

# Dunston Riverside Community Primary School

## Inspection report

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<b>Unique Reference Number</b>	108367
<b>Local Authority</b>	Gateshead
<b>Inspection number</b>	309666
<b>Inspection date</b>	3 December 2007
<b>Reporting inspector</b>	Margaret Shepherd

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3-11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	212
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Bill Pickard
<b>Headteacher</b>	Mrs Julie Goodfellow
<b>Date of previous school inspection</b>	1 February 2004
<b>School address</b>	Colliery Road Dunston Gateshead Tyne and Wear NE11 9DX
<b>Telephone number</b>	0191 4334019
<b>Fax number</b>	0191 4334020

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## Introduction

The inspection was carried out by an Additional Inspector.

The inspector evaluated the overall effectiveness of the school and investigated the following issues: achievement and standards, personal development and well-being, curriculum, care, guidance and support and leadership and management. Evidence was gathered from lesson and break time observations, discussions with senior leaders and governors, scrutiny of pupils' work, assessment data, pupils' records and other documentation. Other aspects of the school's work were not investigated in detail, but the inspector found no evidence to suggest that the school's own evaluations were not justified. These aspects have been included in the report where appropriate.

## Description of the school

The school serves an area with significant social and economic deprivation. There is a much higher proportion of pupils eligible for free school meals than average. A small number of pupils come from a range of different minority ethnic groups, including a few who have English as an additional language. There are more pupils with learning difficulties and/or disabilities than average and many of these were recently admitted due to the closure of adjacent schools. There has been a high proportion of staffing changes this term. There are three new teachers to the school out of a staff of eight. Two of the new members of staff include the deputy headteacher and a newly qualified teacher. The Key Stage 1/Foundation Stage co-ordinator has moved from Year 2 and is in her first term of teaching the Nursery class.

## 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 with some outstanding features, which parents appreciate. The headteacher is outstanding in her determination to provide a high quality education for each pupil. She sets challenging targets for both pupils and staff and pupils make good progress throughout the school. In recent years, standards have been average or below average but have been steadily rising and, by Year 6, they are now broadly average. As standards of most children are well below what is typical for their age when they enter the school, this represents good achievement. Children make good progress in the Nursery and Reception classes, which provides a firm foundation for their future learning. Nevertheless, standards are below those expected for their age by the end of Reception. The results of Year 2 assessments rose to average in 2007. Pupils' achievement in science is outstanding. By Year 6, the results of the national tests are significantly higher than average in science. This is due to the rich and very well balanced science curriculum and the focus on providing practical experiences for pupils to develop their understanding. For example, pupils thoroughly enjoyed their visits to the local Discovery Museum and the Centre for Life, where they carried out exciting experiments. Pupils' progress is consistently good in writing. By Year 6, standards are average in this aspect of their work but their progress in speaking and listening is inconsistent.

Teaching and learning are good. Features of teaching include very good subject knowledge, a fast pace, an emphasis on collaborative work in groups or pairs, very high expectations of pupils and the use of a stimulating range of different practical activities. For example, Year 6 pupils were fascinated when they 'solved a murder' with the outline of the 'victim's body' taped out on their classroom floor. Many lessons provide profitable opportunities for pupils to talk to each other, which help to develop their speaking skills well. This is, however, inconsistent through the school. Some teachers spend too much time talking themselves, whether in whole-class sessions or in group work which results in pupils making slower progress. All teachers work well with teaching assistants and additional adults. This is particularly effective for supporting pupils with special educational needs and these pupils make good progress. Staff use their interactive whiteboards effectively and make sure that pupils understand what they are expected to learn during each lesson. The targeting of individual pupils helps them to extend their thinking and identify where they have made a mistake, but this is not consistent through the school. In some lessons, there is not enough questioning of pupils to ensure that pupils' different needs are always met.

Personal development and well-being are outstanding due to the very high levels of care, support and guidance. The school forges strong partnerships with a wide range of external specialists to support pupils' well-being. The headteacher was determined to make sure that the new group of pupils who have come into the school settled into the high expectations for behaviour. Together with the whole school staff, she has been very successful in this aim. Girls and boys show great maturity, working and playing sensitively with each other in racial harmony. Behaviour is excellent and is based on high-quality relationships. The school provides a wealth of opportunities for pupils to contribute to their own and the wider community, and pupils are proud of their efforts. For example, pupils interviewed local senior citizens about their experiences in the Second World War, produced a CD and then gave it to the local public library. Attendance rates are rising and are now average. This is due to the combined efforts of the headteacher and the administrative team. Pupils have an excellent understanding of how to keep safe and healthy. Their spiritual, moral, social and cultural development is outstanding.

