

Dunsville Primary School

Inspection report

Unique Reference Number	106680
Local Authority	Doncaster
Inspection number	336723
Inspection dates	28–29 April 2010
Reporting inspector	Terry McDermott

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	293
Appropriate authority	The governing body
Chair	Mr Ken Hulks
Headteacher	Mr Kevin Flint
Date of previous school inspection	11 June 2007
School address	Broadway Dunsville Doncaster DN7 4HX
Telephone number	01302 882958
Fax number	01302 891150
Email address	kevinflint@dunsville.doncaster.sch.uk

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Royal Exchange Buildings
St Ann's Square
Manchester M2 7LA

T: 08456 404045

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

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Introduction

This inspection was carried out by three additional inspectors. Seventeen lessons were seen; all teachers were observed teaching, many of them twice. Inspectors held meetings with pupils, parents, governors, staff and an officer of the local authority. They observed the school's work, and looked at pupils' books, recent minutes of the governing body meetings, the school's monitoring records, and reports from the School Improvement Partner. The 149 responses to the Ofsted questionnaire for parents and carers were analysed and considered, along with questionnaires completed by staff and by pupils in Key Stage 2.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- whether progress being made by higher attaining pupils has improved since last year, in order to determine if teaching offers sufficient challenge to all pupils, particularly in Years 3 to 6
- resolving the apparent inconsistencies between the school's evaluations of learning and teaching, and pupils' achievement and the overall effectiveness of the school...
- ...and whether in the light of these apparent inconsistencies, leaders and managers have an accurate and realistic view of the strengths and weaknesses of the school, given their estimation that the school's capacity to improve is outstanding.

Information about the school

This larger than average size school serves a small town community. The proportion of pupils known to be eligible for free school meals is below average. The proportion of pupils from minority ethnic groups is well below average, and almost all speak English as their main language. The proportion of pupils with special educational needs and/or disabilities is below average. The proportion of pupils with a statement of special educational needs is above average. The school holds several Awards, including Artsmark Gold, and has International School status.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

This is a good school. The manner in which it cares for its pupils is exemplary. This is based upon: excellent links between the school and families; the excellent role model provided by the long serving headteacher, who is a significant figure in the lives of the pupils; and the meticulous planning and evaluation of the support provided for individual pupils. Together, these ensure that pupils' spiritual, moral and social development is outstanding and pupils feel exceptionally safe. Their awareness and understanding of life in multicultural Britain is less strong because the school has yet to develop links of appropriate depth with contrasting schools and cultures in Britain. Pupils enjoy school. They have delightful attitudes to learning. They are unfailingly polite and considerate. A spirit of joy and enthusiasm tempered with respect pervades the school.

Pupils' academic achievement is good. There is clear evidence of consistently improving standards of work in pupils' books. The school's accurate and reliable tracking system used consistently from Years 1 to 6, shows good progress being made by all pupils in English, mathematics and science. Behaviour is outstanding being consistently good or better in lessons and around the school. Pupils work together in complete harmony. Their consistently good attitudes to learning help to ensure that they make good progress.

Teaching is good overall, but whilst some outstanding lessons were seen, a lesser number of satisfactory ones were observed as well. In these few lessons, the work set did not match pupils' learning needs closely enough. As a consequence, the pace of learning slowed as pupils struggled to understand what they had to do.

Leadership and management of the school are good. The outstanding links the school has with families have been developed over many years. The trust that parents and carers now have in the school is reflected in the passionate response shown by many appreciative parents both in writing and verbally to inspectors. The school has an accurate view of its own strengths and weaknesses, but it has, in its self-evaluation, placed too much emphasis on the undoubtedly excellent pastoral progress made by pupils, when compared with their good academic progress. As a result, there are mismatches between the school's own judgements of some aspects of its work, and of its overall effectiveness, with the inspection findings. Nevertheless, previously good performance has been maintained over time, and leadership and staffing are stable. The school has good capacity to sustain improvement.

