



# Dunston Primary School

## Inspection Report

**Unique Reference Number** 112777  
**LEA** DERBYSHIRE LEA  
**Inspection number** 279017  
**Inspection dates** 7 February 2006 to 8 February 2006  
**Reporting inspector** Mrs. Susan Hall LI

This inspection was carried out under section 5 of the Education Act 2005.

|                                    |                    |                           |                    |
|------------------------------------|--------------------|---------------------------|--------------------|
| <b>Type of school</b>              | Primary            | <b>School address</b>     | Dunston Lane       |
| <b>School category</b>             | Community          |                           | S41 8EY            |
| <b>Age range of pupils</b>         | 3 to 11            |                           |                    |
| <b>Gender of pupils</b>            | Mixed              | <b>Telephone number</b>   | 01246450601        |
| <b>Number on roll</b>              | 259                | <b>Fax number</b>         | 01246 450611       |
| <b>Appropriate authority</b>       | The governing body | <b>Chair of governors</b> | Mrs.Karon Glynn    |
| <b>Date of previous inspection</b> | Not applicable     | <b>Headteacher</b>        | Mrs. Linda Burgess |

| Age group | Inspection dates                     | Inspection number |
|-----------|--------------------------------------|-------------------|
| 3 to 11   | 7 February 2006 -<br>8 February 2006 | 279017            |

---

© Crown copyright 2006

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

This is a slightly larger than average size primary school on the urban edge of Chesterfield in Derbyshire. The number of pupils eligible for free school meals is above average. The proportion of pupils with learning difficulties or disabilities is average overall, although within some individual year groups it is high. The majority of these pupils have moderate learning needs or emotional and behavioural difficulties. There is a very small number of children who are looked after by the local authority. Movement of pupils to and from other schools is average. Almost all pupils are from White British heritage, with only a very small number at an early stage of speaking English as an additional language.

## Key for inspection grades

|         |              |
|---------|--------------|
| Grade 1 | Outstanding  |
| Grade 2 | Good         |
| Grade 3 | Satisfactory |
| Grade 4 | Inadequate   |

## **Overall effectiveness of the school**

### **Grade: 3**

This is an improving school that provides pupils with a satisfactory education and has several good features. The inspection judgement differs from the school's own evaluation of itself as being good. Nevertheless, a significant factor in recent improvement is the firm lead provided by the headteacher. She has established a vision for improvement firmly based on raising standards and challenging any lack of expectation of what the pupils can achieve. Virtually all parents and pupils think that the headteacher and staff are doing a good job and, as a result, the school's popularity is growing. Improvement since the last inspection has been sufficient and the school provides satisfactory value for money. Standards at the end of the Foundation Stage match the expected goals and children in Nursery and Reception classes achieve satisfactorily overall. In Year 6 last year, the high proportion of pupils with learning difficulties and disabilities affected the standards attained in the national tests. Pupils currently in Years 1 to 6 achieve satisfactorily overall and standards are average. Girls generally do better than boys, especially in writing. Teaching is satisfactory overall. Teachers provide a suitable range of activities that meet the needs of higher and lower attaining pupils. However, provision for the youngest children in the Foundation Stage lacks vibrancy and challenge. Leadership and management are satisfactory overall, with the headteacher providing a strong steer to the school and consistently good leadership. This has enabled staff to prioritise areas for further development. More remains to be done to embed recent improvements, including monitoring the work of the school which currently lacks evaluative rigour.

### **What the school should do to improve further**

- Continue to raise the standards achieved, particularly in boys' writing.
- Ensure vibrant and challenging learning in the Foundation Stage by developing the facilities and activities for the children.
- Ensure that procedures to monitor and evaluate the work of the school are applied rigorously in order to identify the steps needed to bring about further improvement.

## **Achievement and standards**

### **Grade: 3**

Children enter the school with an unusually wide range of skills. School records show that there are high and low attaining pupils in some year groups and relatively few of average ability. Initially many children have low levels of communication skills, they speak infrequently and with a lack of clarity. They make satisfactory progress in the Foundation Stage, although this is better in Reception than Nursery. Children generally meet the targets expected for their age when they enter Year 1. The standards attained by pupils from Year 1 to 6 are average. This shows that there has been an improvement from the standards achieved in national tests at the end of Year 6 last year. This group of pupils contained a much higher proportion of pupils with learning difficulties and disabilities than in other years. The school set challenging targets, relevant to the

cohort, but these were not met in 2005. Pupils make satisfactory progress overall and they often do better in mathematics than in English and science. The very small number of looked-after pupils, those with learning difficulties and disabilities and those from minority ethnic groups all achieve satisfactorily. However, girls consistently do better than boys, particularly in writing.

