaged pupils in Year 6 was too small to be statistically significant and to enable comparison of their attainment with non-disadvantaged pupils in the academy and nationally. This was also the case in previous years. The academy's progress data, individual case studies and other inspection evidence, show disadvantaged pupils achieve well. There is no significant gap between their progress and that of other pupils both in the academy and nationally.
- Disabled pupils and those who have special educational needs achieve well from their individual starting points. The academy has well-established procedures to rigorously assess and support pupils' learning needs. The effective deployment of teaching assistants makes a significant contribution to the pupils' development of the skills to work independently and with confidence.
- Pupils read well. The results in the Year 1 checks on phonic skills are above average and rising. Pupils, including the less able, use these skills effectively to identify unfamiliar words and read with fluency. Pupils take a keen interest in books. Pupils have a good understanding of how different authors develop characters and build the theme and plot of their work. Pupils of all abilities read with expression, fluency and enthusiasm. They have good comprehension skills and the ability to understand the underlying

meaning in the text.

- Pupils' writing skills are largely good. They write for a wide range of reasons in different subjects. They increasingly spell accurately and make good use of punctuation. Pupils write at length with, for example, a good knowledge of paragraphs and sentence openers to make their work relevant and exciting. However, their progress is not always as rapid as it could be because they do not always act on teachers' marking and feedback overtime.
- Pupils achieve well in mathematics overall. They build strongly on their mental calculation skills and knowledge of number bonds and multiplication tables. Although their basic skills are well developed some pupils do not make the best progress they could in developing their reasoning and problem-solving skills.
- The most able pupils achieve well overall. They are mature, persistent and systematic in their work. They make extremely good use of homework and computer skills to boost their learning in many areas. As a result, they attain well in national tests. However, their progress is sometimes affected by the remaining aspects of teaching still to be improved.

The early years provision

is good

- The early years is well led and managed. The new leader provides a clear steer to staff and is building well on strengths in teaching and learning. The quality of teaching is good and procedures to assess children's progress are effective.
- Children's starting points are generally typical for their age although sometimes below, particularly in reading and writing skills. Children make rapid progress in any areas of lower attainment on entry and so, by the end of the Reception Year they are well prepared for their next stage of learning in Year 1. Children of all abilities achieve well and the proportion reaching a good level of development is increasingly above national averages by the end of Reception.
- The classroom is bright, stimulating and well organised. Children have access to informative displays and interactive activities which strongly promote progress in reading, writing and mathematics.
- Relationships are very strong. Staff engage positively and constructively with parents from the start of children's learning. Staff liaise closely with other pre-school providers. This ensures the staff build an accurate knowledge of children's individual starting points and enables them to move quickly to eliminate any gaps in their learning.
- Staff make accurate assessments of all aspects of children's achievement and use these to plan future learning. They question children closely to secure and extend their knowledge and their understanding.
- Literacy and communication skills are taught effectively, especially children's phonic skills. They practise reading, writing and letter formation both individually and with adults. These skills are applied in many different situations. The academy recognises there are opportunities to extend this further in their outdoor play.
- The few disadvantaged children in the early years achieve well and make good gains in their early language and communication skills. When needed, the academy makes effective links with educational and health support agencies, such as speech therapists, to provide early support to children with special educational needs. Staff are well trained and effective in helping children with behavioural issues settle in and make good progress.
- The most able children make good progress because they make rapid gains in key skills such as phonics, comprehension, addition and subtraction.
- Children's behaviour and safety are outstanding. Children of all abilities work and play very well together and concentrate on their activities. They feel very safe and are cared for well. Their spiritual, moral, social and cultural development is promoted extremely well. Consequently, children are confident, inquisitive and persistent in their work.

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	140119
Local authority	East Riding of Yorkshire
Inspection number	462273

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

Type of school	Primary
School category	Academy converter
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	90
Appropriate authority	The governing body
Chair	Joe Russell
Headteacher	Chris Huscroft
Date of previous school inspection	Not previously inspected as an academy
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