

INSPECTION REPORT

**DUNSTON HILL COMMUNITY PRIMARY
SCHOOL**

Dunston, Gateshead.

LEA area: Gateshead

Unique reference number: 108338

Headteacher: Mr Bill Foreman

Reporting inspector: Mrs Jean Morley
25470

Dates of inspection: 2nd - 4th July 2001

Inspection number: 191872

Short inspection carried out under Section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Community

Age range of pupils: 3 to 11

Gender of pupils: Mixed

School address: Dunston Bank
Dunston
Gateshead
Tyne and Wear

Postcode: NE11 9PY

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Appropriate authority: The governing body

Name of chair of governors: Mrs A Miller

Date of previous inspection: January 1997

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Dunston Hill is a large primary school to the west of Gateshead. Currently there are 432 pupils on roll, aged from three to eleven, and this includes those who, on a part time basis, attend the 22-place nursery unit. Eighteen per cent of pupils are on the register of special educational needs and this is a little below the national average. Almost all pupils are white. There are three for whom English is an additional language, but none is at an early stage of learning the language. The proportion of pupils eligible for free school meals is a little above the national average and socio-economic circumstances are slightly unfavourable. The school serves families from both private and council housing. When children join the school their attainment is broadly average.

HOW GOOD THE SCHOOL IS

This is an exceptionally good school, providing very good value for money. The quality of leadership and management by the headteacher and key staff are excellent. They are based on vision, rigour, attention to detail and a genuine appreciation of the efforts of all who work in the school. The team spirit this engenders is outstanding. The quality of teaching is very good and, of its many strengths, the most potent is the high expectation that teachers have of all pupils, whatever their ability. This expectation embraces work, appearance and conduct. By the time they leave the school, pupils achieve standards in English, mathematics and science that are well above average. Above all, however, they become remarkably responsible young people with an attitude to work and a level of maturity that belies their young age. They are a credit to their school.

WHAT THE SCHOOL DOES WELL

- Standards in English, mathematics and science are well above average, as is the quality of the presentation of work in pupils' books.
- Pupils are given a first class opportunity to develop as responsible young citizens. This fundamental emphasis on personal development is the lynchpin of the school's success.
- Leadership and management by the headteacher and key staff are exemplary. All staff and governors work together as a team, for the benefit of the pupils.
- The quality of teaching throughout the school is very good and is matched by the progress made by all pupils.
- By means of display of outstanding quality, the school provides 'wall to wall' stimulation for pupils.

WHAT COULD BE IMPROVED

There are no key issues for the school to address: it already achieves high standards in all it does, while constantly striving for further improvement.

The areas for improvement will form the basis of the governors' action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in January 1997 and the improvement secured since then has been very good. The school has worked hard and successfully to deal with the key issues raised in the last report. In particular it was charged with ‘improving the nursery accommodation’. Funding has been secured for an entirely new nursery building, and work is due to begin very shortly. Standards have improved significantly. For example, at the time of the last inspection, standards in English, mathematics and science were judged to be satisfactory. They are now very good. This significant improvement has been achieved without any lack of attention to other areas of the academic curriculum. Pupils are offered rich opportunities in extra-curricular activities, and special attention is paid to their personal development. These are achievements of which the school can be justly proud.

STANDARDS

The table below shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	B	C	A	A*
Mathematics	B	D	A*	A*
Science	B	C	A	A*

Key	
<i>very high</i>	A*
<i>well above average</i>	A
<i>above average</i>	
B	
<i>average</i>	C
<i>below average</i>	D
<i>well below average</i>	E

In the national tests at the end of Key Stage 2, in 2000, pupils achieved standards that were well above national averages in English and science and in the top five per cent nationally in mathematics. When compared with those of similar schools, all these results placed the school in the top five per cent nationally. For 2001, no national comparisons are yet available. However, the 2001 test results have been published to schools. They confirm that the school has exceeded the challenging targets it set, and maintained standards that appear to be well above average. Viewed over time, the trend in pupils’ attainment is above the national trend. Against the starting point of average attainment when pupils enter the school, this represents very good progress for all pupils.

