

Dunsville Primary School

Broadway, Dunsville, Doncaster, South Yorkshire DN7 4HX

Inspection dates

6–7 February 2019

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

Summary of key findings for parents and pupils

This is a school that requires improvement

- Pupils' progress over time has not been good enough, particularly in reading. At the present time, some pupils, especially boys, are making weak progress.
- The quality of teaching is variable across year groups and subjects. The most secure teaching is in upper key stage 2.
- In key stage 1, inconsistent teaching of phonics has led to pupils making weak progress in their reading and writing.
- While the teaching of writing is improving, some pupils in key stage 1 have not mastered basic skills in handwriting and spelling. This is hindering their attempts to write and boys especially are not achieving well as a result.
- Although the teaching of mathematics is largely effective, there are limited opportunities for pupils to reason and apply skills across other subjects, such as in science.
- Leaders have prioritised teaching in reading, writing and mathematics. Pupils' learning in other subjects, including science, is underdeveloped.
- Leaders have set up effective systems to monitor pupils' progress. However, some teachers do not use assessment information well enough to plan work that is appropriately matched to pupils' abilities.
- Pupil's learning attitudes and pride in written presentation varies across the school. Where teaching is not as strong, low-level disruptive behaviour follows and pupils make poor progress.
- Middle leaders are developing their skills, but further training is needed to enable them to have a positive influence on standards of teaching and learning.

The school has the following strengths

- Pupils are happy and safe in school. As a result of the school's strong inclusive ethos and good pastoral care, pupils are well supported.
- Attendance is much improved due to leaders' assertive actions. Current attendance is broadly in line with the national average and persistent absence has fallen.
- Children in the early years make a good start to learning. As a result of carefully planned teaching, pupils make strong progress from low starting points.
- Governors contribute effectively to the leadership of the school. They understand the school's priorities for improvement.

Full report

What does the school need to do to improve further?

- Improve progress and attainment for all groups of pupils, particularly boys, by:
 - improving the quality of teaching, especially at key stage 1, so that all teachers maintain high expectations of pupils' learning behaviour
 - using assessment information precisely to set well-pitched learning activities that build on pupils' prior knowledge
 - providing consistently challenging tasks that sustain pupils' engagement.
- Raise standards in reading, writing and mathematics through:
 - high-quality phonics teaching that accelerates pupils' progress in reading
 - a cohesive approach to the teaching of handwriting, punctuation and the spelling of common words
 - the provision of frequent opportunities to develop pupils' problem-solving and reasoning skills, especially in mathematics and science.
- Improve the effectiveness of leadership and management by:
 - extending the skills of middle leaders so that they can work alongside teachers to exert a greater influence on the quality of teaching and learning
 - further embedding changes to the teaching of writing, ensuring that teachers have consistently high expectations of what pupils can achieve
 - deepening learning in a range of curriculum subjects other than English and mathematics.

Inspection judgements

Effectiveness of leadership and management

Requires improvement

- Over the past three years, significant changes brought about by the increase in pupil numbers and the changing demographic of the school have added challenges for school leaders. They have responded by establishing smaller class sizes, developing systems to more effectively support pupils with special educational needs and/or disabilities (SEND) and ensuring good-quality pastoral care. However, leaders have not had sufficient impact on improving the quality of teaching to lead to better pupil outcomes.
- Middle leaders are relatively new to their roles. They are being supported by senior leaders and show suitable levels of expertise and enthusiasm. However, it is too soon to see the impact of their influence on the quality of teaching.
- Leaders carry out a range of quality assurance checks to identify gaps in teachers' subject knowledge. Professional development training that staff receive is starting to improve practice, but this is not consistent throughout school, so teaching remains variable.
- Leaders have introduced new approaches to the teaching of writing and success is apparent in some year groups. However, teachers' expectations of what pupils can achieve in writing are not consistently high. The changes in the way writing is taught are not yet fully embedded to secure progress and standards that reflect the national averages.
- The recently appointed special educational needs coordinator (SENCo) has introduced systems to ensure that pupils with SEND are identified and well supported. Leaders use the expertise of external specialists well. The educational psychologist, for example, is supporting the school to help teachers to plan a very specific step-by-step approach for individual pupils. As a result, the needs of pupils with SEND are well met and they make secure progress.
- Through assemblies, lessons and visits, leaders develop pupils' spiritual, moral, social and cultural understanding well. In a key stage 1 assembly, pupils could talk confidently about healthy bodies and healthy minds.
- Leaders ensure that additional funding for disadvantaged pupils is used effectively. They understand the barriers to learning for these pupils and recognise the importance of high-quality pastoral care. Leaders draw upon external expertise so that pupils and their families have the support and help that they need.
- The additional funding for physical education and sport is used well to provide support for teachers to improve their skills. Pupils benefit from participating in a range of competitive sport through the Hungerhill Academy Trust Membership. Pupils appreciate the sporting opportunities open to them.

