

Dunn Street Primary School

Inspection report

Unique Reference Number	108695
Local Authority	South Tyneside
Inspection number	324816
Inspection dates	22–23 April 2009
Reporting inspector	David Shearsmith

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School (total)	142
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Mrs Maureen Holt
Headteacher	Mr Stewart Reader
Date of previous school inspection	30 March 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Minster Parade Jarrow Tyne and Wear NE32 3QH
Telephone number	0191 4836619
Fax number	0191 4836619

Age group	3–11
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Introduction

The inspection was carried out by one additional inspector.

Description of the school

This is a smaller than average primary school, that serves a community with well below average social and economic indicators. The proportion of pupils eligible for free school meals is well above average and a below average proportion of pupils have learning difficulties and/or disabilities. Most pupils are of White British heritage with a small number of pupils from minority ethnic groups. There is Early Years Foundation Stage provision in the Nursery and Reception classes. The school has achieved the Activemark.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Dunn Street Primary School provides a good quality education and gives good value for money. Some of its features are outstanding, especially pupils' personal development, the enrichment within the curriculum, the relatively new outdoor provision and the Early Years Foundation Stage. Many parents returned the questionnaire and a typical comment was: 'The school has a lovely atmosphere, relationships between staff and children are good, there is respect for each other and the children thrive'. Teaching and learning, the curriculum and the care, guidance and support that pupils receive are all of a good quality. Arrangements for safeguarding pupils, including child protection and risk assessment, meet requirements. The school is a thriving community providing a purposeful learning environment which pupils say they enjoy. Their behaviour throughout the school is excellent. They have positive attitudes, enjoy learning and for the majority attendance is good. Good progress for most pupils in the basic skills ensures they are well prepared for the next stage of their education. Pupils' spiritual, moral, social and cultural development is outstanding as it is very well promoted through the wide range of stimulating and exciting opportunities to learn. Pupils develop a very good sense of community spirit and willingly take part in activities such as raising funds for local charities, looking after the school and developing its grounds.

The outcomes of the school's national tests and assessments, together with the school's own tracking data and work seen during the inspection, confirm that pupils make good progress overall throughout the school. Entering Year 1 with below average standards, pupils make good overall progress so that, by the time they leave in Year 6, standards are broadly in line with the national average. However, not enough pupils are reaching the higher levels in writing. Pupils who have learning difficulties and/or disabilities are well supported, by skilled teaching assistants and make outstanding progress from low starting points.

Pupils' achievement across the school is good because of good teaching. In lessons, there is good pace to learning and teachers make good use of information and communication technology (ICT). They ask good questions to extend pupils' language and move pupils on. The school is very good at meeting the needs of pupils who are identified as having learning difficulties and/or disabilities. The most able pupils, however, are not always sufficiently challenged to enable them to reach the higher levels in writing. Pupils have the opportunity to take part in a range of extra activities that enhance the way they learn. A broad and balanced curriculum gives pupils extensive opportunities to develop their awareness of the wider world giving learning a clear purpose and context. Pupils receive good feedback on their work but are not always involved in assessing their own and others' learning and consequently, do not always know their own next steps for improvement.

Leadership and management at all levels are good. The headteacher and other leaders ensure that the school runs smoothly and that school improvement is based on accurate evaluation of the school's outcomes. Systems for tracking pupils' progress are used effectively to strengthen learning. Governors provide good guidance and keep a good balance between offering support to the school and challenging it to do even better. The school's involvement in the local community and its ability to extend pupils' awareness of other beliefs and ways of life demonstrate its good contribution to community cohesion. Effective improvements have been made since the last inspection. Standards are rising and, for example, targets and tracking of pupils' progress are used more effectively. As a result, the school has good capacity to improve.

Effectiveness of the Early Years Foundation Stage

Grade: 1

Children get an excellent start to education in the Early Years Foundation Stage. Excellent induction and welfare arrangements help children settle and develop well. From an exceptionally low start, children make excellent progress, including in their personal and social development where they grow rapidly in confidence. By the end of Reception, their skills and abilities in other areas of learning are below average, particularly in communication, language and literacy. This is because some children start school with extremely limited speech and vocabulary. Children are clear about what they have to do, and work extremely well. They learn to follow routines, and begin to behave exceptionally well and with consideration for others. Productive relationships establish a real sense of security and happiness. Excellent teaching enables children to learn to work extremely well, both independently and cooperatively. Teachers and support staff plan very carefully to ensure that information collected from observations of every child helps guide activities to extend learning and identify areas for improvement. The very stimulating curriculum cleverly balances activities where children discover things for themselves and those where they work with an adult. For example, the hatching of ducklings during the inspection inspired children, broadening their knowledge rapidly. Strong leadership ensures that all children benefit equally from the provision. New facilities for a superb, extensive outdoor classroom, built since the last inspection, include gazeboes, trim trails and climbing walls, as well as quieter areas for reflection. These have a very positive impact not only on children's physical development, but on all areas of learning.

What the school should do to improve further

- Provide a higher level of challenge for more able pupils to improve their standards of writing.
- Involve pupils in assessing their own and others' learning.

Achievement and standards

Grade: 2

Pupils' achievement is good and standards are broadly average. Currently, pupils make good progress in Key Stage 1. As a result, standards in reading, writing and mathematics are rising and are an improvement on the 2008 Year 2 national assessments which were below average overall, with few pupils gaining above average levels in writing. Good progress continues through Key Stage 2 so that most pupils achieve standards that are broadly in line with the national average. Results for 2008 indicate that Year 6 pupils achieved well and made good progress overall but few of the more able pupils made the higher levels in writing. The school's focus on improving standards in writing for the more able is beginning to make a difference but has had insufficient time to influence significantly the last reported standards. Pupils with learning difficulties and/or disabilities are very well supported and make outstanding progress, as they are identified for support early and their needs are skillfully met in all lessons. Consequently, fewer pupils continue to have learning difficulties and/or disabilities than would be expected.

