

# Dubmire Primary

## Inspection report

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<b>Unique Reference Number</b>	133558
<b>Local Authority</b>	Sunderland
<b>Inspection number</b>	316150
<b>Inspection date</b>	18 March 2008
<b>Reporting inspector</b>	Linda Buller

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	370
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Ethel Wilson
<b>Headteacher</b>	Mrs Joan Hobbs
<b>Date of previous school inspection</b>	1 June 2004
<b>School address</b>	Britannia Terrace Fence Houses Houghton le Spring Tyne and Wear DH4 6HL
<b>Telephone number</b>	0191 3823071
<b>Fax number</b>	0191 3823072

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## Introduction

The inspection was carried out by one Additional Inspector, who evaluated the overall effectiveness of the school and investigated the following issues: the quality of provision in order to improve achievement and standards in writing, particularly for boys, the quality of provision in Key Stage 1 for those pupils with learning difficulties and/or disabilities and the effectiveness of the use of monitoring information to bring about improvement for all pupils. Evidence was gathered from national published assessment data, the school's own records, parents' questionnaires, lesson observations and interviews with staff, pupils and governors. 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 judgements, as given in its self-evaluation form, were not justified, and these have been included where appropriate in this report.

## Description of the school

The school is larger than average. Nearly all pupils are from White British backgrounds, with very few who speak English as an additional language. The social and economic context of the school is below average. The proportion of pupils eligible for free school meals is above average. So too is the percentage of pupils with learning difficulties and/or disabilities, many of whom have emotional and behavioural difficulties. The school has a lower than average number of pupils who have a statement of special educational need. Children enter the school with skills that are below those expected for children of their age and often with very low communication, language and literacy skills. The school holds the Sports England Activemark Gold Award.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

Dubmire is a good school which provides a good standard of education for pupils and meets the needs of the local community well. One parent expressed the views shared by others when writing, 'Dubmire School is an integral part of the community and has a wide range of things for parents and children to do together.' Pupils' pastoral needs are well catered for; all safeguarding, child protection and health and safety procedures are in place. Partnerships with other agencies are good and are particularly effective in helping pupils who have learning difficulties and/or disabilities to access all that the school has to offer. Pupils enjoy coming to school and feel safe because staff take good care of them. They say that learning is fun with help always on hand if they find work difficult or are experiencing personal problems. Pupils are very proud of their roles as school councillors, house captains and playground monitors and contribute well to the happy, purposeful atmosphere in school. A few parents expressed concerns about the behaviour of a minority of pupils in some classes. The vast majority of pupils behave well. Pupils with emotional and behavioural problems are well supported to learn in class and this helps to prevent any disturbance to the learning of others. Rates of attendance are satisfactory.

Pupils achieve well because teaching is good overall. Most lessons are interesting. A variety of teaching styles captures the interest of pupils while maintaining a calm, purposeful atmosphere. In the best lessons, teachers are very clear about how they intend to move learning forward. This is shared effectively with pupils who fully understand what teachers want them to do. Occasionally, this is not the case and activities follow the planned curriculum without taking enough account of what pupils need to learn next. At these times, pupils are less clear about how these activities will help them to reach higher standards in their work. Pupils have good attitudes to learning and they are keen to answer questions. During independent activities and through detailed marking, teachers give good feedback to pupils on how well they are doing but this does not always extend to guidance about how to improve identified weaknesses.

Pupils start school with knowledge and skills that are lower than is typical for their age. By the time they leave in Year 6, standards overall are broadly average and the school consistently exceeds its challenging targets. Pupils generally make good progress, however there are some variations. Progress in Key Stage 1 and in writing throughout the school is satisfactory. Consequently, standards at the end of Year 2 remain below average.

Leadership and management are good. The school has worked hard to develop a culture of self-evaluation. There is an effective range of procedures in place to help it judge the quality of its provision and the progress being made by pupils. Information gained from these systems has been used well to implement a radical change of provision in the Foundation Stage and for pupils' transition into Year 1. This is now bearing fruit and children are making good progress as a result. Rigorous analysis of data has helped the school to recognise that whilst most pupils make good progress in mathematics and science, progress and standards in writing, particularly for boys, and in Key Stage 1, are a relative weakness. Improvements to the curriculum for the teaching of writing, and targeted support for pupils with learning difficulties and/or disabilities and for those who are in danger of underachieving have halted a decline in standards and the rate of pupils' progress is increasing. These initiatives are currently having a significant impact in upper Key Stage 2. There is still more work to be done to adapt the curriculum to meet the needs of boys and ensure that all pupils have enough opportunities to practice their basic literacy skills, particularly in Key Stage 1. Overall, the curriculum supports pupils' good personal

development and achievement, and a good range of extra activities help pupils to enjoy learning. Governors carry out their roles well and provide an appropriate degree of challenge to the school followed by good support to bring about change and improvement. The school has made good progress since the last inspection, particularly in the raising and sustained improvement of standards at the end of Year 6, and is well placed to continue to improve further.

## **Effectiveness of the Foundation Stage**

### **Grade: 2**

Provision in the Foundation Stage is good and results in children making good progress across all areas of their learning. School records indicate that prior to 2006 this was not the case. Rigorous monitoring identified that children's needs were not consistently met and that they were not making enough gains in their learning to prepare them for transition to Key Stage 1. Improvements in resources and a radical overhaul of curriculum provision, together with further training for staff, have led to substantial improvement. There is a good balance between teacher-led activities and those children choose for themselves. This helps them to learn from the teacher and develop skills to work independently. A strong focus on the acquisition of phonic knowledge is paying dividends, although opportunities are missed to reinforce this learning within the child-initiated activities. The provision is well managed and procedures for checking the progress made by children are secure. Standards are rising and there is now a similar proportion of children as seen nationally reaching the early learning goals set for children of this age.

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

- Increase the rate of pupils' progress in writing.
- Ensure that all teaching is focused on what pupils need to learn next.
- Adapt the curriculum to consistently meet the needs of boys, particularly in Key Stage 1.



## 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?	2
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?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	2
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

<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	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



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

20 March 2008

Dear Pupils

Inspection of Dubmire Primary, Sunderland, DH4 6HL

Thank you for the welcome you gave me when I visited your school recently to find out how well you are doing. Yours is a good school and I can understand why your parents and carers are pleased that you attend Dubmire. You are well cared for and it was good to hear that if anyone is unkind or thoughtless you know that your teachers will sort it out quickly. Your behaviour is good and it was clear that you enjoy learning and try hard to please your teachers. Lessons are generally interesting and fun, and most of you are doing well in your learning.

You told me that you really appreciated the excellent facilities provided in school and it is good to see how well these are used to keep you fit and to make sure the youngest children in the Nursery and Reception classes are doing well.

The school has worked hard to find out why you have not been doing so well with your writing and the changes they have made are beginning to help the oldest pupils to do better. I did notice however that the rest of the classes, and in particular the boys, need more help and the school is going to look closely at how this can be provided. Your school is also going to make sure that all your lessons build on what you already know and help you to take the next steps in learning. You can help with by continuing to try your best.

Thank you again for my lovely day in your school and a special thank you to those of you who took the time to share your views with me.

Yours sincerely

Linda Buller

Lead inspector