

# Dussindale Primary School

## Inspection report

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<b>Unique Reference Number</b>	128067
<b>Local Authority</b>	Norfolk
<b>Inspection number</b>	328514
<b>Inspection dates</b>	25–26 June 2009
<b>Reporting inspector</b>	Roger Fry

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.

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	116
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
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Peter Hart
<b>Headteacher</b>	Mrs Jane Worsdale
<b>Date of previous school inspection</b>	Not previously inspected
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Vane Close Thorpe St Andrew Norwich Norfolk NR7 0US
<b>Telephone number</b>	01603 436180
<b>Fax number</b>	01603 437464

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<b>Age group</b>	4–11
<b>Inspection dates</b>	25–26 June 2009
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## Introduction

The inspection was carried out by one additional inspector.

## Description of the school

Dussindale Primary opened as a new school in September 2007. This year there are full complements of Early Years Foundation Stage children, and pupils in Year 1. There is a mixed-age class of Year 2 and 3 pupils. The proportion of pupils who join the school other than at the usual time in Years 2 and 3 is high. There is a small proportion of pupils from minority ethnic backgrounds. Virtually all pupils speak English as their first language. The proportion of pupils who have learning difficulties and/or disabilities is above average. Their needs cover a wide spectrum and include speech and language difficulties. The school has Healthy School status.

Acorn Playgroup is an onsite childcare provision that is not managed by the governing body, and is inspected separately.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

Dussindale Primary is a good school. It is justifiably proud of what it has achieved since opening two years ago. Its outstanding feature is the curriculum, which is exciting and engaging for all pupils. The school is well led and managed and there is strong teamwork amongst staff. The school's leaders set a clear direction for improvement reflecting accurate self-evaluation. Based on all that has been achieved to date, the school has good capacity for further improvement.

Pupils make good progress and achieve well because the teaching is consistently good and pupils have positive attitudes to work. In Years 1 and 3 this year, pupils are reaching broadly average standards. Pupils' standards in writing are below average, particularly the older boys. Although pupils have many good ideas, they are less skilled in sentence construction, punctuation and accurate spelling. Children make good progress in Reception because work is practical and they have many opportunities to follow their interests.

Teachers plan lessons that are interesting. They use a wide variety of teaching styles and information and communication technology (ICT) to help pupils learn. Role-play is used successfully in many lessons to develop pupils' understanding of new ideas. Pupils' personal development is good. Adults believe strongly in including all pupils in all that the school offers. Pupils have a wide range of opportunities to develop a moral code and many other personal skills. They enjoy coming to school. Pupils have a good understanding of the importance of exercise and a balanced diet because of the work they have done about healthy living. The school council works successfully to improve the school's physical and social environment. The school has good links with other nearby schools and they share expertise. Pupils gain a good understanding of others' lives, and how different they can be, in lessons and from links with an African school.

The overwhelming majority of parents who replied to the questionnaire commented that their children make good progress, enjoy school and are safe. Although many have found the termly curricular meetings helpful, a significant number of parents commented that they are not satisfied with the level of communication between school and home. For example, parents feel that their views about arrangements at the start of the day in the playground have not been heard. The inspection included observations at the start of the day and a scrutiny of letters and other communications from school to home. The findings are that arrangements at the start of the day are orderly and that communications with parents are comprehensive and frequent, although the successes of the school are understated.

## Effectiveness of the Early Years Foundation Stage

### Grade: 2

Many children enter Reception with levels of skills, knowledge and understanding below those expected for their age. They make a good start because staff assess their needs accurately and plan work to meet them. By the time children move into Year 1, they have made good progress; most have reached the standards expected nationally and a few exceed them. The clear focus on developing children's personal, social and emotional skills, and on fostering the use of language, enables children to work and play together with increasing confidence. Children's very good progress in knowledge and understanding of the world and creative development help to lay secure foundations for their future development. Healthy lifestyles are promoted well and fruit snacks are the norm.

Teaching and learning are good. Staff work together very effectively as a team, organising an exciting range of enquiry and discovery activities that children thoroughly enjoy. They plan a well-balanced range of adult-led and child-initiated activities that successfully meet children's needs. However, staff realise that the excellent outdoor space is not used as an 'outdoor classroom' as well as it could be.

The Early Years Foundation Stage is well led and managed. Support for individual children who find learning difficult is particularly good, enabling them to enjoy success. There is a shared commitment towards developing happy, confident, well-educated children.

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

- Raise standards in writing, particularly for boys, by continuing to motivate pupils through an engaging curriculum and ensuring that their grammar, punctuation and spelling skills catch up with their other composition skills.
- Develop the links with parents by communicating the successes of the school more clearly.

## **Achievement and standards**

### **Grade: 2**

In 2008, pupils' standards at the end of Year 2 were below average in reading and mathematics and exceptionally low in writing. Pupils had been at the school for only a year, having transferred from several other schools when Dussindale opened. These pupils are now the present Year 3. Their standards have improved over the year and are broadly average, although boys' writing standards remain below average.

The overall progress of pupils from their starting points is good, particularly in the present Years 1 and 3. Lower attaining pupils in Year 1 have made especially good progress. Pupils in Year 2, a lower performing year, have made satisfactory progress. Pupils from minority ethnic groups progress as well as their peers. Many of those learning English as an additional language make particularly rapid progress. Pupils who find learning difficult make good progress because their needs are identified quickly and programmes are put in place to meet them. Boys and girls achieve similarly overall, but boys do not achieve as well in writing.