The results of the 2001 national tests for pupils at the end of Key Stage 1 show pleasing attainment in reading, writing and mathematics. This supports the inspection finding that standards are above average at the end of the key stage. There are many impressive features in pupils’ work, and no significant weaknesses.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils are enthusiastic about their work and take a pride in all they do. They have a visibly mature attitude to their work.
Behaviour, in and out of classrooms	Pupils' behaviour is very good, both in and outside classrooms. Their maturity is such that they take responsibility for their own behaviour. They are proud of behaving well.
Personal development and relationships	By the time they leave the school, pupils are responsible young citizens. They all enjoy very good relations with all their teachers.
Attendance	Attendance is satisfactory and all lessons begin promptly.

The school's first priority is the personal development of its pupils; it is well and justly rewarded for its efforts. The outstanding success it achieves fuels the rapid progress the pupils make academically, because they have such good attitudes to their work and such good levels of personal maturity. Their self-esteem is positive; they take a pride in their personal appearance and a pride in their work.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Very good	Very good	Very good

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.

The quality of teaching is very good in all three key stages. Of the teaching seen during the inspection, 15 per cent was of the very highest quality, 45 per cent was very good, and 40 per cent was good. English, mathematics and the skills of literacy and numeracy are all taught very well. The one outstanding feature which makes the overall quality of teaching so good is the underlying and fundamental emphasis on pupils' personal development. The quality of this provision ensures that pupils develop extremely positive attitudes to learning. High academic standards follow almost as a matter of course. That is not to say that key elements of good lesson-by-lesson teaching are not in place. They are, and in abundance, but all pupils in this school learn that attendance, appearance and attitude to work are important. They learn that if they look smart they will feel good and they will work well. It is a recipe for success.

There are a number of other key strengths in the teaching: Teachers work together as a team, so that pupils hear consistent messages. They expect a lot of pupils, whatever their ability, and pupils meet these expectations. Work is carefully selected and graded in such a way as to be challenging yet achievable for all pupils. The school is alive with displays of superb quality, which challenge, interest, inspire and celebrate. These have a positive impact on pupils' personal and academic development.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Pupils are offered an exciting and stimulating range of activities: academic, sporting, cultural and social.
Provision for pupils with special educational needs	Provision is of very high quality.
Provision for pupils' personal, including spiritual, moral, social and cultural development	This is the lynchpin of the school's provision and holds together the ethos of the school. The moral and social aspects are outstanding, and spiritual and cultural provision is very good.
How well the school cares for its pupils	The school provides a good level of care.

The school places its main curricular emphasis on pupils' personal development. As a result of its high level of success in this, it fosters in the pupils a desire to learn and very good attitudes towards learning. Hence, there is a real work ethic in the school and all pupils work hard and make very good progress. The school provides a good level of pupil care through careful monitoring of both personal and academic progress. Regardless of their ability, all pupils are given the opportunity to do their best.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Leadership and management by the headteacher and key staff are exemplary. The members of the senior management team complement one another well and foster a real team spirit amongst staff. Despite already high standards, they continually seek improvement in all aspects of the work of the school.
How well the governors fulfil their responsibilities	There is a strong team spirit, both within the governing body and between governors and staff. All governors work hard to support the school.
The school's evaluation of its performance	The school has a very realistic view of its own performance. It takes a quiet pride in its outstanding achievements, but there is a complete lack of complacency.
The strategic use of resources	Resources are used well in all areas, notably in information and communication technology and provision for pupils with special educational needs.

