

Dunswell Primary School

Inspection report

Unique Reference Number	117848
Local Authority	East Riding of Yorkshire
Inspection number	301757
Inspection date	12 July 2007
Reporting inspector	Tony Anderson

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School	61
Appropriate authority	The governing body
Chair	Mr Christopher Durnford
Headteacher	Mr Paul Johnston
Date of previous school inspection	1 October 2003
School address	Beverley Road Dunswell Hull HU6 0AD
Telephone number	01482 855279
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Age group	4–11
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Introduction

The inspection was carried out by an Additional Inspector.

Description of the school

Dunswell Primary School is much smaller than the average size primary school. A new headteacher was appointed in September 2006. Most pupils are of White British heritage but a small number are from minority ethnic backgrounds. A small percentage of pupils are entitled to free school meals and a small proportion has learning difficulties and/or disabilities. Pupils come from diverse social backgrounds and some travel a distance to attend the school. There is no school hall and physical education and sport are taught at the nearby sports centre. The school has achieved the Healthy Schools Award. Pupils are taught in three classes.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a good school. It has some outstanding features. Children enter the school with skills that are broadly typical for their ages. They make rapid progress in their early years at the school due to an outstanding curriculum and excellent teaching, which is exceptionally well planned and matched to their varying needs. Progress slows a little during their journey through Key Stage 2 but by the time they leave Year 6 most pupils achieve well and attain standards which are above the national average. Standards in writing, although above average, are lower than those in reading and mathematics, especially in Key Stage 2. Pupils with English as an additional language and those with learning difficulties and/or disabilities make good progress because of the close match of the school's provision to their specific needs.

An exceptionally warm and caring family ethos has a very clear and positive impact on pupils' attitudes and contributes exceptionally well to their personal development and well-being. As one child declared, 'We are all very happy here and we really enjoy our lessons and love our teachers'. Teaching is of an outstanding quality in the Foundation Stage and Key Stage 1. As a result, pupils make exceptional progress. This is significantly underpinned by an exciting and dynamic curriculum, which provides a very positive input to pupils' learning. Pupils' progress slows a little in Key Stage 2 but the headteacher has already identified this and has implemented improvements, which include utilising his own teaching skills, particularly in science, to add further support. As a result, standards in science have risen since last year. The school meets the pastoral needs of a few vulnerable pupils who are very well supported by the school's teaching and support staff in addition to a range of good external agencies. Pupils with learning difficulties and/or disabilities make good progress. The academic guidance given to pupils to ensure that they are aware of what they need to do to make further progress is improving but is not yet used consistently across the whole school.

Leadership and management are good with outstanding elements and the school is very well aware of its many strengths and areas for improvement. The headteacher has already formulated a very effective 'teamwork' environment linked to the outstanding family atmosphere, which he and his staff have helped to create, and which underpins all of the school's work. He and his senior colleagues have a crystal clear vision to take the school forward and a key component is to ensure that all pupils and parents have a positive voice in the school's onward development. Governors take a very keen interest in pupils' personal development and are increasingly providing strong elements of challenge to the leadership team in supporting pupils' achievement and progress. The school has clearly improved since the last inspection and it demonstrates a strong capacity for further improvement.

What the school should do to improve further

- Improve achievement and standards in English, particularly in writing at Key Stage 2.
- Extend the outstanding teaching and learning practice seen in the Foundation Stage and Key Stage 1 into the rest of the school.

Achievement and standards

Grade: 2

Pupils' achievement is good and standards are above average. Children enter the school with broadly average standards. They make exceptionally good early progress in the Reception/Year 1 class because of the very wide range of differentiated learning opportunities, which include

directed activities and those in which pupils have a degree of choice. In the second class covering Years 1 to 3, pupils continue to make very rapid progress and by the end of Year 2, their attainment levels are significantly above the national average and standards reached in reading and mathematics are particularly high. The rate of progress slows a little during Key Stage 2, but standards attained by the end of Year 6 are above the national average. Standards in English, although above average, are a little lower than those in mathematics and science. The few pupils with English as an additional language or with learning difficulties and/or disabilities are well supported and make good progress in response to the very positive help they receive.

Personal development and well-being

Grade: 1

Pupils' personal development and well-being are outstanding. They love coming to school as demonstrated by their high rates of attendance. Pupils relish the many opportunities provided to enhance their personal development; for example, by helping to tidy up classrooms and supporting the dinner time staff in converting the dining room back to a classroom each lunchtime. Members of the school council are very proud of their contribution to the school's healthy food initiative and in their work towards improving the environment through recycling. Pupils say that they feel highly valued and that the school is a safe and secure place to work and play. Even though a number of pupils gave the school a very high average mark of nine points out of ten, one pupil very tellingly remarked - 'well, no school is perfect'!

Pupils show significant initiative in the classroom and work constructively together on different tasks; such as, those seen in an excellent study of the Victorians in the lower part of the school. In this outstanding lesson, young pupils were dressed in Victorian costumes and they demonstrated sheer delight as their accelerated rate of learning through enjoyment was all too tangible. Pupils say that they like sport and that they are encouraged to take part in regular exercise routines and a wide range of healthy activities.