Governance of the school

- The governing body is very experienced and a range of skills is represented, helping it to hold school leaders to account. Governors have a clear view of the challenges that

leaders have faced due to the changing demographic of the school. They rightly highlight the care that pupils receive in school.

- Governors are aware of how the school uses additional funding. They ask questions to check that funding is improving outcomes for disadvantaged pupils and pupils with SEND.
- Governors understand the strengths and weaknesses of the school. This is because they receive detailed information from school leaders. Governors have specific roles and areas of accountability. For example, a governor with engineering experience is responsible for health and safety. Leaders respond to information gleaned from health and safety walks, ensuring vigilant site safety.

Safeguarding

- The arrangements for safeguarding are effective. Staff use online systems well to record concerns, track incidents and record any poor pupil behaviour.
- All safeguarding policies meet statutory requirements and cohesive procedures ensure that pupils are safe. Staff and governors have been trained to identify any potential signs of abuse and to report concerns immediately. Leaders show tenacity in ensuring the best welfare arrangements for pupils.
- Leaders have ensured that the site is safe and that levels of staff supervision are high. Staff are aware of the potential risks that pupils face during the school day and out of school, for example when using computers and electronic devices. They plan activities in the curriculum to address these.

Quality of teaching, learning and assessment

Requires improvement

- The quality of teaching across classes is not consistently good enough. The variable pace and challenge result in pupils becoming disengaged, which in turn leads to slow progress. Teaching in key stage 1 especially does not meet the needs of pupils sufficiently well.
- The quality of teaching in phonics is uneven because teachers do not consistently use a common approach. Where teaching is more effective, teachers have suitable subject knowledge and this gives pupils confidence to identify the correct sounds. However, pupils' incorrect pencil grip and letter formation are not always addressed and this hinders the progress that pupils make in writing.
- Although pupils have access to a wide range of books and visit the library, a considerable proportion of pupils do not read fluently. Boys in particular lack the fundamental skills required to become confident readers. Insufficient checks are made to ensure that pupils select books that correspond to their phonic abilities. This has led to low reading attainment.
- Leaders have introduced a more consistent approach to the teaching of writing and this is starting to have a positive impact. However, the new strategies are not fully embedded. In some classes, pupils do not apply their handwriting, grammar, spelling and punctuation knowledge effectively. Consequently, pupils, again particularly boys, do not make the strong progress that they need to succeed.

- The teaching of mathematics is effective and pupils say that mathematics is their favourite subject. Teachers and teaching assistants have good subject knowledge. For example, in one Year 3 lesson, a teaching assistant used apparatus effectively to clarify the relationship of multiplication and division. However, opportunities for pupils to apply mathematical knowledge to more complex problems are limited.
- Assessment systems provide valuable information about what pupils can do in reading, writing and mathematics. However, not all teachers make the best use of this information to set work that matches pupils' needs with sufficient precision.
- Teaching across the wider curriculum is of variable quality. Staff training to develop subject leaders' expertise is at an early stage. New curriculum leaders have clearly identified improvements needed across the curriculum, to ensure that work in a range of subjects presents depth and challenge for all groups of pupils. However, currently, differences in subjects and between classes remain.
- Teaching assistants' effective support enables pupils with SEND to access learning in class with their peers. Leaders have introduced strategies to help these pupils overcome barriers to learning and, consequently, they make secure progress.
- The teaching of physical education (PE) and sport is well supported by external coaches. Teachers have improved their subject knowledge and, therefore, their expertise in this subject.
- Pupils value the homework that they are now set, after leaders changed the way it is presented. Homework is more varied and pupils appreciate the stickers they receive to celebrate their efforts in completing it.

