

Dunston Primary and Nursery School

Dunston Lane, Newbold, Chesterfield S41 8EY

| | |
|--|----------------------|
| Inspection dates | 11–12 May 2016 |
| Overall effectiveness | Good |
| Effectiveness of leadership and management | Good |
| Quality of teaching, learning and assessment | Good |
| Personal development, behaviour and welfare | Good |
| Outcomes for pupils | Good |
| Early years provision | Good |
| Overall effectiveness at previous inspection | Requires improvement |

Summary of key findings for parents and pupils

This is a good school

- The school has improved since the previous inspection. The safeguarding policies and procedures now fully meet requirements and leadership at all levels is effective.
- The headteacher and other senior leaders provide strong and motivational leadership. As a result, staff are ambitious for their pupils and take pride in working at the school. The quality of teaching is improving and classrooms are exciting places to learn.
- Middle leaders enjoy their additional responsibilities and play a full part in driving school improvement.
- Governors have high aspirations for pupils and staff. They have the range of skills and experience necessary to help the school improve even further.
- Children in the Nursery and Reception classes make good progress because right from the start staff provide activities to match the children's range of needs and interests.
- Pupils in Years 1 to 6, including those who have special educational needs or disability, make good progress from their starting points. Pupils' attainment by the time they leave is in line with the national averages in reading, writing and mathematics.
- Teachers know well individual pupils' strengths and weaknesses. Overall, they use this knowledge to tailor work so that all can make good progress.
- Gaps between the attainment of disadvantaged pupils in the school and that of others nationally are narrowing.
- Pupils with disabilities work very successfully in mainstream classes and achieve well.
- Pupils' behaviour in lessons and around school is good. They are polite and courteous with adults, and work and play well with each other.
- Pupils understand and value the school's 'three diamond rules'. They have a clear understanding of what is right and wrong, and show respect and tolerance towards different beliefs and cultures.

It is not yet an outstanding school because

- Improvement plans, including those linked to disadvantaged pupils, lack measurable outcomes. This makes it difficult to check how successfully improvement strategies are working.
- Teaching does not consistently challenge the most able pupils.
- Pupils' personal development would benefit from a wider range of midday and after-school clubs.

Full report

What does the school need to do to improve further?

- Improve the quality of teaching and raise pupils' outcomes by ensuring that all teachers have the necessary skills to ask questions and set challenging activities that enable the most able pupils to achieve as highly as they can.
- Improve the quality of leadership and management by:
 - ensuring that school improvement plans, including those linked to disadvantaged pupils, have clearly defined and easily measurable goals so that the impact of actions taken by school leaders can be monitored and evaluated accurately.
 - further developing the curriculum so that it provides more opportunities for pupils to participate in a rich range of activities at midday or after school.

Inspection judgements

Effectiveness of leadership and management is good

- The headteacher, deputy headteacher and special educational needs coordinator form an enthusiastic senior leadership team. They are ambitious for the school and have complementary skills that are driving improvements since the previous inspection.
- Leaders keep close check on the work of staff and the achievement of pupils. They use the information they gather from visits to lessons, scrutiny of pupils' work and analyses of assessment data to identify where additional support or training is required. This is leading to better teaching and pupils making accelerated progress.
- The restructuring of middle and subject leadership roles is ensuring that school improvement is recognised as everyone's responsibility. Those who have enhanced roles are enjoying their additional responsibilities and are clear about their priorities for improvement in the future. They monitor provision and outcomes for pupils across a range of subjects accurately.
- Disadvantaged pupils perform as well as others. However, published documentation on how the school has spent pupil premium funding does not identify the reasons behind the school's spending decisions or the precise impact that the additional spending is intended to have on the performance of disadvantaged pupils. This makes it difficult for governors to ensure that the school is setting challenging targets or to know whether it is getting best value for the money provided to help disadvantaged pupils.
- The school improvement plan does not include precise targets for improvement against which progress can be evaluated so those responsible for securing better outcomes can be held to account.
- The leadership of the provision for pupils who have special educational needs or disability is a strength of the school's work. The leader has expertise in this area and a comprehensive understanding of the needs of every child who attends the enhanced resource service. Her work is highly valued by parents.
- Procedures for managing the performance of staff are effective. Senior leaders make sure that individual members of staff receive the support and guidance they need to improve their work. They also challenge and tackle underperformance in teaching. Staff work well as a team. Individuals feel well supported and feel that they have good opportunities to improve their professional expertise.
- Pupils are well prepared for life in modern Britain. The curriculum ensures that they have a good understanding of British values. For example, to help the pupils understand the significance of Armistice Day, Year 5 and Year 6 pupils walked to Chesterfield Town Hall and were actively involved in the Remembrance parade.
- Pupils work well in a broad range of subjects and they speak positively about activities they have enjoyed in history, science and computing. However, pupils say that the range of after-school and lunchtime clubs is limited and of those who spoke to inspectors, only a handful participated in them.
- The primary school sports funding is used appropriately. Specialist sports coaches effectively help pupils of all ages to be healthy and active. Pupils are increasingly participating in sporting competition against local schools.
- Almost all the parents who spoke with inspectors or shared their opinions through Ofsted's online questionnaire, Parent View, were positive about the leadership of the school. They told inspectors that their children are happy and safe in school and that they are making pleasing progress. A number of parents praised the actions taken by the headteacher to improve the school.
- The local authority has given the school good support since the previous inspection. In addition to quality assuring the work of the school, officers have provided valuable help to improve the quality of teaching. The improvement in the teaching of phonics (the sounds that letters make) is one example of the positive impact of this support. However, despite the close contact since the previous inspection, the local authority has not advised the school to provide more detail about the rationale behind its use of the pupil premium funding and the precise impact its spending decisions are intended to have on outcomes for disadvantaged pupils.
- **The governance of the school**
 - The governing body responded very positively to the safeguarding issues identified at the previous inspection and quickly implemented the required actions.
 - Governors demonstrate the same ambition and determination as school leaders. They are keen to maintain the impetus for improvement so that the school is judged outstanding in a future inspection.