Pupils demonstrate in abundance their significant personal development through a wide range of social and academic settings within and beyond the school gates. They exhibited a very high level of respect and used their listening skills exceptionally well in a whole school assembly in which several pupils were selected to sit in the 'chair of fame' and give examples of their early accomplishments. They gasped in awe when two baby guinea pigs were gently lifted from what they thought was their secure hiding place under the straw; a very spiritual and magic moment. Pupils say that they really enjoy the many schools trips and extra-curricular activities. They demonstrate through their lessons and in discussion that they have an excellent awareness of the wider world and of the many different cultures and beliefs.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching and learning is good with some outstanding features. Although there are many instances in lessons of excellent teaching, particularly in the lower part of the school, this is not always the case. Typically, lessons in the Foundation Stage and Key Stage 1 include significant elements of planning, pace and challenge in addition to excellent relationships and high expectations with a clear match of work set for pupils in different ability groups. A wonderful 'day at the seaside' lesson in Reception demonstrated sheer enjoyment and very high quality of learning for younger children as they made sand castles in the outside play area.

Teaching in Key Stage 2 is more variable and the work planned is not always securely matched to different ability groups leading to a slowing up of progress. The many skills of teaching assistants are regularly used well, especially to support pupils who are struggling. The use of targets to help pupils know what they need to learn next is developing, but some older pupils are not always clear of what these are or when they have successfully attained them.

Curriculum and other activities

Grade: 2

The curriculum is good with some outstanding features. The early years and Key Stage 1 curriculum is outstanding and children are provided with an ever changing and exciting menu of learning opportunities leading to their rapid early progress in the school. The recently extended outdoor learning provision for younger pupils adds significantly to their learning opportunities and achievement. Close contacts with the nearby village sports hall allow pupils regular access to physical education, sport, dance and music. A group of older pupils are currently preparing to perform 'Uncle Crumble's Mad Machine' to parents and friends of the school in addition to making a presentation tour to other local schools. This significantly supports their personal development and well-being. There is a clear focus on the acquisition of basic skills and the school is addressing weaknesses in the English curriculum with an emphasis on pupils' writing. This is already leading to early signs of improvement in pupils' written work. The school further enriches the curriculum through its very strong partnership with other local schools and through many educational visits in addition to a variety of extra-curricular activities and clubs.

Care, guidance and support

Grade: 2

The quality of care, support and guidance is good. Exceptional use is made of a range of external service providers who add significant support to pupils with specific learning difficulties and/or disabilities. Child protection procedures are understood and staff work to agreed policies. Appropriate action is taken to audit health and safety systems. Vetting procedures for staff and visitors meet with the latest national guidelines. Pupils themselves are encouraged to report any problems or hazards to appropriate staff. The school's teaching and support staff utilise every opportunity to enhance the care provision by their inclusive approach to all pupils and by providing a high quality of pastoral support and welfare. Pupils are increasingly aware of class-based targets for improvement but the school's current provision of academic guidance leading to all pupils taking increased responsibility for their own learning is not yet working consistently and effectively across the whole school.

Leadership and management

Grade: 2

The leadership and management of the school are good with outstanding features. The headteacher provides very strong and passionate leadership aimed at improving pupils' access to a more enriched curriculum leading to the raising of achievement and standards. The headteacher and his senior leadership team have accurately identified priorities for development. The recent initiative of appointing a Foundation Stage and Key Stage 1 manager is already having an outstanding and beneficial effect on parts of the school's work and there is a clear determination to extend this exciting and dynamic provision to the whole school. The school has brought about changes to pupil assessment and tracking systems and the positive use of

these data can be seen in recent national test results. The school works very well in collaboration with parents who are regularly consulted on a range of initiatives and the vast majority indicate their very positive support for the work of the school.

Governors fulfil their statutory obligations and demonstrate a very positive level of commitment to the school through visits and attendance at regular meetings. In their capacity as critical partners, they provide significant support towards pupils' personal development and are increasingly holding the school to account for the progress and achievement of its pupils.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	1
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	1
The attendance of learners	2
How well learners enjoy their education	1
The extent to which learners adopt safe practices	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

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

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

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

14 July 2007

Dear Children

Inspection of Dunswell Primary School, Dunswell, Hull, HU6 0AD.

Thank you for being so kind and friendly to me when I recently visited your lovely school. You told me about many of the things you enjoy including how much you like your teachers and lessons. I am very grateful to those of you who kindly gave up some of your playtime to talk to me. You really had plenty to say and you told me all about the work of the school council and your excitement in preparing for the presentation over the next few days of 'Uncle Crumble's Mad Machine' to your parents and to children in other local schools.

Your attitudes and behaviour are outstanding and you are a great credit to your parents and to your teachers. You look after yourselves well and you take good care of each other. You very much enjoy coming to school and that is why your attendance levels are so high. You have a good understanding of how to keep healthy and really enjoy the many sporting activities and the use of the nearby sports hall.

I think that most of you learn very well at your school because your teachers give you lots of interesting and exciting things to do. You have all shown me your enthusiasm for learning but just occasionally, the work you are given does not give you enough challenge to do even better, particularly in writing.

After your well earned summer holiday, your headteacher and your teachers will be working to help you in two different ways.

- They will be helping you to improve your writing.
- They will be giving some older pupils a bit of extra challenge to help you improve your work even further.

Thank you again for making my visit to your school so enjoyable and good luck with your future learning and enjoyment!

Yours sincerely

Mr Tony Anderson

Lead Inspector