## **Personal development and well-being**

### **Grade: 2**

Personal development and well-being are good. Most pupils have good attitudes and behave sensibly. They are polite and well able to express what they think. Many say that they are expected to be honest and reliable at all times. The school council is effective in allowing pupils to carry out practical suggestions for improving the school. Provision for spiritual, moral, social and cultural development is good. Pupils learn right from wrong, but say that there is a small amount of bullying, though staff do as much as possible to prevent it. Pupils understand why they should be safe and lead healthy lifestyles, and they learn how to get along with each other and become independent. Pupils and staff from other schools have successfully helped them to train for their roles as playground mediators. Pupils increase their economic awareness sufficiently by raising money for local and overseas charities. They enjoy visits to the local area and visitors to the school. Attendance is satisfactory for the large majority of pupils, although a number of families take holidays in term time despite the school's firm stance on this.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

The quality of teaching and learning is satisfactory, though the school thinks that it is better than this. Teaching and learning have improved well since the last inspection but there are still shortcomings in the balance between adult-led and free-choice activities, particularly in the Foundation Stage. Staff provide children with a satisfactory range of practical activities. However, in the Nursery there are many missed opportunities to develop and extend their thinking and imagination through well focussed, vibrant and stimulating teaching. Teachers have high expectations of pupils' attitudes to work and behaviour. Most lessons are lively and proceed at a good pace. Staff provide effective support for pupils' differing needs. Teachers make good use of questions, and learners follow instructions promptly. The aims of lessons are successfully shared at the start of lessons and generally well reviewed at the close. Occasionally, lesson introductions are too long and some pupils lose sight of the purpose of their learning. To raise standards, staff have rightly identified the need for greater involvement of learners, particularly boys, in talking, listening, observing and investigating. Where teaching is outstanding, staff promote pupils' confidence successfully in applying their ideas in real-life situations. Teachers are effective in their use of praise and they give sensitive encouragement to pupils. Newly-developed

assessment procedures provide a good indication of how pupils are getting on. Teachers' marking helps pupils to identify what they need to do to improve.

## **Curriculum and other activities**

### **Grade: 3**

The curriculum is satisfactory. It is broad and balanced, and is appropriate to the needs of all learners. It meets requirements and effectively prepares pupils for the next stage of education. The quality of teachers' planning is satisfactory, although this is not specific enough in Nursery where activities are not imaginative enough. In the best practice, teachers successfully use assessment information to build on pupils' previous knowledge and identify their specific learning needs, but this is not yet consistent throughout the school. The school has an effective programme for pupils' personal, social and health education and citizenship and they develop an effective understanding of safe and healthy living. Pupils enjoy and support a good range of after-school sporting and other activities and, through these, they successfully develop their part in the wider community.

## **Care, guidance and support**

### **Grade: 2**

Pupils are well cared for, guided and supported. Procedures for child protection are secure and well managed. Pupils are taught how to act in a safe and healthy manner, and become independent in their thinking and behaviour, setting them up well for their future. Good premises and equipment help pupils' learning in many ways. However, more seating is required for playground areas for those who wish to take part in quieter activities. Pupils receive good guidance in their learning and in how they should behave. Mostly, they are involved in setting their own targets, as in English and they understand these targets, and try to meet them. Pupils are well supported by staff, whatever their particular needs. As one pupil said, 'Teachers push us to do what we can, and then a bit more'. The School Council is encouraged to support pupils throughout the school, and pupils are given 'ownership' of many developments.

## **Leadership and management**

### **Grade: 3**

Leadership and management are satisfactory overall, which does not quite match the school's own evaluation of itself as being good. A significant factor in recent improvements has been the calm and very well focussed leadership provided by the headteacher. She has a determination for improvement, firmly based on raising standards and not accepting limited expectations of what the pupils can achieve. She has worked hard with staff and parents to establish a sense of purpose and create an environment where everyone feels valued and appreciated. The school now has the capacity for further improvement. The school's procedures for self-evaluation are satisfactory. The views of all members of the school community, including parents, are welcomed in school improvement planning. Senior staff now have a firm grasp of

their roles. The deputy headteacher, Foundation Stage manager, subject leaders and governors all provide satisfactory and improving leadership in areas for which they hold responsibility. Much has been done to improve provision in the Foundation Stage but more remains to be achieved to ensure this is vibrant and consistently challenging. Staff work well in teams and are developing sound procedures to monitor the quality and effectiveness of the school. However, the work undertaken lacks evaluative rigour in identifying exactly what needs to be done to improve. Governors have extended their involvement in the strategic management of the school and realise they can develop their roles further.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).