- Relationships between governors and staff are much more positive than in the past. Governors are linked with individual staff and both parties enjoy discussing how the strategies to raise achievement are progressing.
- Governors have a broad range of expertise and this enables them to provide senior leaders with a good level of support and challenge. They are able to ask perceptive questions about the quality of provision and the outcomes of pupils because of information they gather through their regular visits to the school. Governors have a good understanding of how to interpret assessment data.
- Staff performance, including that of the headteacher and other teachers, is rigorously managed. Governors ensure that decisions about pay increases are based closely on a good range of evidence linked to ambitious targets.
- The arrangements for safeguarding are effective. The school complies fully with the latest safeguarding guidance. Governors and all school staff are fully aware of their duty to keep pupils safe. All staff have been trained on safeguarding and child protection, and they promptly report any concerns they may have about pupils. Procedures for the appointment of staff are rigorous and relevant checks are made on all who visit the school.

Quality of teaching, learning and assessment is good

- Teachers successfully put into practice the school's ambition 'to provide an atmosphere which is stimulating, challenging and where enthusiasm is nurtured and supported'. Classroom displays are bright and informative and most lessons provide activities for pupils that are interesting and rewarding.
- Teachers plan writing activities that are interesting and enjoyable. For example, Year 6 pupils worked with real enthusiasm producing leaflets, letters, posters and video scripts as part of their enterprise project to raise money for end of year treats. Pupils who have special educational needs or physical disability were fully included in the lesson and produced creative slogans to attract customers to the Year 6 car wash.
- In all classes, teachers give a high priority to improving pupils' abilities to spell and use punctuation and grammar correctly. They have high expectations and insist that written work in all subjects is of the same quality as it is in English books.
- In the great majority of lessons observed, staff used questions skilfully to check pupils' understanding. Depending on the responses that pupils give, teachers either clarify misunderstandings or challenge pupils' thinking further. This ensures that in the great majority of lessons time is used efficiently and progress is good.
- The previous inspection judged that marking did not help pupils improve their work. In line with the school's policy, pupils' books now show that teachers regularly provide feedback that enables pupils to correct errors and overcome misconceptions. In Year 4 mathematics books, for example, there is evidence of pupils deepening their understanding of mathematical concepts and of using this knowledge when using and applying mathematics to solve problems.
- Training provided to improve the teaching of reading has increased the skills and confidence of staff when teaching phonics and leading guided reading sessions. Year 1 pupils use their knowledge of phonics well to read unfamiliar words and to spell with accuracy.
- Pupils who have special educational needs or physical disability work successfully with their peers in classrooms. They make good progress overall because their learning needs are very well understood by staff. For example, the provision of sensory materials enabled these pupils to participate fully in a lesson investigating the stages of the life cycle of a frog and they achieved well.
- Teachers use the information they have about pupils' achievement to plan activities that are usually well matched to the different needs of their pupils. However, observations of teaching and checks of pupils' books show that occasionally the quality of questioning or the challenge of the tasks set for the most able pupils does not successfully extend their learning.
- Relationships between pupils and teachers are very positive. Pupils trust staff and are confident, for example, to try new things. They are taught that we learn from our mistakes.
- Homework is given to pupils regularly and pupils are expected to read at home with an adult at least four times a week. This is contributing to better progress in reading throughout the school.
- Almost all parents responding to Parent View and who met with inspectors agree that their children are well taught at Dunston Primary and Nursery School.