Pupils respond reverentially in assemblies whilst their classmates read out prayers. Pupils are well prepared for their future lives; they are developing an understanding of the value of money through applying for grants for projects, such as improvements to their playground, or by helping to run stalls at the local annual community gala. The pupils' enjoyment of learning is obvious in their smiling faces, for example, showing the rest of the class how they multiplied two numbers, collaborating to carry out a play reading or, in the Foundation Stage, carrying another child in a little trailer behind a bike.

The school provides an outstanding curriculum. Exemplary features include the organisation of a school trip for every pupil in the first half of every term, which provides practical experiences for building future learning. The use of a key fiction text each term also works extremely well and pupils come to know and love these stories. The organisation of assessment across the curriculum is excellent. Pupils greatly appreciate the strategy of carrying out a task at the beginning of a unit of work, being provided with the key criteria they need to learn for the unit and then carrying out a task at the end of the unit. This gives them an excellent understanding of what they need to learn and they are very proud when they analyse how well they have progressed. The information and communication technology (ICT) curriculum was a weakness in the previous inspection; since then, the school has developed an outstanding ICT programme of work. The high quality of the curriculum provides very good continuity for pupils' learning as they progress through the school.

Leadership and management are good with outstanding features. The excellent leadership and vision of the headteacher have resulted in the outstanding personal development and curriculum, and is raising standards. She is relentless in her efforts to extend and improve the school's provision. Together with the chair of governors, she has worked to develop the scope and range of governors' contributions. The organisation of committees for raising standards, pastoral development and strategic planning works extremely well. The appointment of a business manager is particularly effective and ensures that resources and staff are deployed extremely efficiently. New senior leaders are settling into their new roles. The school's self-evaluation is good. Standards have risen since the previous inspection, particularly in science, ICT and personal development, and the quality of the curriculum is also better. The school has a good capacity for further improvement and provides good value for money.

## **Effectiveness of the Foundation Stage**

### **Grade: 2**

Children make good progress in both classes because teaching and learning are good with some outstanding features. Staff work closely together to provide a stimulating curriculum, covering the different areas of learning. The provision outside is particularly good and includes many interesting opportunities for learning across the full Foundation Stage curriculum. For example, picture books are readily available and children develop their early writing skills on the outdoor blackboards well. Personal development and well-being are excellent. Children from both age groups play happily together outdoors, with older children supporting younger children well. The strategy of providing additional challenges for Reception children works very well, with the older children relishing the extra tasks. The teaching of more able Reception children in numeracy is outstanding and these children make excellent progress. Leadership and management are satisfactory as the co-ordinator is in the very early stages of working within the team.

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

Ensure greater consistency in teaching through the school through:

- improving the development of pupils' speaking skills
- improving the effectiveness of teachers' questioning to extend pupils' learning.

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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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	1
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

### Achievement and standards

How well do learners achieve?	2
The standards <sup>1</sup> reached by learners	3
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 extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
How well learners enjoy their education	1
The attendance of learners	3
The behaviour of learners	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?	1
How well are learners cared for, guided and supported?	1

<sup>1</sup> 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**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	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 leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	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	1
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

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

4 December 2007

Dear Pupils

Inspection of Dunston Riverside Community Primary School, Gateshead, NE11 9DX

Thank you for being so very welcoming to me when I came to your school. You were all so friendly and helpful in answering my questions. I am writing to let you know what I found out.

I was most impressed with your excellent behaviour. In every lesson that I went in to, you were listening carefully and you settled down to work really quickly. You told me how much you enjoy learning and I saw how well you looked after each other in your classes and outside in the playground. I really enjoyed your assembly. You were all very respectful when the prayer that two of you wrote was read out. You make excellent contributions to both your school community and to Dunston. Your school council helps to make your school a better place; your playground partnership project sounds very exciting.

Your headteacher works extremely hard to make sure your school keeps improving. She works really well with your governors to make sure that your standards keep getting better and to help you achieve well as you move through the school. Your curriculum is excellent, particularly the visits that you go on every term and the book that you read each term, which you told me you really enjoy. I thought that the way you do a piece of work at the beginning of a unit, then find out what you have to learn and how to improve your work before doing a final piece of work is really effective. You were very clear when you told me what you have to do next to make your work better. Your teachers are good and they work very well with the teaching assistants and other adults in your lessons to help you to learn. All your staff take very good care of you.

You are very good at learning about science but I think that your teachers could help you to improve your speaking skills. I also think that some teachers should ask you more questions in lessons so that you can make even better progress. I wish you every success in your future lives.

Yours sincerely

Margaret Shepherd

Lead inspector