## Inspection judgements

|  |                       |              |
|--|-----------------------|--------------|
| <i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i> | <b>School Overall</b> | <b>16-19</b> |
|--|-----------------------|--------------|

### Overall effectiveness

|  |     |    |
|--|-----|----|
| <b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b> | 3   | NA |
| How well does the school work in partnership with others to promote learners' well-being?  | 3   | NA |
| The quality and standards in foundation stage  | 3   | NA |
| The effectiveness of the school's self-evaluation  | 3   | NA |
| The capacity to make any necessary improvements  | Yes | NA |
| Effective steps have been taken to promote improvement since the last inspection   | Yes | NA |

### Achievement and standards

|  |   |    |
|--|---|----|
| <b>How well do learners achieve?</b>   | 3 | NA |
| The standards <sup>1</sup> reached by learners   | 3 | NA |
| How well learners make progress, taking account of any significant variations between groups of learners | 3 | NA |
| How well learners with learning difficulties and disabilities make progress                              | 3 | NA |

### Personal development and well-being

|   |   |    |
|---|---|----|
| <b>How good is the overall personal development and well-being of the learners?</b>                           | 2 | NA |
| The extent of learners' spiritual, moral, social and cultural development                                     | 2 | NA |
| The behaviour of learners   | 2 | NA |
| The attendance of learners  | 3 | NA |
| How well learners enjoy their education   | 2 | NA |
| The extent to which learners adopt safe practices   | 3 | NA |
| The extent to which learners adopt healthy lifestyles   | 2 | NA |
| The extent to which learners make a positive contribution to the community                                    | 2 | NA |
| How well learners develop workplace and other skills that will contribute to their future economic well-being | 3 | NA |

### The quality of provision

|   |   |    |
|---|---|----|
| <b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>          | 3 | NA |
| <b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b> | 3 | NA |
| <b>How well are learners cared for, guided and supported?</b>   | 2 | NA |

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

|  |     |    |
|--|-----|----|
| <b>How effective are leadership and management in raising achievement and supporting all learners?</b>                                       | 3   | NA |
| How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education | 3   | NA |
| How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review      | 3   | NA |
| How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can                     | 2   | NA |
| How effectively and efficiently resources are deployed to achieve value for money  | 3   | NA |
| The extent to which governors and other supervisory boards discharge their responsibilities  | 3   | NA |
| The adequacy and suitability of staff to ensure that learners are protected  | Yes | NA |

|   |     |
|---|-----|
| <b>The extent to which schools enable learners to be healthy</b>  |     |
| Learners are encouraged and enabled to eat and drink healthily  | Yes |
| Learners are encouraged and enabled to take regular exercise  | Yes |
| Learners are discouraged from smoking and substance abuse   | Yes |
| Learners are educated about sexual health   | Yes |
| <b>The extent to which providers ensure that learners stay safe</b>   |     |
| Procedures for safeguarding learners meet current government requirements                                   | Yes |
| Risk assessment procedures and related staff training are in place  | Yes |
| Action is taken to reduce anti-social behaviour, such as bullying and racism                                | Yes |
| Learners are taught about key risks and how to deal with them   | Yes |
| <b>The extent to which learners make a positive contribution</b>  |     |
| Learners are helped to develop stable, positive relationships   | Yes |
| Learners, individually and collectively, participate in making decisions that affect them                   | Yes |
| Learners are encouraged to initiate, participate in and manage activities in school and the wider community | Yes |
| <b>The extent to which schools enable learners to achieve economic well-being</b>                           |     |
| There is provision to promote learners' basic skills  | Yes |
| Learners have opportunities to develop enterprise skills and work in teams                                  | Yes |
| Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form          | NA  |
| Education for all learners aged 14–19 provides an understanding of employment and the economy               | NA  |

**Text from letter to pupils explaining the findings of the inspection**

Following our visit to your school we would like to let you know what we found out, but first can we say a big thank you for making us feel welcome and for talking to us about the different things that you do. It was good to hear how you feel that your teachers listen to you and take good care of you. You probably saw quite a lot of us when we came into classrooms, the school hall and the playground. We have told the staff that you behaved well, and they are proud of you. We know that you like school and so we have talked with your headteacher and staff about how the school can look at ways of being better. The standards you reach have sometimes not been as high as everyone would like and so the staff will look at ways to help you all make quicker progress, especially the boys in their writing. The staff are also going to investigate how they can make learning for the youngest children even more exciting. They will also look at how well you learn in different classes and at your books and they will talk to you to see if you are doing the best you can. All the staff want you to do really well. To help you to do your best you need to make sure that you come to school regularly. Your headteacher has some really good ideas to make the school an even better place. You can all play an important part in this by working as hard as you can and being kind and helpful to everyone. All our best wishes. It was a pleasure to meet you.