Personal development, behaviour and welfare

Requires improvement

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Leaders have responded positively to the changing demographics by establishing a strong inclusive ethos in which pupils are well cared for. All adults have detailed knowledge of individuals and their families. Relationships between adults and pupils are strong. Pupils report that they are confident about approaching a member of staff if they have a problem. Most parents and carers value the care and support offered to pupils.
- The school teaches pupils well about how to stay safe and look after themselves. In a key stage 1 assembly, pupils could identify different food groups and say what effect they have on our bodies. They understand the importance of daily exercise and can describe strategies to maintain a healthy mind. Pupils report that they enjoy taking part in sport at lunchtimes and after school.
- Pupils speak favourably about their learning in personal, social and health education. They describe learning about friendships and different cultures. Pupils are enthusiastic about supporting different charities, recalling their sponsored run for the British Heart Foundation and the Rainbow Charity.
- Leaders have ensured that pupils' welfare in school is a priority. They work with other agencies when they identify pupils or families who may need support. Staff are

tenacious in their actions to achieve positive social and emotional outcomes for pupils.

- Despite concerns expressed by a few parents, pupils understand what bullying is and say that if it does happen, teachers deal with it quickly. Pupils report that bullying is rare and confidently say that it is 'okay to be different'.
- The school site is secure, clean and well maintained. Pupils generally respect the learning environment, which is stimulating and attractive.

Behaviour

- The behaviour of pupils requires improvement. While the majority of pupils, particularly in key stage 2, have positive attitudes to learning, by contrast, in key stage 1 some pupils show less commitment and low-level disruption is commonplace. On the playground, pupils play exuberantly but safely. Pupils move around school in an orderly manner and generally respond to teachers' instructions promptly.
- The school's behaviour policy is clear. Pupils understand it and can explain the consequences of certain types of behaviour. However, the policy is not applied consistently across all classes.
- Leaders have taken positive action to improve attendance. A range of strategies, including rewarding good attendance, and work with other agencies have resulted in attendance now approaching national norms, with persistent absence also reducing.
- Instances of bullying, racist and other prejudicial behaviour are rare. Leaders track any such incidents using an online system: all staff are confident in recording issues and inclusion leaders check closely on its use.

Outcomes for pupils

Requires improvement

- In 2017, pupils' progress at the end of key stage 2 was in the top 40% of schools for reading and mathematics but in the bottom 40% for writing. In 2018, the progress of pupils slowed considerably in reading and mathematics and attainment fell significantly below that of Year 6 pupils nationally. Middle prior attaining pupils and boys made particularly slower progress. In 2018, only 41% of pupils achieved the expected standard in reading, writing and mathematics combined, leaving them poorly prepared for secondary school. Outcomes therefore require improvement.
- Recent assessment information shows that more current Year 6 pupils are working within age-related expectations. Moreover, around 25% of these pupils are working within the higher standard in reading, writing and mathematics. Overall, school information shows that disadvantaged pupils make similar progress to other pupils in school, although this is below what is achieved nationally.
- In 2017, pupils' attainment at the end of key stage 1 was similar to that of their peers nationally. However, in 2018, pupils' attainment declined and the differences compared with national averages widened.
- Outcomes in the Year 1 phonics screening check are below average. In 2018, fewer than 70% of pupils met the expected standard in phonics, a decline from 2017. By the end of Year 2 in 2018, however, the proportion of pupils reaching the phonics screening standard reflected the national average.

- The school's assessment information shows that a considerable proportion of pupils are still working below age-related expectations.
- Work in pupils' books demonstrates coverage in other subjects such as geography, history and science. However, while curriculum plans are in place, the quality of work lacks depth.
- Pupils with SEND make secure progress in all year groups. This is because the SENCo has ensured that their learning needs are clearly identified and that the right support is in place to help them to be fully included in learning. In addition, pupils with SEND receive strong social and emotional support that enables them to engage positively in school.

