

Dubmire Primary School

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

Inspection dates

30 September–1 October 2015

Overall effectiveness

Inadequate

Effectiveness of leadership and management	Inadequate
Quality of teaching, learning and assessment	Inadequate
Personal development, behaviour and welfare	Requires improvement
Outcomes for pupils	Inadequate
Early years provision	Inadequate
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is an inadequate school

- Leaders, including the governing body, have failed to address underperformance in the quality of teaching and the achievement of pupils, identified at the previous inspection.
- Standards reached by pupils are significantly below average in reading, writing and mathematics at the end of each key stage.
- Pupils' progress is too weak to enable them to catch up quickly because the quality of teaching, learning and assessment is inadequate.
- Disadvantaged pupils make less progress than other pupils and the gaps are wide and growing.
- Lower attaining pupils, the most-able pupils and those with disabilities and special educational needs make less progress than other pupils.
- In early years, children entering Nursery have broadly typical skills for their age. They make less than expected progress, especially in reading and writing, and are not well prepared for beginning Year 1.
- The school is not improving quickly enough to ensure that current pupils achieve what they need to in order to be ready for secondary school entry at age 11.

The school has the following strengths

- Pupils behave well around school, and they are polite and courteous with each other and towards adults. Staff safeguard pupils effectively. The school environment is very well managed and resourced.
- Leaders and governors manage staff, premises and finances effectively. They have reduced a budget deficit, improved facilities and value and support the well-being of pupils and staff highly.

Full report

In accordance with the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.

What does the school need to do to improve further?

- Improve the quality of teaching, learning and assessment, across the school including early years, in order to quickly increase the rate of pupils' progress and raise standards by:
 - raising expectations of how much pupils should learn and setting targets for this which are aspirational for pupils' achievement
 - sharpening the use of what is known about pupils' starting points to plan learning that develops their understanding and skills, and ensures good progress
 - strengthening teachers' subject knowledge and questioning skills through effective training
 - ensuring the school's policy for marking is fully implemented
 - setting higher expectations for pupils' handwriting and the general presentation of written work
 - eliminating low-level disruption by providing classroom tasks and activities that capture pupils' interest and sustain their concentration
 - embedding the recent changes to the curriculum and systems for checking pupils' progress and attainment.
- Improve the effectiveness of leadership and management, including governance, in order to improve the quality of teaching rapidly and raise standards, including in early years, by:
 - creating a culture in which high-quality education for all pupils is the top priority
 - setting expectations for pupils' learning and progress that match the current high aspirations in place for pupils' personal development
 - sharpening the procedures for monitoring the quality of teaching, learning and assessment
 - improving the rigour and accuracy of self-evaluation at all levels, including external evaluations, those made by school leaders and those of the governing body
 - ensuring performance management is used well to improve the quality of teaching by holding staff to account for the effectiveness of their practice
 - improving the use of additional funding received for the pupil premium in order that disadvantaged pupils achieve as well as other pupils, and ensuring that governors hold the school to account for this
 - increasing the level of challenge provided by the governing body to school leaders regarding the information and analysis it receives about the quality of teaching and the outcomes for pupils.

An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

An external review of the school's use of the pupil premium should be undertaken in order to assess how this aspect of leadership and management may be improved.

