

Inspection of Dubmire Primary

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

Inspection dates: 22 and 23 October 2024

The quality of education **Outstanding**

Behaviour and attitudes **Outstanding**

Personal development **Good**

Leadership and management **Outstanding**

Early years provision **Good**

Previous inspection grade Good

The headteacher of this school is Emma Jarvis. This school is part of Aim High Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Graham Stephenson, and overseen by a board of trustees, chaired by Pat Dutton.

What is it like to attend this school?

Dubmire Primary sits proudly at the heart of the community. The school leaves no stone unturned in its support for pupils and their families. Parents and carers speak highly of the school and appreciate the support their children receive.

The school has the highest of aspirations for all pupils' achievement, including those with special educational needs and/or disabilities (SEND). It provides an ambitious and engaging curriculum. Pupils are keen to learn in lessons. Over time, the vast majority of pupils achieve very well.

Pupils show extremely positive attitudes to learning and are exceptionally well behaved. They are confident, courteous and extremely polite to adults and to each other. They routinely abide by the school's rules 'ready, respectful, safe'. They learn how to understand, and manage, their emotions. Pupils feel included. Bullying is extremely rare and pupils know that there are trusted adults who will address any concerns they raise. Pupils feel happy and are safe.

Pupils engage with a rich curriculum. They enjoy a wealth of carefully considered wider opportunities, including support with careers. They relish taking on leadership responsibilities, such as being 'maths champions'. Pupils are prepared well for the next stage in their education.

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

The school has a well-designed, ambitious curriculum. It is clear what knowledge and skills pupils must learn as they progress through the school. The curriculum includes extensive enrichment opportunities for all pupils. Teachers help pupils to learn the broad curriculum very well. Pupils often recall prior learning with great detail. For example, they could describe and explain the phases of the moon in science. Pupils remembered important facts in history with enthusiasm. They described how they saw themselves as historians.

Pupils with SEND are supported extremely well. Their needs are identified precisely and rapidly. Staff know pupils well and adapt activities to meet the needs of individual pupils. Skilled adults are quick to provide additional support when pupils need it. Pupils with SEND are included in all aspects of the school. In-class support is highly effective, meaning children can often learn alongside their peers. Some pupils receive targeted support through interventions. This helps them to rejoin their class quickly.

Staff have strong subject knowledge. Lesson activities consistently support the intended learning. Pupils are attentive and benefit from the well-chosen learning opportunities available to them. In lessons, teachers quickly identify, and correct, any misconceptions pupils have. The school regularly checks how well pupils are doing. The school acts quickly to support pupils who are at risk of falling behind. Staff promptly address any gaps in pupils' learning. This helps pupils to build a rich body of knowledge in each subject.

The school prioritises reading, writing and speaking, starting in the early years. There is a highly consistent approach to the teaching of reading. Well-trained staff teach phonics effectively. Teachers provide frequent opportunities for pupils to learn and practise new sounds. The school carefully assesses pupils to check that reading books match their phonics knowledge. Pupils who have fallen behind are identified quickly and are well supported to catch up quickly. Most pupils quickly develop into fluent and confident readers. Pupils regularly read a wide variety of books, including fiction and non-fiction. Pupils develop a strong love of reading and understand why reading is important.

The school ensures that children in the early years develop confidence and resilience. Children enjoy their learning in the Nursery and Reception classes. They access a wide range of activities, often with little need for adult support. Children develop a range of skills that help with later learning. Adults support children to develop their learning. However, interactions between adults and children are not consistently high quality. Adults sometimes miss opportunities to use rich vocabulary during play. Some children do not develop their knowledge of everyday words rapidly.

The school has a clear programme to support pupils' personal development. Pupils learn about how to get on with others. They are extremely polite, respectful and behave well. Pupils learn about other faiths and beliefs. They learn about human rights. However, some pupils do not have a secure understanding of fundamental British values, such as tolerance of different faiths and beliefs. Pupils benefit from early exposure to a wide range of careers. This helps them consider pursuing careers that are unfamiliar to them. Pupils appreciate the extensive range of extra-curricular activities available to all.

Staff appreciate the strong support that they receive from leaders. The school has designed a highly effective, well-targeted training programme. Staff develop their knowledge and skills rapidly in each curriculum area. The school is considerate of staff's workload and well-being. Leaders have taken steps to reduce unnecessary workloads in marking, and design sharply focused staff meetings.

Leaders in the school and trust know the school extremely well. Governors and trustees use their expertise well to provide highly effective support and challenge to leaders. Governors visit the school regularly. They carefully monitor and evaluate the impact of leaders' decisions. They provide carefully considered feedback. This has led to effective decision-making that ensures children thrive.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In the early years, the quality of adults' interactions with children does not consistently match the high level seen elsewhere. Some opportunities for learning through play are missed. This means that some children may not learn everyday vocabulary as quickly as they would otherwise. The school should continue to develop staff to engage in high-quality interactions.
- Some pupils do not fully understand British values, particularly the importance of religious tolerance. This means that some pupils are not yet fully prepared to encounter people from different religious backgrounds.

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.

Further information

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

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	143524
Local authority	Sunderland
Inspection number	10346642
Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	428
Appropriate authority	Board of trustees
Chair of trust	Pat Dutton
CEO of the trust	Graham Stephenson
Headteacher	Emma Jarvis
Website	www.dubmire.co.uk
Dates of previous inspection	25 and 26 September 2019, under section 5 of the Education Act 2005

Information about this school

- The school joined the Aim High Academy Trust in October 2016.
- The school has a Nursery class and provides full- and part-time places.
- The school offers a breakfast club and a range of clubs and activities after school.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, assistant headteachers, SEND coordinator and curriculum leaders.
- An inspector also met with the CEO of the trust, the chair and vice-chair of the trust and the local governing body.
- Inspectors carried out deep dives in these subjects: English, including early reading and phonics, mathematics, history, physical education and art and design. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also met with the leaders of science and computing. They spoke with pupils and looked at samples of their work.
- Pupils' behaviour and safety was evaluated in lessons and at lunchtime. The inspector also discussed this with pupils in single-sex groups.
- To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors reviewed the responses to the Ofsted Parent View online survey and spoke to several parents at the start and end of the school day. The online surveys for staff and pupils were also reviewed by an inspector.
- Inspectors reviewed a range of documentation, including documents related to governance, behaviour and attendance.

Inspection team

David Bailey, lead inspector	Ofsted Inspector
Janet Madden	Ofsted Inspector
Sonia Fraser	Ofsted Inspector

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