Personal development and well-being

Grade: 1

Personal development and well-being are outstanding, as is pupils' spiritual, moral, social and cultural development. Pupils have very positive attitudes towards their work and make excellent contributions to the school and its wider community. They are keen to take up responsibilities

and the school family groups are a very effective means for pupils to share ideas about developing the school. Involvement in the Jarrow festival and the 'Pride in Jarrow' initiative, as well as in the new Tyne crossing project, typify pupils' interaction with the local community. Pupils understand the needs of others very well and are very aware of issues of right and wrong, both in school and beyond; this results in outstanding behaviour. Most pupils achieve well in the basic skills which prepares them well for their future lives. Pupils' great enjoyment of school is reflected in their above average attendance. Pupils have a very good understanding of how to achieve a healthy lifestyle. High numbers of pupils take part in many sports teams, including Gaelic football, and eagerly take part in the 'Cook It' programme along with their parents. They are very aware of a range of situations in which they need to ensure their own safety, such as their use of the Internet and road safety.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good. Staff use their good subject knowledge to plan well paced lessons. In all lessons, the very good relationships staff have with their pupils ensure pupils behave extremely well and have very good attitudes to learning. Nevertheless, work is not always consistently challenging enough to extend learning for more able pupils in writing. The school has started to address this and in most classes, it is beginning to have a positive impact. Pupils work well together, particularly in pairs. They also work well independently. The work of teaching assistants is of a high quality; they are well trained and are deployed very effectively so that pupils who receive extra support make outstanding progress. Marking and feedback are generally good, but pupils are insufficiently involved in assessing their own and the work of others so they do not always know how to improve their own learning.

Curriculum and other activities

Grade: 2

Pupils benefit from a good curriculum with outstanding features in personal development and in the extended provision including outdoor learning. The curriculum is particularly well planned to meet the needs of mixed-age classes. Pupils have the opportunity to learn a wide range of extra skills, for example, through the young leaders programme. The great variety of visitors and enrichment activities available to pupils significantly improve their learning. For example, pupils enjoy learning French and all benefit from the opportunity to learn musical instruments. Sport is also a real strength of the school with pupils participating in a wide range of activities during and after school. Very good provision exists for pupils with learning difficulties and/or disabilities but strategies for supporting the more able in writing have not had sufficient time to impact on standards. The school works very successfully with many partners to boost pupils' learning and personal development. For example, secondary school teachers teach French to older pupils and the contractors for the new Tyne Tunnel have been acquainting pupils with basic engineering.

Care, guidance and support

Grade: 2

The school takes very good care of its pupils and all the required procedures for safeguarding, including child protection, are in place. Staff are highly committed to the care and support of

pupils' needs and strong partnerships with outside agencies ensure that these are well met. A very supportive learning environment ensures that pupils feel valued and get along with each other extremely well. Staff and pupils value and respect each other, creating a really harmonious community. Pupils enjoy their lessons and have real confidence in their teachers and support staff, knowing that any problems they face will be dealt with successfully. Systems for tracking pupils' progress, marking and feeding back to pupils are in place, although pupils are insufficiently involved in assessing their own and others' learning and this sometimes affects their progress, particularly for the more able.

Leadership and management

Grade: 2

Leadership and management are good. The headteacher has a clear vision for the future of the school and this is articulated in all aspects of school life. As a result, everyone works well together as a team to support the school, creating a stimulating and purposeful atmosphere for learning. The school also creates a safe and secure environment where everyone feels valued. Leaders set challenging targets and meet them. They check provision effectively through rigorous monitoring systems and put appropriate strategies in place to improve identified areas for development. This is seen in the strategies put in place, in response to a dip in standards in 2007. Therefore, it shows a good capacity to improve and good value for money. Governance is good as governors are highly committed, well informed and carry out their roles well. The school contributes well to community cohesion within the local community and wider world. For example, close partnerships with local businesses help to develop pupils' awareness of the local business world. The school has established pen-pal links with a Japanese school and is involved in the Global Campaign for Education.

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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?	2
The capacity to make any necessary improvements	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	1
How well do children in the EYFS achieve?	1
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	1
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	1

Achievement and standards

How well do learners achieve?	2
The standards ¹ 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/or disabilities make progress	1

¹Grade 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.

Personal development and well-being

How good are 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
The extent to which learners enjoy their education	1
The attendance of learners	2
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 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

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 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 eliminated	2
How well does the school contribute to community cohesion?	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**

24 April 2009

Dear Pupils

Inspection of Dunn Street Primary School, South Tyneside, NE32 3QH

Thank you for making me so welcome when I inspected your school. I was delighted with the polite, helpful and friendly way in which you and the staff helped me to enjoy my visit. You answered my questions well and I was very pleased to hear that you enjoy coming to school because you want to learn. After all, you have lots of interesting things to do.

I am pleased to tell you that I agree with you that Dunn Street Primary School is a good school.

First I would like to tell you about the good things I found during my visit. You told me that you thoroughly enjoyed learning and I noticed that you behaved very well during my visit. All adults take good care of you and help you to become responsible, confident young people. The headteacher, staff and governors are passionate about giving you a very good education. As a result, teaching and learning are good.

I did find some areas where the school can continue to improve the education that it provides for you. The school needs to:

- provide more opportunities for pupils who find writing quite easy to improve their standards
- involve you more in assessing your own learning.

I really enjoyed talking to you, your teachers and all the other adults in your school, as well as watching you learning in the lessons that I observed. I wish you and all the staff the very best for the future.

Yours faithfully

David Shearsmith

Lead inspector