The headteacher has a crystal clear vision for the school. He applies rigour to all he does and, while pursuing the big picture, pays attention to the detail. He maintains regular and personal contact with pupils as individuals. They like and respect him. He is also liked and respected by his staff and governors, all of whom pull their full weight in the teamwork that is a key feature in the school. An important result of this teamwork is that decisions are made and

policies implemented consistently and by everyone. Pupils receive the same messages, standards, and expectations from all their teachers all of the time. The school is highly successful in obtaining value from its spending decisions.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<p>More than 90 per cent of parents who responded felt:</p> <ul style="list-style-type: none"> • their child likes school and is expected to work hard. • pupils behave well and are helped to become mature and responsible. • teaching is good and the school is well led and managed. • parents are kept well informed and can approach the school with any concerns. • the school works closely with parents. 	<p>Fifteen per cent of parents felt:</p> <ul style="list-style-type: none"> • the amount of homework is not right.

The inspection team fully endorses all the positive views of parents. With respect to the concern about homework, inspectors feel that the homework for pupils is entirely appropriate. The school gives careful consideration to the type and amount of homework for pupils of all ages and abilities.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Standards in English, mathematics and science are well above average, as is the quality of the presentation in pupils' books.

1. Children enter the school with broadly average standards. By the end of Key Stage 1, standards in reading, writing, mathematics and science are good. By the end of Key Stage 2, standards in all of these areas are very good. To achieve very good standards at the end of Key Stage 2 - from sound standards on entry to the school - represents very good progress overall.

2. In the end of Key Stage 2 national tests in 2000, pupils achieved standards which, in comparison with those of all schools nationally, were well above average in English and in science and very high in mathematics. When compared with those of pupils in similar schools, the standards achieved by the pupils at Dunston Hill placed the school in the top five per cent nationally in each of these three areas of the curriculum. In English, the level was reached by 58 per cent of pupils, as against 29 per cent nationally. The corresponding figure for mathematics was 61 per cent and for science 58 per cent, in comparison with national figures of 24 per cent and 34 per cent respectively. The Year 2001 test results have been received by the school, although no national comparisons can yet be made. However, the school has exceeded the targets it set. The results reflect continuing high standards and very good progress through the key stage.

3. As with Key Stage 2, the school has the test results for pupils at the end of Key Stage 1 but there are no national comparative data yet available. However, the test results themselves are pleasing and encouraging. In reading, writing and mathematics they show a significant improvement over those achieved last year: from 78 to 84 per cent in reading, from 74 to 91 per cent in writing, and from 86 to 97 per cent in mathematics. The proportion of pupils achieving the higher level, Level 3, has also increased significantly this year: from 28 to 34 per cent in reading, from 10 to 19 per cent in writing, and from 14 to 24 per cent in mathematics.

4. There are a number of factors which combine to enable pupils to achieve so well:

- The headteacher and all staff demonstrate that they like and respect the pupils. They place great value on pupils' work, and this is clear to see in the outstanding displays throughout the school. Classrooms are safe and secure places in which to learn.
- The thoroughness with which literacy and numeracy skills are taught means that pupils have the skills at their fingertips to produce good work in all subjects.
- Pupils of all abilities rise to the expectations of them, and in relation to their ability to do so they all achieve very well.

5. Pupils speak with confidence in the classroom or in front of the whole school because they know their contributions will be listened to and valued. They listen very intently when their teachers speak to them and are attentive when a classmate is talking. Reading skills are very good, and a particular strength is pupils' level of understanding of what they read. Writing skills are very strong. The school has intelligently adapted the National Literacy Strategy for its own use. One notable

feature is that writing skills are regularly taught by teachers ‘modelling’ to pupils. Teachers write in a particular style / genre and pupils then imitate this in their own work, a method which is working successfully. As the basic skills of punctuation, spelling and handwriting are all so well established, pupils are able to concentrate their efforts on the quality and content of what they write. Both in English lessons and in lessons in other subjects, pupils have frequent, imaginative and challenging writing opportunities.

6. In mathematics, pupils have quick mental recall, and regular practice keeps this sharp. When work is set, it takes full account of pupils’ abilities and is varied accordingly. Expectations are high. For example, Year 2 pupils begin to understand inverse operations, and in presenting the time the most able are already adept at showing the hour, half-hour, and quarter-hour in three ways: digitally, in analogue form, or just in writing. Currently, close to 40 per cent of Year 6 pupils are working at Level 5 - one level higher than expected - and fewer than 10 per cent are working below the expected level, Level 4.