Inspection judgements

Effectiveness of leadership and management is inadequate

- Leaders have failed to improve the school. Issues identified at the previous inspection remain, are deep-rooted and show little or no signs of improving. For example, pupils' standards and progress in writing continue to be well short of national expectations. Across the school, rates of progress are not good enough to help pupils to catch up on previous underachievement. This is because leaders have failed to tackle the weaknesses in teaching.
- Leaders and governors hold an over-generous view of the performance of the school. Their self-evaluation is inaccurate because monitoring procedures are not robust and, at times, provide misleading information. For example, evaluations of teaching by leaders judge the quality to be good but base this primarily on a small sample of observations without sufficiently joining this up with the outcomes for pupils over time.
- Leaders' and governors' ambition for pupils' educational success is lacking. Too little challenge is provided to leaders or to external evaluations of the school's performance, which are too generous. Targets set for the progress made by pupils are too low.
- Leaders' procedures to manage the performance of staff are not strong enough. Professional development and training, provided to bring about much-needed improvement to teaching, are not working well enough.
- The school's use of the pupil premium is inadequate. Almost half of all pupils are eligible for this funding. Despite interventions and additional support, disadvantaged pupils make poorer progress than other pupils, the gap is widening and their achievement is inadequate.
- The curriculum is in transition, as are the procedures for leaders to check on pupils' progress. The impact of the curriculum on pupils' outcomes is not good enough. Recent appointments to the senior leadership are driving improvements to the curriculum and assessment, which show early signs of positive impact. The breadth of the curriculum is enriched with extra opportunities in sport, music and the arts. For example, pupils took part in a production of 'Little Matilda', visited Paris and participated in a residential educational visit.
- Leaders make effective use of the extra funding available to promote participation in sport and physical education. The school employs a specialist coach to help improve the quality of the provision. This has resulted in the development of school sports teams and improved links with local football associations, and has led to better development of pupils' sports skills throughout the school. Pupils speak enthusiastically about improvements and show a positive attitude to healthy lifestyle choices.
- The school does not promote equality of opportunity effectively. There are significant differences in the progress made by different groups of pupils in each key stage. All groups underachieve. Despite additional funding, disadvantaged pupils do not catch up with other pupils. Most pupils do not receive good teaching.
- Leaders promote pupils' spiritual, moral, social and cultural development successfully. Pupils are well-prepared for life in modern Britain. Pupils treat each other with respect and show tolerance and understanding towards different views. They learn about other faiths, and show an understanding of democracy.
- The school should not appoint newly qualified teachers.
- The staff survey, seen by inspectors, shows overwhelming support for leaders.
- **The governance of the school:**
 - is ineffective in ensuring that the school improves and pupils reach the standards they need to
 - has allowed poor use of pupil premium funding and provided insufficient challenge to leaders
 - is misinformed about aspects of the school's performance, principally the quality of teaching, and demonstrates a lack of awareness of the data for pupils' outcomes compared with national expectations for progress and attainment
 - has provided a clear steer to the school in times of financial deficit, staffing turbulence and with regard to managing the extensive premises
 - has ensured that pupils' personal development is well supported.

- The arrangements for safeguarding are effective. Staff are vigilant in the supervision of pupils. Checks on visitors are securely in place. Pupils and parents say the school is a safe environment. Arrangements to receive the youngest children at the start of each day and for parents to collect them at the end ensure a safe handover. Pupils say they feel safe.