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

### **Grade: 2**

Pupils enjoy school and value being part of a caring community where they feel safe and secure. They behave well and display positive attitudes. Their spiritual, moral, social and cultural development is good. Contacts with other schools, including abroad, make a positive contribution to pupils' spiritual growth and cultural understanding. Fund-raising for charities develops pupils' awareness of the wider world and a sense of responsibility for others well. The school council is important to pupils. They have considered a wide range of matters that affect their lives, such as the school behaviour code. Pupils enjoy having a voice in decision-making. They have a good understanding of the importance of eating healthily, being active and staying safe. Attendance continues to be above average this year, although a small number of families take holidays in school time. Pupils make increasingly good progress with their work and in developing personal skills. They are well prepared for the coming years in school.

## Quality of provision

### Teaching and learning

#### Grade: 2

The teaching is consistently good across the school. Classrooms are orderly and pupils feel valued and secure. The teaching is well planned and systematic in building on pupils' knowledge and skills. Teachers and their assistants go into role with great skill during enquiry lessons and soon have pupils thinking they are in 'real' situations. Their joint planning is of a high order and enriches pupils' learning experiences. Teaching assistants are well trained and they make a valuable contribution in lessons, for example, by supporting those who find learning difficult.

Pupils' behaviour is well managed, but occasionally some interrupt others so that they cannot finish what they are saying. Teachers do not always make it clear to pupils what the rules are for giving ideas verbally at different times in lessons.

The teaching ensures that pupils understand what they are learning. Adults frequently refer back to the lesson targets to check pupils' understanding. Teachers use interactive whiteboards and other teaching devices to involve pupils in their learning effectively. The school teaches groups of similar abilities together in, for example, English. This approach to improving the match of work to pupils' abilities aids their progress.

### Curriculum and other activities

#### Grade: 1

The curriculum is based on role-play, enquiry and problem-solving approaches. Pupils find this very exciting. The curriculum engages them exceptionally well in a wide range of learning situations. In Year 1, pupils enthusiastically talked about how to deal with too many caterpillars in Mrs Greenfinger's garden. They had many ideas, which they drew on paper, and all could explain how their devices worked. In Years 2 and 3, pupils thought of an exceptionally wide range of questions about orangutans. They wanted to know how many there are, how they move and where they live. Their enquiries continued by researching a printed magazine article, the internet and other sources. Pupils' enthusiasm to find information and record some of it was exceptional. Boys are particularly well motivated by enquiry work and want to write more often.

ICT has a high profile as an integral tool for assisting learning. Strong links with other schools, combined with good use of visits and visitors, successfully bring the curriculum alive. The school's inclusive approach caters well for pupils who find learning difficult. A well-structured personal, social and health education programme that is interwoven into other work ensures that pupils develop a sense of responsibility and independence.

### Care, guidance and support

#### Grade: 2

Pastoral care and support for pupils are strong features of the school. As pupils have joined at different times, they have settled well into Years 2 and 3 in particular. Staff and pupils work well together, resulting in trusting relationships. Pupils feel safe and have the confidence to raise any concerns they have with adults in school. The good working relationships between the school and external local agencies benefit pupils and ensure their needs are met through well-planned and effective support programmes. The headteacher ensures statutory health

and safety requirements are met, and risk assessments are completed where required. Arrangements for child protection and safeguarding meet requirements. The school's procedures for promoting regular, punctual attendance are good.

Teachers mark pupils' work carefully and pupils have realistic targets to meet, which is helping to raise standards. The school sets class and school targets, such as 'being responsive to others'. This initiative works well for most pupils, although staff realise that the challenge is to ensure that the meanings of these ideals are clear to all pupils so that they can respond positively.

## **Leadership and management**

### **Grade: 2**

The school is well led by the headteacher. All staff share her vision for educating pupils and the approaches the school takes. Staff are enthusiastic and there is a good climate for constant school improvement. Since the school opened, staff have opted for some significant differences in the way it works, such as the use of an enquiry-based curriculum and to encourage pupils to take greater responsibility for their behaviour and learning. These approaches are working well. Pupils make good progress personally and academically.

The school's self-evaluation is accurate. The priorities for improvement, such as raising standards in pupils' writing and improving communication with parents, are well chosen. Experienced governors have a clear grasp of the school's needs, and they play an important part in evaluating the school's work, asking pertinent questions and seeking sustained improvement. The success of the school reflects the good working partnership between governors and staff.

The headteacher and staff have carried out a comprehensive audit of their responses to community cohesion. The school is a positive community where pupils have created the behaviour code. There is a strong sense of common purpose. The school has a good link with another in Zimbabwe. Pupils gain good insights into how pupils live in southern Africa and their understanding of global issues is good for their ages. The school is also developing a link with a school in Islington. The priority is to continue to build closer links with parents and the local community.

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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	NA
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?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	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/or disabilities make progress	2

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<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.

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	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
The extent to which learners enjoy their education	2
The attendance of learners	2
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

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	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?	2

## 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 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**

29 June 2009

Dear Children

Inspection of Dussindale Primary School, Norwich, NR7 0US

It was good to meet many of you, see you at work and to listen to your views. Special thanks go to the council members I met before lunch and to those of you I joined at lunchtimes. This letter is to give you a flavour of what is in the full report.

Here are some of the best features of your school.

- You make a good start in Reception.
- You make good progress with your work and reach the standards expected in Year 3.
- The headteacher, governors, teachers and all the staff organise the school well for your benefit.
- Everyone has a chance to do well.
- You enjoy school because teachers make lessons exceptionally interesting.
- You know a lot about how to help run the school and about children's lives in Africa.
- The school council is doing a good job. The school rules are fair.
- You work hard and behave well.

I agree with your teachers that that the school needs to:

- help you get even better at writing, by spending more time showing you how to write sentences well, spell more words correctly and punctuate your work
- provide more information for your parents about how good your school is.

I wish you all the very best in the future.

Yours faithfully

Roger Fry

Lead inspector