7. In science there is an adequate emphasis on investigative work. Pupils are not spoonfed by their teachers. They are encouraged to think for themselves. Literacy and numeracy skills support this subject, well as pupils are able to record the work they complete and the data they collect.

8. Pupils present their work well, clearly taking a pride in it. Their writing is neat and they do not need reminders to keep it that way.

Pupils are given a first class opportunity to develop as responsible young citizens. This fundamental emphasis on personal development is the lynchpin of the school’s success.

9. Ninety-eight per cent of the parents who responded to the parents’ questionnaire, and all those who attended the parents’ meeting, agreed that the school did a great deal to help their child to become mature and responsible. They felt that the values promoted by the school were the same values as those, which they promoted at home. Inspectors agree wholeheartedly with the view of the overwhelming majority of parents. Of the very many strengths of the school, this is the most outstanding.

10. The school’s work in relation to pupils’ personal development is exemplary. Pupils are rewarded for their attendance, their appearance and their attitude. They learn that a smart appearance will make them feel good about themselves. It raises their self-esteem and helps them to have good attitudes to their work. This in turn helps them to attain well. This very strong emphasis on personal development has done as much to raise standards as has the high quality of the day-to-day teaching the pupils receive.

11. Pupils are taught good behaviour habits from the day they start in the school, and behaving well is an accepted part of school life. Younger pupils are taught to look up to and respect the oldest pupils in school. The oldest pupils know that their conduct has to be beyond reproach so that they earn this respect. Year 5 pupils are currently taking on this mantle: they talk earnestly about the kind of responsibilities they will be expected to carry

next year. For The pupils now in Year 6, the success of the system can be seen in action: on a particularly hot day, a queue of Year 3 / 4 pupils had developed at the water fountain. They were not unduly noisy but a Year 6 pupil on duty walked to stand next to the pupils in the queue. They quietened immediately.

12. Pupils are unfailingly polite. They go out of their way to hold doors open for their peers, for their teachers, and for other adults. They are first with a greeting. They are happy to engage in conversation and give well-considered answers to a range of questions.

13. There is no embarrassment about assuming responsibility: pupils take it seriously. They have the maturity not to abuse the trust that has been placed in them, and they carry out their duties within the boundaries of the school rules. The responsibilities that are given to them, however, are very 'real' ones. They go a long way beyond such duties as collecting registers and setting up the hall for assembly, which are typical expectations of pupils in many primary schools: The following are examples of the duties they do perform:

- Year 6 pupils run daily lunchtime activity groups: construction club, homework club, drawing club, and games club. These activities are open to pupils who, from time to time, would prefer one of these options to going outside to play. Responsibilities of the Year 6 pupils include organising the materials needed and remaining in the room to ensure that everyone behaves well. They do. Naturally there is a watching brief by one of the midday supervisory staff, but the Year 6 pupils rarely need their help.
- There is a School Council which comprises two pupils from each class in Years 2 to 6. Elections take place every term so that a large number of pupils have the opportunity to serve on the Council, which meets weekly and publishes a weekly newsletter. Its members negotiate, with their class teacher, a time when they can tell their classmates what has been discussed or decided. They collate playtime / lunchtime behaviour reports for all of the classes in the school and are responsible for deciding which class (or classes) have earned the reward of five minutes extra break. They use their newsletter as a means of getting important information to the whole school.
- They regularly assist the youngest pupils at lunchtime. They also patrol corridors, open doors when necessary, and generally keep a watching brief. They know the commitment they make, and do not abdicate their duties.
- Older pupils have had an important part to play in a road safety initiative. The school is situated in a busy area of Gateshead where traffic is heavy. Older pupils in school have been instructing younger ones about safe places and ways to cross the road. The project has been given a high profile and has been carried out extremely well. It has also been planned, of course, to reinforce safe habits in the pupils who are about to leave and who, in the future, will be more likely to be making their own way to and from school. The School Council has also been involved, for it was in its newsletter that details were circulated:

.....Details of the exact times have been given to the class teachers. Year 6 children should leave their classes quietly a few minutes before their given time and go across to their corresponding Year 2 class to meet up with the Year 2 children and trainers they will be accompanying. We hope the two afternoons will run smoothly and that the children will be, as always, a credit to our school whilst

out in the community.

