

Inspection of Dunswell Primary School

Beverley Road, Dunswell, Hull, East Yorkshire HU6 0AD

Inspection dates: 22 and 23 June 2022

Overall effectiveness **Good**

The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Good

What is it like to attend this school?

Dunswell Primary is a charming school. It is clear, from their work in class and their joyful play, that pupils are happy here and want to do their best. If pupils have worries or concerns, they trust that staff will help and support them. Leaders have high expectations of what pupils can achieve in English and mathematics. However, curriculum thinking does not support pupils to achieve ambitious end points in some other subjects.

Pupils feel safe. They comment that bullying is extremely rare, and leaders' detailed records support this. Pupils are confident that if any bullying were to occur, staff would deal with it quickly and effectively. The majority of pupils understand and willingly follow the school rules and routines. They value the ways that their teachers reward them for positive attitudes and behaviour. They readily identify that a smile and praise is a most valuable reward.

Pupils play well together at breaktimes and lunchtimes. They include others in their games; there is a real sense of community at Dunswell. Pupils listen carefully to one another's views. They are accepting of each other and appreciate how each person is unique. There are many opportunities for pupils to play active and valuable roles, such as being a librarian. Through these opportunities, pupils grow in confidence and become resilient. They are proud to be useful members of this school community.

What does the school do well and what does it need to do better?

Leaders promote a love of reading. Children in Reception learn to read right from the start. Leaders have responded swiftly in embedding a new approach to the teaching of early reading. Staff are well trained and confident in teaching phonics. Teachers ensure that pupils use their knowledge of sounds well to become accurate and fluent readers. Less confident readers receive immediate and precise help so that they can catch up and keep up. Teachers read regularly to their class and choose books to inspire pupils.

Leaders have carefully considered the impact that the pandemic had on pupils' learning. They have put in place sensible plans to ensure that all children are able to build solid foundations in mathematics. Leaders have a clear approach to extend their plans in curriculum thinking in mathematics. They are working closely with teachers to deliver additional coaching sessions. This will support all staff to deliver the school's chosen approach in mathematics with fidelity. Leaders and governors agree that close monitoring of the delivery of the curriculum is a priority.

Pupils at Dunswell enjoy a broad curriculum. Leaders and governors are determined that pupils should have a rich set of experiences. Some subjects, such as history, geography and physical education, are well planned and sequenced. In these subjects, it is clear what pupils are expected to learn and remember. This builds

year on year. However, in other foundation subjects, this is not the case. While leaders have clear intentions for their new developments in these subjects, the detail of the exact content and order in which it is delivered has not been finalised. It is also the case that leaders do not yet check upon the quality of learning in the wider curriculum with sufficient rigour.

Children in the early years are happy and confident. They are well prepared to learn in a busy, purposeful environment. Activities in the early years support children in gaining the knowledge that they are expected to learn. It is clear that these children benefit from the excellent role models that their Year 1 companions provide. Staff are passionate and committed to supporting children's learning effectively. Children are generally well prepared for the demands of Year 1.

Leaders are ambitious for pupils with special educational needs and/or disabilities (SEND). Effective adaptations ensure that pupils are able to successfully work towards ambitious goals. The school's special educational needs and/or disabilities coordinator is expert at working creatively with teachers, parents and external partners to ensure that plans are realised to help pupils to learn successfully. For instance, a regular 'coffee and chat' session aims to support the parents of children with SEND through a programme of external speakers. Such systems, together with the effective support from well-trained staff, mean that pupils with SEND achieve well.

Pupils show respectful and tolerant attitudes. They learn about different religions and cultures. Pupils understand the importance of British values. They know about democracy and justice. They are clear about the difference between right and wrong. Pupils learn about some of the risks within the local community. For example, they are taught the importance of staying safe near roads and water and when online.

Governors are well informed. Leaders provide them with detailed information about the impact of actions taken to improve the quality of education. Governors ask thoughtful questions of a range of leaders to assure themselves that the information they receive is accurate.

Leaders consider staff workload when making decisions. They place a high priority on supporting all staff. Staff explained that they work hard because they want to. They feel that school and trust leaders care about their well-being.

Safeguarding

The arrangements for safeguarding are effective.

Pupils feel safe here and their parents confirm this. Pupils receive a comprehensive education on how to keep safe when online and when encountering real life situations, such as being safe near water. They recall this information well, showing mature attitudes in discussions.

Leaders undertake suitable checks to ensure that all adults are safe to work with children. Regular training enables staff to recognise signs that may suggest a pupil is at risk of harm. Leaders work proactively with external agencies to ensure that pupils get the help they need. There is an effective system in place to ensure that staff report and record any concerns they may have about pupils.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Most subjects are well sequenced. Their curriculum structure and the thinking underpinning this is purposeful. However, a small number of subjects are still being developed. For this reason, the transitional arrangements have been applied. As yet, the planning in all subjects does not set out the specific knowledge pupils need. Leaders should ensure that curriculum planning is strong and that the curriculum is delivered effectively so that pupils know more and remember more in different subjects.
- The impact of leaders' developments on the wider curriculum have not been checked with enough rigour. Leaders do not know how effectively the changes made are meeting the needs of their pupils. Leaders should ensure that the new curriculum structure is carefully monitored so that the impact on pupil progress is clearly understood.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

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.

School details

Unique reference number	140119
Local authority	East Riding of Yorkshire
Inspection number	10210876
Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	87
Appropriate authority	Board of trustees
Chair of trust	Nathan Greenfield
Acting Headteacher	Catherine Burrell
Website	http://www.dunswellacademy.co.uk
Date of previous inspection	2 July 2021, under section 8 of the Education Act 2005

Information about this school

- Dunswell Primary School is part of the Edukos Trust.
- The school does not use alternative provision.

Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Deep dives were conducted in reading, mathematics, history and geography, and science. As part of these, inspectors met with leaders, visited lessons, talked to pupils about their work and met with teachers and leaders to talk about their approach to designing and delivering the curriculum. Inspectors also reviewed plans for the teaching of design and technology and art.

- Meetings were held with the executive headteacher, acting headteacher, senior leaders, subject leaders and other members of teaching and support staff.
- Inspectors reviewed the school's policies and practices and met with safeguarding leads to evaluate the effectiveness of safeguarding. Records of safeguarding incidents were scrutinised and discussed. Inspectors also reviewed the school's records of the recruitment checks made on adults working in the school.
- The views of parents and staff as represented in telephone conversations and in the responses to Ofsted's surveys were taken into account.
- The lead inspector met with members of the local governing body and representatives of Edukos Trust.
- Meetings were held with groups of pupils to discuss their views about different aspects of their school. Inspectors also held informal conversations with pupils at break and lunchtime.

Marcus Newby, lead inspector

Her Majesty's Inspector

James Duncan

Her Majesty's Inspector

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