Quality of teaching, learning and assessment is inadequate

- Since the previous inspection, pupils have not made the progress they should have. This is because the quality of teaching is inadequate. In each key stage, teaching fails to inspire pupils to learn. Teachers and their assistants do not impart the knowledge needed by pupils to succeed or ensure that pupils learn the skills necessary to progress fast enough.
- Expectations for pupils' learning are much too low both in classes and in the targets set by leaders. Even if reached, the school's targets would result in standards remaining far below average. These targets are not reached, unsurprisingly, because teaching does not expect enough of pupils.
- Teachers' subject knowledge is not always strong enough to help pupils learn effectively. For example, in mathematics, the correct terms are not used and this causes confusion for pupils, such as when the word 'sum' is used to describe any mathematical problem or calculation.
- In phonics teaching (teaching how the letters in words represent different sounds), a lack of subject knowledge leads to poor progress. Occasionally, teachers model learning incorrectly and this leads to misunderstanding by pupils. This was seen by inspectors when a letter formation was modelled in reverse by the teacher.
- Teachers' own standards of handwriting and presentation do not always model the high standards that ought to be expected of pupils in the way pupils present their work. It is often untidy, shows a lack of pride and can lead to mistakes. This is especially the case in mathematics, when numbers are misread such as when using the digits three, five and eight. The standards expected of pupils' handwriting are insufficiently high and too many pupils do not develop a suitably legible style that is well presented.
- Dull teaching leads to pupils losing interest and concentration, which in turn leads to low-level disruption. This hinders other pupils' learning. For example, inspectors observed pupils tapping pencils, flipping the pages of dictionaries and slouching in chairs when the teacher was giving instructions. Too often in Key Stage 1, the behaviour of some boys needs specific managing by staff.
- Not all staff use the school's marking policy consistently. Pupils' work in books is not always marked in the same way from class to class or from pupil to pupil. Pupils' attitudes towards the value of marking and the feedback they receive are varied. Some pupils have negative views about writing, which are not helped by weaknesses in the application of the school's marking policy.
- Teachers do not make good use of what is known about pupils' previous learning, from tests and tracking of their attainment, to plan the correct work. As a result, some work lacks challenge and pupils repeat what they already know and can do. They become bored and lose interest. This is particularly problematic for the most-able pupils.
- Some teachers are skilful in the way they ask questions. They ask open-ended questions which challenge pupils to think carefully and develop their understanding. Not all teachers are as skilled. Inspectors observed some teachers asking series of questions in rapid succession which so confused pupils they struggled to remember the original question.
- There are positive relationships between pupils and with the staff. Good manners are expected and pupils respond well to this.
- The classrooms and corridors of the school are very well managed and displayed. This creates an environment in which pupils' work is valued. Resources are plentiful and of good quality. All pupils follow the daily routines and help to ensure the school is tidy. This helps pupils' learning because they are confident in their surroundings and know where to find things quickly and easily.

Personal development, behaviour and welfare

requires improvement

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Governors and leaders have, over time, placed a high priority on developing pupils' self-worth with considerable success. Pupils are happy in school, say they feel safe and enjoy using the very good resources the school has to offer.

- Pupils are taught effectively about internet safety and the dangers of social media.
- Staff praise pupils' efforts and build their confidence. The daily life of the school successfully promotes pupils' social and emotional development, aided by the good role models provided by staff, who treat pupils with respect and courtesy.

Behaviour

- The behaviour of pupils requires improvement.
- Pupils' behaviour, when they are meant to be learning, is not always good and hinders their progress. Low-level disruption caused by pupils who do not concentrate well is a feature of too many classrooms.
- Pupils' attendance is similar to that in other primary schools. Leaders' efforts to improve this show limited success, with most recent data showing a slight decline in year-on-year comparisons.
- Around the school, pupils behave well towards each other and in their interactions with staff and visitors. There is little misbehaviour and pupils say that staff deal quickly and well with any incidents relating to bullying. Staff supervision is effective.

Outcomes for pupils

are inadequate

- Historically, many children joined the school in early years with starting points that were lower than those typically found for children of the same age. More recently, and since the previous inspection, children are increasingly starting with typical skills.
- In early years, over time, the proportion of children who achieve a good level of development is below that seen nationally. However, this is improving, and in 2015 was similar to the national average for 2014. The rate of improvement is closely aligned with the higher entry points of children coming into early years.
- Progress for children in early years varies and is inadequate overall. For example, girls make much better progress than boys. Progress for boys is less than should be expected. Disadvantaged children make much less progress than other children.
- In Key Stage 1, pupils reach standards in reading, writing and mathematics that are significantly below average. This unacceptable position has remained for many years.
- Although most pupils in Year 1 in 2014 achieved the expected standard in the phonics check, weaknesses in the teaching of reading comprehension skills and in writing mean that pupils underachieve and do not reach the standards of which they are capable by the end of Year 2. In 2015 far fewer achieved the standards of phonics knowledge than should have achieved these standards.
- In Key Stage 2, most pupils make expected progress but this is not enough to make up for previous underachievement. As a result, standards are below average by the end of Year 6, especially in reading and writing.
- Standards are declining. At ages seven and 11, pupils' provisional results in national assessments for 2015 agree with the school's assessments and show lower attainment than that achieved in 2014, which was significantly poorer than standards seen nationally.
- Disadvantaged pupils make inadequate progress. They underachieve in each key stage. The gaps between the attainment of disadvantaged pupils and other pupils are wide and increasing.
- Lower attaining pupils who need to catch up do not do so. They do not make as much progress as other pupils in reading, writing and mathematics. Consequently, they continue to reach low standards, below those of which they are capable.
- Very low numbers of the most-able pupils achieve as highly as they should. Over time, few pupils reach above-average standards in Year 2. By the end of Key Stage 2, they make similar progress to other pupils and insufficient proportions reach above-average standards at age 11, especially in reading and writing.
- Disabled pupils and those with special educational needs make weaker progress than other pupils in school, and when compared nationally. As with all pupils, standards in writing are a particular concern.

