

# Dunston Hill Community Primary School

## Inspection report

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<b>Unique Reference Number</b>	108338
<b>Local Authority</b>	Gateshead
<b>Inspection number</b>	337054
<b>Inspection dates</b>	24–25 June 2010
<b>Reporting inspector</b>	Michael Sheridan HMI

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 of pupils on the school roll</b>	455
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs G McTeer
<b>Headteacher</b>	Mr W Foreman
<b>Date of previous school inspection</b>	Not previously inspected
<b>School address</b>	Market Lane Dunston Gateshead NE11 9NX
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## Introduction

This inspection was carried out by two of Her Majesty's Inspectors and two additional inspectors. Inspectors observed 17 teachers in 25 lessons for periods of time lasting between 20 and 40 minutes. Inspectors had conversations with several parents and carers and analysed the views of 189 parents and carers who completed the inspection questionnaire. Inspectors also analysed 33 questionnaires from staff and 109 questionnaires from pupils. Inspectors met with groups of pupils, staff and governors. They observed the school's work, and scrutinised the school's improvement planning, tracking data, reports from the local authority, work in pupils' books, minutes from the governing body's meetings, policies and procedures for safeguarding.

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

- the reasons for the apparent slowdown in progress being made by pupils and the effectiveness of any actions taken to reverse this trend
- the effectiveness of leaders in maintaining areas of outstanding provision since the last inspection
- how well the school meets the needs of all pupils, particularly the more able.

## Information about the school

This is a much larger than average school. Pupils moved into a new building in September 2008 and now share a campus with a secondary school, a pre-school and a childcare provider. All of these providers are governed and/or managed separately and subject to their own inspections. The Early Years Foundation Stage consists of a Nursery and two Reception classes.

The proportion of pupils known to be eligible for free school meals is just above the national average. Most pupils are White British. The proportion of pupils with a statement of special educational needs is low but the proportion of pupils identified with special educational needs and/or disabilities is in line with the national average. The school has received several awards including Activemark, Basic Skills Quality Mark, National Healthy Schools status and Investors in People.

**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?**

**3**

**The school's capacity for sustained improvement**

**3**

## Main findings

Standards of attainment have fallen since the previous inspection. Pupils generally make satisfactory progress from their starting points and reach standards of attainment which are broadly average. Following a good start in the Early Years Foundation Stage, the quality of teaching becomes variable throughout the rest of the school. Good teaching was seen by inspectors in about half of the lessons observed. In these lessons, teaching takes full account of pupils' interests, needs and abilities. As a result, pupils know what is expected of them, remain focused and make accelerated progress. In lessons where learning is satisfactory, teachers take less account of the range of pupils' abilities and, as a result, progress is not as brisk as it should be for the more able pupils. Support for pupils with special educational needs and/or disabilities is effective in helping these pupils catch up and achieve in line with their peers.

The headteacher and deputy headteacher recognised the decline in standards of attainment. Their view of the school's effectiveness is largely accurate and they are anxious to lead significant improvements. The headteacher and deputy headteacher have acted decisively and halted the decline. In English their actions have led to an improvement in the progress made by boys so a gap that existed between boys and girls in this area has been significantly reduced. However, efforts to improve rates of progress in mathematics have not been fully effective and too many pupils are making barely satisfactory progress in this area. The school has been through a period of significant change. Leaders have successfully managed the move to the new school premises. Staff in the school are overwhelmingly positive about the effectiveness of the senior leadership team. They have collectively demonstrated a satisfactory capacity to improve.

The wider leadership team has been developed to drive forward further changes and to ensure clear lines of responsibility. A new middle leadership team is in place with clearly defined responsibilities. However, these leaders are yet to develop fully a set of strategies and skills to enable them to evaluate the impact of their actions. This is mainly because they do not fully understand the information available to them through the school's tracking data.