14. All pupils in the school also learn from being involved in the local community. One big initiative, incorporating the road safety training mentioned above, is the school travel plan. It is a local education authority scheme aimed at reducing the number of car trips made to school by parents and staff, and at improving safety on the school journey. This is being used as part of the school's submission for its fourth Healthy School Award - as its whole school health promotion initiative. Even Key Stage 1 pupils can give five good reasons for walking to school.

15. The atmosphere created in the school halls through the use of fabric, plants, flowers, and the school's own altar cloths helps to make collective worship a spiritual experience for pupils. Very regular visits by the local vicar add to pupils' experiences. Links between the church and the school are strong, and at least once in every term the whole school gathers in the church for a service. Some pupils took part in Yew Tree Planting at the local comprehensive school in a ceremony which incorporated the dedication of the ground and the blessing of the yew tree. Pupils are very clear about what is right and wrong. They want to do the right thing and the school uses all possible opportunities to reward good behaviour, attitudes and actions.

16. Dunston Hill was one of just five schools in the authority to gain the Primary Physical Education Award in the last school year. Its submission for the current year is ready for assessment. Opportunities for personal development through physical education are outstanding. These are examples of some that were available to pupils during just one term of the current year.

- In October and November, Years 4, 5 and 6 received coaching from Newcastle United F.C. Following the coaching, a letter from the club said of the pupils, '...they were a credit to the school with their excellent behaviour and attitude.'
- In October the girls entered a 5-a-side football team tournament. The 'A' team won.
- Also in October, twelve athletes from the school were invited to a photo-shoot with Paula Radcliffe and Karl Keska to publicise the BUPA Great North Run. Fifty pupils then took part in the Junior event.
- In November the school entered – and won – the Gateshead Mini Basketball Tournament.
- In the same month the school entered the Gateshead schools gymnastic festival.
- There are also, of course, a number of regular school clubs, league events and, during the residential visits, adventurous activities on offer to pupils.
- In December, 28 pupils took part in the Junior Great North Winter Run.

17. Opportunities are equally impressive in music and drama:

- Gurukul Indian musicians played for pupils, as did a Paraguayan band.
- Dr. Renwick and friends performed their musical roadshow, 'My Busy Body'.
- Pupils went to the City Hall to 'Sing for Pleasure'.
- All pupils enjoyed the local authority music workshop.
- The choir sings at many venues, sometimes to support its nominated charities, such as Barnardo's.
- Some pupils are in the Gateshead Youth Orchestra and joined them for a performance at the Shipley Art Gallery.

- There are regular opportunities for pupils to perform: ‘The Rocky Monster Show’ and ‘Jonah and the Whale’, for example.
- There are instrumental opportunities within school for all pupils who are keen to learn.

Leadership and management by the headteacher and key staff are exemplary. All staff and governors work together as a team, for the benefit of the pupils.

18. Quietly, and yet with huge impact, the headteacher establishes an environment in which all enjoy working. He has a crystal clear vision for the development of the school. At the heart of this vision is the development of the whole child. The skilled support he receives from the key staff in helping to achieve it is impressive. The headteacher delegates well and his staff execute their part skilfully. He values all who work and learn in the school. The adults all know that their work is genuinely appreciated and that help is at hand should they need it. The pupils are happy because they are made to feel precious, by everyone who works in the school, and because their work is highly prized. The standards set by the headteacher are outstandingly high and these are mirrored by his staff. They are, in turn, reflected in the way pupils behave, and in their appearance, their attitudes, and their impressive development as responsible young citizens.

19. The planned work of the school is presented in the school development plan. This is a working document of outstanding quality.