What does the school need to do to improve further?

- Improve the consistency of teaching and learning by ensuring that work is set

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which accurately meets the needs of all pupils in lessons.

- Raise pupils' awareness and understanding of modern Britain by providing more opportunities for them to appreciate cultural diversity.

Outcomes for individuals and groups of pupils

2

Pupils achieve well and enjoy coming to school. They say they like 'having to work things out for ourselves', and 'the nice friends we have'. From the day they start school, they quickly pick up the calm and cooperative atmosphere created by the adults in the school. They become confident to express their own views, and accept the views of others. They are well mannered and considerate. They make thoughtful responses in lessons, and are good at helping and supporting each other in small groups when trying to solve knotty and interesting problems. All groups of pupils, including the most able, those most vulnerable, and those with special educational needs and/or disabilities, make good progress. In English, mathematics and science, pupils reach standards that are broadly average overall by the end of Year 6, because of the excellent support they receive both in and outside lessons. Higher attaining pupils in Key Stage 2 now make better progress than previously.

Pupils are certain that they are safe and well cared for, and put this view forward in no uncertain terms. They know there is always an adult available to help them if they are worried or feel upset. They talk knowledgeably and with enthusiasm about getting their 'five-a-day', and can explain the benefits of exercise. Pupils willingly and sensibly take on a range of responsibilities. School councillors take their role very seriously; they are adamant that they make a difference, and their representatives welcome visitors to 'their school' in a most mature and impressive way. Attendance is above average because of the school's rigorous procedures, and pupils are rarely late or miss any activity. While basic skills are broadly average, pupils' personal confidence and other strong attributes means they are well prepared for the next stage of their education.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	1

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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Please turn to the glossary for a description of the grades and inspection terms	
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being Taking into account: Pupils' attendance ¹	2
	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Relationships in the classrooms between adults and pupils are uniformly good. Most lessons are vibrant and interesting, and this quickly gains pupils' attention. Work that is mostly well-planned and based on accurate knowledge of what pupils know and can do, is delivered by experienced and very capable teachers, who are well supported by effective associate staff. In the large majority of lessons, pupils make good or sometimes better progress. In a few lessons, work is sometimes not pitched accurately enough. This can occasionally cause a very small minority of pupils to lose interest and become disengaged a little from learning and although their behaviour remains good their progress inevitably slows.

Well coordinated planning across all subjects relates learning in lessons to pupils' everyday experiences, and ensures that mixed-age classes do not repeat work in the next year. Interesting themes, such as the 'willow pattern,' capture their imagination, motivate them well, and provide inspiration for pupils' impressive artwork which adorns corridors and classrooms. Subjects are increasingly being linked together so that pupils can use the skills they have learned in one subject across a range of other subjects. This has yet to show its full impact on pupils' attainment and progress. A good range of stimulating extra-curricular opportunities such as visits, visitors and special interest clubs, widen pupils' horizons and enrich the curriculum.

The school looks after pupils exceptionally well. All procedures are meticulously organised, and carried out with diligence. The school's detailed, easy to access, and heavily used website gives pupils and their families detailed information on procedures and practices which cover almost every eventuality. Guidance and support for all pupils are well organised and rigorously evaluated. Provision for pupils with special educational needs and/or disabilities is excellent. Pupils are given very effective support that helps them to achieve well. This is greatly appreciated by parents and carers.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate Please turn to the glossary for a description of the grades and inspection terms	
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The headteacher has worked tirelessly and successfully over many years to create a strong and very positive team spirit within the school and the community it serves. Leaders are now working to make links with community groups beyond the immediate locality. Adults work relentlessly to ensure that all pupils recognise, accept and celebrate diversity. Consequently, the school is a calm and harmonious place, where pupils are happy, have equal opportunities, and where discrimination is not tolerated.