Personal development, behaviour and welfare is good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- School leaders have effective systems in place to support pupils' welfare and safety, particularly the safety of those who are most in need. The curriculum also contributes well to securing good spiritual, moral, social and cultural development. For example, in English, pupils learn to explore the concepts of creativity versus freedom and understand the implications of these concepts for the individual as well as for groups of pupils.
- Pupils willingly help each other and celebrate each other's successes during lessons. As one pupil put it, 'We are all different but we all fit together.' This captures successfully their commitment to, and understanding of, inclusion.
- Pupils learn about the rule of law through their 'three diamond rules' and classroom rules. Mutual respect is encouraged and evidenced through the 'random acts of kindness' displays in corridors and classrooms.
- The school has an elected school council. This helps pupils learn about democracy and responsibility, and gives them the opportunity to share ideas and participate in decision making.
- Pupils learn how to be responsible citizens and to look after each other. The 'R' team, for example, provides help and friendship for any pupils who encounter problems at school. Pupils enjoy the opportunities to play a meaningful role in their school, such as being play leaders and green ambassadors.
- Pupils' understanding of personal safety is good because many lessons and assemblies include reminders about personal well-being. E-safety is strong; pupils understand the potential dangers, and know what to do to stay safe online.
- Pupils say they feel safe in school. All parents who responded to Parent View agree, and also feel that their children are looked after well.
- Pupils say that staff listen and respond to any worries they may encounter both in and outside school. They say there is little bullying and any that does occur is dealt with quickly.
- Multifaith assemblies, where key events in other faiths are explored, help to develop understanding and respect of others.

Behaviour

- The behaviour of pupils is good.
- In lessons, pupils sustain good concentration and try hard with their work. Work in pupils' books show that they take care to present their work tidily.
- In the playground at break and lunchtimes, pupils' behaviour is calm and considerate. Their conduct reflects the school's effective strategies to promote high standards of behaviour.
- The school is very inclusive and pupils with a disability settle happily into the life of the school. From an early age, children learn to work and play together. During lessons, they often work in groups and learn to be respectful of one another and to give and take.
- Staff who completed the staff questionnaire agreed unanimously that pupils consistently behave well and parents and pupils themselves endorse this view.
- Attendance is close to the national average. Rates of persistent absence have reduced this year.

Outcomes for pupils are good

- At the previous inspection, pupils' achievement was judged to be good. The school's checks on progress throughout this academic year and the quality of work in pupils' books show that currently pupils, in all year groups, are continuing to make good progress in reading, writing and mathematics.
- Progress this year in Year 6 in all subjects is good. It is particularly strong in punctuation, spelling and grammar. In 2015, this was a weak area. Training for staff and additional resources have improved the teaching of these skills. Work in books, as well as tracking data, shows rapid improvement.

- The proportion of pupils reaching or exceeding the expected standard in the Year 1 screening check was below average in 2014 and 2015. Improvements to teaching made since then are leading to better progress and scores this year are likely to be in at least in line with the national average. Crucially, disadvantaged pupils are much more confident using phonics than in the past when reading their books. School assessments show that the gap in attainment between them and other pupils nationally is likely to be very narrow.
- In 2014 and 2015, the proportions of pupils attaining the highest levels in reading, writing and mathematics at the end of Year 6 were less than half the national averages. Across the school, the most able pupils are making good progress. However, an analysis of work and visits to classrooms showed that there are occasions when teaching is not sufficiently challenging to enable them to reach the very highest standards.
- In 2015, the attainment of Year 6 disadvantaged pupils in the school was below that of non-disadvantaged pupils nationally, but the gap was closer than the national gap. Analyses of work and current assessment data show that disadvantaged pupils across the school are continuing to make good progress and gaps in attainment are narrowing further. In some year groups and subjects, disadvantaged pupils are attaining higher than others in the school.
- Pupils' work in their topic books shows there is appropriate coverage in subjects such as science, history, geography and religion. Consistently effective teaching across the curriculum is enabling pupils to make good progress in developing their knowledge, skills and understanding in these subjects.
- Pupils who have special educational needs or disability make good progress overall from their differing starting points. They often receive extra help through learning programmes chosen carefully to meet the gaps in their knowledge. Case studies show that the school evaluates any additional help closely. This enables teachers to adjust interventions promptly where pupils are not gaining the skills or knowledge intended quickly enough.