20. Staff are happy to work in the school, and the spirit of teamwork is particularly strong. It is noticeable to observers that whatever is decided upon, and/or written into a policy, is then acted upon by all staff. This means that pupils receive consistent messages about all aspects of their life in school – the smartness expected, standards of behaviour, levels of responsibility and expectations of work. They also receive warmth and respect in equal measure from all their teachers, and learn that it is safe to try out ideas as they learn. They also receive warmth and respect in equal measure from all their teachers and learn that, because their classrooms are warm and secure places to be, it is safe to try out their ideas as they learn.

21. Teachers say that the headteacher is a frequent and welcome visitor to their classrooms. He monitors teachers’ work both informally and formally, comments on pupils’ work on display, and talks both with teachers and with the children about the work that is taking place. There is more formal monitoring of teachers’ work as part of the school’s performance management arrangements, another process that they find supportive. There is a rigorous, regular and systematic procedure for looking at the work in pupils’ books, and this has been established for some time. Co-ordinators are equally rigorous in their monitoring role and have time each term to fulfil this. The physical education co-ordinator, for example, was observed talking with pupils to check on how effectively the subject was being taught. Training takes meticulous account of the needs of individuals and of the development needs in the school, and it is offered to teaching and non-teaching staff alike. All these features combine into a high quality package of monitoring, evaluation and development of teaching.

22. There is good support for staff who are new to the school, to the profession, or both. There are clear channels of communication, an excellent mentoring system for newly qualified staff, and a clear awareness of the importance of incorporating new people into the school team.

The quality of teaching is very good throughout the school and this is matched by the progress made by all pupils.

23. The quality of teaching is very good overall and never less than good. Taken in the broadest sense, 'teaching' in this school comprises a cleverly planned and successfully executed combination: it is a partnership between academic instruction and systematic, sensitive development of pupils' personal qualities. These two elements are developed in tandem and the effect is impressive: it helps pupils to get the best from lessons and, as a result, the academic success they achieve is significantly enhanced. That is not to say that they do not need - and receive - skilful teaching. They do. However, they are particularly receptive to whatever is planned for them because good attitudes have been so carefully fostered.

24. There are no weak teachers in the school. Although only 20 lessons were seen during the inspection, evidence was also derived from careful scrutiny of pupils' work and several discussions with pupils. It confirmed that the good, very good and excellent teaching that typified the period of inspection was no different from that of a routine week. Of the lessons observed, the quality of teaching was of the highest quality in 15 per cent, very good in 45 per cent, and good in the remaining 40 per cent. It is clear from this profile that there are no weak features in teachers' work. There are, of course, a number of strengths:

- The teachers at Dunston Hill are constantly seeking improvement in what they do. They mull ideas over together, and make changes when they are happy that these will work to the benefit of the pupils and the standards they achieve. An example lies in the significant adaptations to the way in which literacy is taught. The spirit of the National Literacy Strategy has been maintained, but the adaptations have freed up an hour or more per week to give pupils opportunities for working on longer pieces of writing. The high quality of pupils' written work is testament to the success of the initiative.
- Planning is meticulous. Teachers work together to plan, and learn from each other in the process. The youngest and most inexperienced on the staff say that their ideas and contributions are valued. At the same time they say that help is always at hand. An added strength is that any decisions to make changes are genuinely corporate. When a decision has been made, everyone supports it by putting it into practice.
- Expectations of pupils are phenomenally high. This goes for all pupils, regardless of their ability. They are constantly challenged to think for themselves. In a Year 6 science lesson, for example, pupils had access to a voltameter, a lux meter, batteries, bulbs and cable. They were asked to design an investigation for themselves, to carry it out, and to record their results. They did.
- Assessment is very good, including the systems that are in place and the way in which assessment information is used. Analysis of data is used to highlight weaker areas and appropriate action is taken. All staff are skilled at ensuring that pupils know how well they are doing. Pupils have targets and they know what these are. The targets are challenging, yet achievable over a realistic timescale.