Promoting and securing pupils' interests and safety is the focus of all the school's work. The school takes its responsibilities for child protection and safeguarding very seriously and this aspect has a very high profile. Procedures are extremely thorough, covering what appears to be every eventuality, and enhanced by meticulous documentation and recording processes. The monitoring of teaching and learning is regular, though the school does not always link these two aspects closely enough together. Governance is good. Governors are fully committed to supporting the school, and give unstintingly of their time. They have increased the rigour with which they hold the school to account for its results. The school gives good value for money.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

When children join the school their skills and understanding are often at lower levels than normally expected for their age, particularly in communication, language and literacy, and personal, social and emotional development. Because links between the school and parents and carers are so good, children adapt to school routines very quickly, and learn to play and work together very effectively. Teaching is good, and this enables children to make good progress in all areas of learning, although most do not reach the expected levels for their age when they move into Year 1. There is a good balance between activities led by adults and those that the children choose for themselves, both indoors and outside. The good provision is attractive, well resourced and exciting for children. It is well led and managed. The cooperation and teamwork of adults is a strong feature which ensures children's welfare and safety, for example, when they are free to explore their environment. Adults monitor children's progress carefully, and use the information well to plan the next steps they need to take to move on. However, staff in the Nursery and Reception classes record this information in different ways. This reduces the effectiveness of tracking, and makes planning for continuity in learning unnecessarily difficult.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

The vast majority of those returning questionnaires were happy with the work of the school and reflected the inspection findings. All reported that the school meets their children's particular needs. A very small number of parents and carers indicated some concerns about pupils' safety, but did not make any specific comments. Inspectors looked closely at this, but could find no evidence to support the concerns. A few parents and carers disagree that unacceptable behaviour was tackled effectively. Inspectors observed only good behaviour around the school at breaks and lunchtimes. They, therefore, asked several pupils if they felt threatened or unsafe. The pupils were unanimous that poor behaviour was very rare, always quickly and fairly stopped, and they did not feel that it caused any learning time to be lost. They were unanimous that they feel safe in school.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Dunsville Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 149 completed questionnaires by the end of the on-site inspection. In total, there are 293 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	86	58	61	41	2	1	0	0
The school keeps my child safe	97	65	50	34	2	1	0	0
The school informs me about my child's progress	69	46	75	50	5	3	0	0
My child is making enough progress at this school	81	54	64	43	2	1	0	0
The teaching is good at this school	80	54	67	45	1	1	0	0
The school helps me to support my child's learning	80	54	65	44	3	2	0	0
The school helps my child to have a healthy lifestyle	71	48	72	48	3	2	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	65	44	69	46	3	2	0	0
The school meets my child's particular needs	74	50	74	50	0	0	0	0
The school deals effectively with unacceptable behaviour	65	44	70	47	5	3	4	3
The school takes account of my suggestions and concerns	53	36	85	57	5	3	1	1
The school is led and managed effectively	78	52	64	43	2	1	0	0
Overall, I am happy with my child's experience at this school	95	64	51	34	3	2	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



30 April 2010

Dear Pupils

Inspection of Dunsville Primary School, Doncaster, DN7 4HX

Thank you for making us so welcome when we inspected your school recently. We were very impressed with the considerate attitudes you have towards each other, your excellent manners and behaviour. We also noticed your very positive attitude to learning in lessons. The friendly and mature greeting given to us by your school council representatives will remain a strong memory for some time.

We found that Dunsville is a good school, with outstanding strengths in the way it looks after you, keeps you all safe and happy, and helps you all to become model young citizens. It prepares you well for the next stage of your education.

However, we did identify some things the school could do even better than it does now. So I have asked the adults who lead and teach in the school to do the following things, which will help you to make better progress:

- ensure that work set in lessons consistently and accurately meets your learning needs
- provide more opportunities for you to experience and understand the different cultures which make up modern Britain.

You can help your school to get better by continuing to come to school as often as you already do, and by continuing to be the hard working, happy, and mature young people you already are, who enjoy school and find learning interesting and exciting.

Good luck to you all for the future.

Yours sincerely,

Terry McDermott

Lead Inspector

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