Early years provision

is good

- Children enter the Nursery Year with skills and knowledge typical for their age, apart from in language and communication, which are less well developed. They settle quickly and make good progress because right from the start staff tailor activities to match the children's range of needs and interests.
- By the time they leave the Reception class, children are well prepared for Year 1. Over the last two years, the proportion of children reaching a good level of development has increased year on year at a faster rate than the national picture, and this positive trend is set to continue.
- Disadvantaged children attained just as well as others in 2015 and samples of work seen this year show continued good progress for this group.
- Adults use questioning effectively to check how well individuals understand what is being taught. This enables them to provide additional challenge for those who have grasped concepts and more support for children who need extra help.
- Children's attitudes to learning are good. They love talking about their work but are equally able to sustain concentration whether working alone searching for minibeasts or in teams using large apparatus to make tents and houses.
- Children benefit from excellent space, outdoors particularly, in which they can explore their interests and curiosity. However, opportunities to promote reading and number skills are missed because of relatively few displays or resources to consolidate or extend learning in these areas.
- A wide range of interesting activities promotes rapid progress in the children's personal and social development. For example, children who chose play with a tea set were seen to take turns, practise counting and match one-to-one correspondence. In this way, they enhanced their mathematics skills as well as learning how to work together.
- Behaviour and safety are good because of effective levels of staff care and as a result of engaging and motivating activities planned and provided. Children get along well with their classmates. They have a good understanding of how their actions can impact on their friends.
- Leadership is very effective. The leader has a strong understanding of how young children learn. This, together with her experience of teaching in key stage 1, ensures that children are well prepared for Year 1. For example, in response to disappointing phonics screening check scores, she prioritised more effective teaching of phonics as a priority in the Nursery and Reception classes this year. This has had a very positive impact.

- Parents are delighted about the quality of education and care their children receive in the early years. They have good opportunities throughout the year to contribute to their children's learning journeys.

School details

| | |
|--------------------------------|------------|
| Unique reference number | 112777 |
| Local authority | Derbyshire |
| Inspection number | 10011768 |

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 | 283 |
| Appropriate authority | The governing body |
| Chair | Tina Shewring |
| Headteacher | Paul Burgess |
| Telephone number | 01246 450601 |
| Website | www.dunston.derbyshire.sch.uk |
| Email address | info@dunston.derbyshire.sch.uk |
| Date of previous inspection | 7–8 May 2015 |

Information about this school

- Dunston Primary and Nursery School is a larger than average size primary school. Most pupils are White British. A few pupils speak English as an additional language.
- The proportion of pupils who have special educational needs or disability 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 are the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- There is specially resourced provision for pupils who have special educational needs or disability, known as the 'enhanced resource service' on site. This provision offers places for up to eight physically impaired pupils. Currently, six pupils benefit from this facility. They also attend mainstream classes. The school runs a breakfast club each morning.
- There is an after-school club on the school site. It is managed by a private provider and is inspected separately.

Information about this inspection

- Inspectors visited all classes to observe teaching. Some of these visits took place with school leaders.
- Inspectors asked pupils about their learning and what it is like to be a pupil at the school.
- Pupils' workbooks were scrutinised and inspectors heard some pupils read.
- Pupils' behaviour was observed around the school.
- Inspectors took account of 14 responses to Parent View and held brief discussions with parents at the beginning of the school day.
- Seventeen responses to the staff questionnaire were received and analysed.
- Discussions took place with the headteacher, senior and middle leaders, teachers, members of the governing body and a representative of the local authority.
- Documents were analysed, including the school's self-evaluation statement, school development plans, minutes of governing body meetings and information about pupils' achievement.
- Records relating to attendance and safeguarding were scrutinised.

Inspection team

| | |
|-------------------------------|------------------|
| Tony O'Malley, lead inspector | Ofsted Inspector |
| Annabel Bolt | Ofsted Inspector |
| Linda Lyn-Cook | Ofsted Inspector |

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making a complaint about Ofsted', which is available from Ofsted's website: www.gov.uk/government/publications/complaints-about-ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.gov.uk/government/organisations/ofsted

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.gov.uk/government/organisations/ofsted.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2016