- Teachers manage pupils skilfully and engender the very mature approach to work that all pupils have. This is visible in every lesson and in the neat appearance of all written work.
- Support to pupils with special educational needs is very good. The school employs a mixture of strategies, which involve supporting pupils in the classroom and providing small group sessions in a different room. Work with these pupils is rigorous and the progress they make matches the high level of provision that is afforded to them. The quality of this provision is testament to the determination to include all pupils in what the school offers.
- There is inclusion, too, for the most able pupils in the school. Teachers, as part of their wider role, present pupils with a range of opportunities. Those with musical talent already play for Gateshead Youth Orchestra. Sporting opportunities - as is clear from detail in an earlier section of this report - are plentiful. Teachers give very freely indeed of their own time to provide opportunities in both of these areas. Furthermore, now that it has raised academic standards to their current, very high levels, the school is turning its attention to offering the opportunity - to those who are able - to work at Level 6. Through assessment, the school has identified pupils, currently in Year 5, who are already working at Level 5. A special programme will be on offer to this group of pupils from September, with the specific aim of helping them to achieve this outstandingly high level.

Through display of all kinds, the school provides ‘wall-to-wall’ stimulation for pupils.

25. There is great attention to detail in every aspect of the work of the school, and the quality of display is no exception. Visually, classrooms and common areas provide a vibrant learning experience for pupils. However, the effect is not easily achieved, as much hard work is needed to make the high windowed classrooms and halls such exciting places to be. Nevertheless, the finished result is well worth the effort that teachers put into it, because it makes an impact on pupils’ personal and academic development in a range of ways. The displays create atmosphere and make each place feel special, engaging the pupils’ interest and informing them. Finally, they celebrate pupils’ achievements and show them how much their work is valued.

26. Some examples will illustrate these points:

- To walk into a reception year classroom resembles a walk across an ocean floor. A shark lurks, a giant octopus dangles and ocean plants wave overhead. It is a wonderfully exciting place to be. So too is the nursery, which at the moment has a similar theme.
- The art-work currently on display in the Key Stage 1 hall is of superb quality. Reception age children and pupils aged six and seven have worked in the styles of Van Gogh, Picasso and Seurat to produce work that belies their young age. In particular, the ‘Starry Night’ work is outstanding.
- In the same hall some furniture has been totally transformed with an array of plants and some draped fabric. This now creates a focal, altar-like feature that adds dramatically to the spiritual experience for pupils in collective worship. Each of the school halls has

an altar cloth, candles and a cross, which add to the focal features when pupils join together for worship.

- There are interactive displays. One, for example, shows the work of pupils who have written in the style of J.K.Rowling. The challenge is to find the one penned by J.K. Rowling herself and, with such good matches of style amongst the pupils' own work, this is not an easy task. Some more of this high quality work is currently on display in the major book-shop in Gateshead's Metro Centre.
- A visit to Segedunum Roman Fort is inspiration for a 3D display, and the red and black colour scheme adds to its impact. The display celebrates the high quality work that pupils have produced.
- A stunning poetry display in a Year 6 classroom is the outcome of a dual purpose exercise. The pupils were taught about haiku, the three-line, 17-syllable poem of Japanese origin. These poems were then used to give to pupils who were settling in with a new teacher the opportunity to think about relationships. Pupils' work is sensitive and perceptive. The following is an example of what they were able to produce:

*Crying is not wrong
Sometimes it is releasing
Pain that hurts inside.*

- Pupils in other classes have fun with words, too, and their work is displayed for all to enjoy. In Year 2, for example, pupils experiment with jokes – 'What do ducks use when they cook?' 'A cluckery book.' 'What is a snake's favourite lesson?' 'Hisssstory'. Pupils in Year 4 copy the technique used by published poets to experiment with puns:

*Do dogfish chase catfish
Do they growl and bark?
Are jelly fish all jiggly?
Do starfish light up in the dark?*

- The classroom assigned to teaching pupils with special educational needs has been made cosy, with the use of screens covered with informative displays. The brightly coloured tables make it attractive to work in, and there is a range of easily accessible stationery resources from which pupils can select.