Early years provision

Good

- Most children enter Nursery with skills and knowledge below those typically seen for their age. About a third of children enter with difficulties in speech and communication. Despite this, there has been a three-year rising trend in the proportion of children achieving a good level of development.
- Children make good progress throughout the setting, so that by the time they move to key stage 1, the proportion of children who are ready to start Year 1 is only slightly below average. In general, boys are less well prepared for school than girls.
- The early years leader has analysed children's progress information and plans are in place to improve children's writing skills and to accelerate the progress of boys. She has used this information to work with staff to improve the setting so that the environment is bright and activities are inviting and promote learning. All staff are aware of the need to engage boys in their learning and have introduced appropriate topics to stimulate their interest. As a result, differences between the attainment of boys and girls are diminishing.
- Staff meet frequently to discuss the progress of individual children. They have a well-developed understanding of children's needs, and regular assessment is informing an accurate overview of children's skills and abilities. Staff use observations effectively to plan further activities that will help children to make the next steps in their learning.
- Staff work effectively to involve parents in their children's education. They consult parents about their children's likes and dislikes, using the information well to help children settle in quickly. Assessment information on individual children is kept online and is accessible to parents, enabling them to keep an eye on their child's progress.
- Teaching is effective in supporting children to develop knowledge and understanding in number and to develop their use of language. All staff engage children in learning conversations that help children understand and acquire new vocabulary swiftly.
- The leader has been determined to help children get off to a quick start in reading. Adults in Reception read to children every day and this, coupled with weekly trips to the school library, is helping children to get ready for reading. Routines for reading with children are well established.
- Disadvantaged children make strong progress so that by the time they leave Reception, there is very little difference between their development and that of other children. This is because leaders have targeted additional funding effectively, to help

disadvantaged children develop speech and language skills.

- Children learn successfully alongside each other and many are developing the sustained concentration they need to make good progress. They behave well and learn cooperatively.
- Leaders have ensured that the setting is safe; they take care to make sure that all equipment is well maintained and supervised when in use. Staff manage the risks for children thoughtfully and ensure that statutory welfare requirements are met.

School details

Unique reference number	138907
Local authority	Doncaster
Inspection number	10085345

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	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	361
Appropriate authority	Board of trustees
Chair	Mr Ken Hulks
Executive Headteacher	Mr Kevin Flint
Telephone number	01302 882958
Website	www.dunsville.doncaster.sch.uk/
Email address	admin@dunsville.doncaster.sch.uk
Date of previous inspection	7–8 January 2105

Information about this school

- Over the past three years, the school has faced much change due to an increase in pupil numbers and the changing demographic of the school. The school has been extended to accommodate new pupils.
- There have been significant staff changes this academic year, prompting changes in leadership responsibilities.
- Dunsville Primary School is a stand-alone academy. It is a member of an informal collaboration called The Brighter Futures Trust. Plans are in place for the school to formalise this relationship in 2019 within a multi-academy trust of six schools.
- Dunsville Primary School is larger than the average-sized primary school.
- The proportion of disadvantaged pupils is below average.
- The proportion of pupils with SEND is above the national average and the number of pupils who have an education, health and care plan is below the national average.

Information about this inspection

- Together with the executive headteacher, headteacher and deputy headteacher, inspectors looked at documents relating to behaviour, attendance and safety, safeguarding, minutes of the governing body meetings and local authority reports. Inspectors also considered information about pupils' progress, the school's evaluation of its effectiveness and improvement plans.
- Inspectors observed teaching in all year groups. Some of the observations were carried out jointly with the executive headteacher, headteacher and deputy headteacher.
- Inspectors met with the executive headteacher, headteacher, deputy headteacher, the SENCo, the early years leader and leaders with subject responsibilities. The lead inspector met with members of the governing body and held telephone conversations with a local authority representative and the chief executive officer designate of The Brighter Futures Trust.
- Inspectors sampled work in pupils' books from all year groups across a range of subjects.
- Inspectors listened to Year 1, Year 2 and Year 6 pupils read. They spoke with pupils in a meeting, in lessons and at social times and noted the 36 responses to Ofsted's online pupils' questionnaire.
- Inspectors spoke with staff in meetings and around school and reviewed the 13 responses to Ofsted's online staff questionnaire.
 - Inspectors took account of the 37 responses and comments to the Ofsted online questionnaire, Parent View.

Inspection team

Gerry Wilson, lead inspector	Ofsted Inspector
Lesley Butcher	Her Majesty's Inspector
Tracy Millard	Ofsted Inspector

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In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

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