Early years provision

is inadequate

- The quality of teaching in early years does not ensure that children make good progress. Over time, low outcomes at age five mean that children are not well prepared to start Year 1. Leaders in early years are not tackling this with sufficient rigour.
- Since the previous inspection, the proportion of children achieving the skills needed to be ready for Year 1, as measured by the good level of development, is nearer the national average. This is in line with similar higher starting points on entry to the early years. Progress, for children across the early years, is not improving and is not good enough.
- Children eligible for pupil premium funding make less progress than other children. Gaps between these two groups widen considerably through early years. Boys make significantly less progress than girls.
- Staff do not make enough use of what they know about children's starting points to plan activities that build effectively the skills and knowledge children need. As a result, there is a lack of challenge for some children and a lack of support for others. Staff knowledge and skills need improvement in some key areas, such as the teaching of phonics.
- There are low expectations of children's academic progress, which contrast sharply with higher expectations for personal development and welfare.
- Effective liaison with the day-care provision, managed by the governing body, on the school site, contributes well to sharing expertise and staff skills. In turn, this leads to children being better prepared to enter the school Nursery and starting points are rising. Additionally, staff have a sharper understanding of these starting points. However, this does not translate into raised expectations about what children should achieve right from the start in order to accelerate their progress across the early years.
- Positive relationships are in place between staff and children. Communication with parents is good and the transition from day care to Nursery is smooth and effective. Children settle quickly to their new routines and environment.
- Resources are extensive, including the outdoors, and offer enrichment and age-appropriate materials.
- Children are happy and their safety is effectively ensured by the caring staff, who are attentive to children's welfare needs.

School details

Unique reference number	133558
Local authority	Sunderland
Inspection number	10002035

This inspection 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	487
Appropriate authority	The governing body
Chair	Helen Robinson
Headteacher	Joan Hobbs
Telephone number	0191 382 3071
Website	www.dubmire.co.uk
Email address	mail@dubmire.co.uk
Date of previous inspection	18 September 2013

Information about this school

- Dubmire Primary School is larger than the average-sized primary school.
- Staff changes have taken place since the last inspection including the recent appointments of two assistant headteachers.
- Almost all pupils are of White British heritage.
- The proportion of disabled pupils and those with special educational needs is above average.
- A much larger than average proportion of pupils are disadvantaged and supported by the pupil premium, which is additional funding for pupils who are known to be eligible for free school meals and those children who are looked after by the local authority.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- Children attend the early years provision in the Nursery class on a part-time basis and in the Reception class on a full-time basis.
- On the school site is a children's centre (Dubmire and Monument Children's Centre) and day-care provision (Dubmire Daycare), which are both managed by the governing body. They did not form part of this inspection as both are registered separately with Ofsted and are inspected independently. The inspection reports may be found on the Ofsted website.

Information about this inspection

- The inspectors observed teaching in 24 lessons or parts of lessons. Some lessons were observed jointly with the headteacher.
- Meetings and discussions took place with the headteacher, senior leaders, five members of the governing body, the school's external consultant, a representative of the local authority, staff, pupils and parents.
- Some pupils read to inspectors and pupils' work was sampled.
- Inspectors took account of the 28 responses to the online parent survey, Parent View. The inspectors talked to some parents outside the school.
- Inspectors considered 37 responses from the staff questionnaire.
- The inspectors looked at a range of documents, including published data and the school's evaluations of its work, school information on pupils' progress and attainment, minutes of governing body meetings and the action plans for improving the school's performance.

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