WHAT COULD BE IMPROVED

27. The school is very modest about its achievements. It is not surprising, therefore, that it never feels it is doing well enough. It continually seeks to improve, and the areas currently under scrutiny are fully elaborated in the school development plan, an exemplary and working document. The areas earmarked for development are entirely appropriate and there are no omissions.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	20
Number of discussions with staff, governors, other adults and pupils	19

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
15%	45%	40%	0%	0%	0%	0%

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	22	410
Number of full-time pupils known to be eligible for free school meals	0	89

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	4
Number of pupils on the school's special educational needs register	0	75

English as an additional language

	No of pupils
Number of pupils with English as an additional language	3

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	11
Pupils who left the school other than at the usual time of leaving	30

Attendance

Authorised absence

	%
School data	6.5
National comparative data	5.2

Unauthorised absence

	%
School data	0.2
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year:	Year	Boys	Girls	Total
	2000	33	25	58

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC Level 2 and above	Boys	24	23	28
	Girls	21	20	22
	Total	45	43	50
Percentage of pupils at NC Level 2 or above	School	78(80)	74(88)	86(86)
	National	83(82)	84(83)	90(87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 2 and above	Boys	23	27	24
	Girls	20	22	21
	Total	43	49	45
Percentage of pupils at NC Level 2 or above	School	74(89)	84(86)	78(95)
	National	84(82)	88(86)	88(87)

Percentages in brackets refer to the year before the latest reporting year.

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year:	Year	Boys	Girls	Total
	2000	36	31	67

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	29	33	33
	Girls	29	26	31
	Total	58	59	64
Percentage of pupils at NC Level 4 or above	School	87(69)	88(68)	96(95)
	National	75(70)	72(69)	85(87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	30	33	33
	Girls	27	27	31
	Total	57	60	64

Percentage of pupils	School	89(82)	90(77)	96(88)
at NC Level 4 or above	National	70(68)	72(69)	79(75)

Percentages in brackets refer to the year before the latest reporting year.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	1
Pakistani	0
Bangladeshi	0
Chinese	0
White	429
Any other minority ethnic group	2

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	3	0
Other minority ethnic groups	0	0

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes:

YR – Y6

Total number of qualified teachers (FTE)	18.2
Number of pupils per qualified teacher	23.8
Average class size	27.3

Education support staff:

YR – Y6

Total number of education support staff	5.2
Total aggregate hours worked per week	175

Qualified teachers and support staff:

Nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	22.0

Total number of education support staff	1
Total aggregate hours worked per week	25

Number of pupils per FTE adult	11:1
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FTE means full-time equivalent.

Financial information

Financial year	2000
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	£
Total income	856289.00
Total expenditure	842962.00
Expenditure per pupil	1952.00
Balance brought forward from previous year	16032.00
Balance carried forward to next year	29359.00

Results of the survey of parent's and carers' survey: Dunston Hill Community Primary

Questionnaire return rate

63.2%

Number of questionnaires sent out	432
Number of questionnaires returned	273

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	65.9	30.0	3.7	0.3	0
My child is making good progress in school.	58.6	37.4	3.3	0	0.7
Behaviour in the school is good.	55.3	44.0	0.7	0	0
My child gets the right amount of work to do at home.	39.2	47.6	11.0	1.5	0.7
The teaching is good.	65.2	30.4	3.0	0.7	0.7
I am kept well informed about how my child is getting on.	52.0	39.6	6.2	1.1	1.1
I would feel comfortable about approaching the school with questions or a problem.	69.6	29.3	0.4	0.7	0
The school expects my child to work hard and achieve his or her best.	71.4	28.6	0	0	0
The school works closely with parents.	52.7	42.5	3.3	0.7	0.7
The school is well led and managed.	65.6	31.1	1.8	0.4	1.1
The school is helping my child become mature and responsible.	63.7	34.4	1.1	0.4	0.4
The school provides an interesting range of activities outside lessons.	47.2	41.3	5.2	0.4	5.9