Governors are proud of their school. They effectively ensure that the school fulfils its statutory duties. Different members of the governing body bring useful expertise from their own personal and professional lives. However, their understanding of the school's effectiveness relies too much on what they are told by leaders. As a result, their understanding of some aspects of the school's work is too optimistic.

Pupils' personal development is good and pupils are very positive about their school.

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Many features of the care and support pupils receive are of a very high quality and pupils respond by behaving well and working hard. The school provides an impressive range of activities to support pupils in developing healthy lifestyles. As a result, pupils are highly enthusiastic supporters of healthy living and several were anxious to point out how they were influencing the lifestyle choices of their families.

Pupils in school are tolerant and kind. They willingly embrace new ideas. Opportunities for pupils to learn about different cultures are well established within the curriculum. However, these opportunities are largely based around learning from artefacts and books. Opportunities for pupils to engage with role models and children from different backgrounds from their own are limited.

**What does the school need to do to improve further?**

- Raise standards of attainment, particularly in mathematics, by:
  - improving the quality of teaching so all lessons meet the full range of pupils' needs and abilities
  - ensuring that middle leaders effectively scrutinise tracking data so they can identify pupils who are falling behind and take decisive action to eradicate underperformance.
- Develop the skills of middle leaders so they are able to:
  - plan sharply focused actions to improve outcomes for pupils based on an accurate understanding of priorities
  - evaluate effectively the impact of their actions
  - hold teaching staff to account and provide support based on identified needs.
- Provide governors with training so they develop strategies to monitor the school's effectiveness and hold leaders to account effectively.
- Ensure that opportunities are provided through the curriculum for pupils to engage with people from different backgrounds from their own.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

**Outcomes for individuals and groups of pupils****3**

Most pupils say that they enjoy being at school. They are well behaved in class and around school, working hard to meet the expectations of their teachers. Pupils demonstrate a confidence and a willingness to talk, sometimes with real enthusiasm, about their achievements and the interesting activities available to them through the curriculum. In lessons where teaching is good, there is a tangible sense of excitement as pupils think hard and deeply to make rapid gains in their learning. In lessons where pupils make more steady progress, pupils remain committed to trying hard. However, in these lessons some pupils begin to get bored or frustrated because there are limited opportunities to answer questions or engage in activities which are appropriately

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challenging for their level of ability. Pupils with special educational needs and/or disabilities make similar progress to most of their peers because of the satisfactory support they receive in class and the good range of planned interventions available to small groups that help them catch up. However, in satisfactory lessons, the progress of the more able pupils slows because they get fewer opportunities to work and think at a sufficiently high level.

Pupils say they feel safe in school. They talk about the ways that the school teaches them about safety and they demonstrate a proficient knowledge relevant to their age about safety in a variety of situations including road safety, internet safety and 'stranger danger'. Pupils enjoy the opportunities available to them to develop healthy lifestyles. Many pupils take part in a range of activities and become active in promoting the benefits of healthy eating and active living to others.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

### How effective is the provision?

About half of the lessons seen during the inspection were good. In these lessons, learning is vibrant and engaging because teachers take care to match work precisely to

<sup>1</sup> 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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individuals and groups within the class. Where teaching is satisfactory, teachers often spend too long talking and pupils do not get the same high-quality opportunities to answer and ask questions that are specific to them.

The school's curriculum meets requirements and is well enhanced with a wide variety of additional activities and trips. A good range of after-school clubs are very well attended and enjoyed by pupils. Pupils regularly take part in sporting and cultural events locally through these clubs. Much time has been spent recently developing a 'creative curriculum'. This is successful in providing interesting and thought-provoking opportunities in some sections of the school but it is yet to be developed fully in all classrooms. The curriculum provides opportunities for pupils to learn about different cultures and global issues through religious education, multicultural weeks and assemblies. However, there are few opportunities for pupils to experience cultural diversity first hand and, as a result, some of the views held by pupils about people from different cultures are somewhat superficial.

The good care, guidance and support provided at this school successfully contribute to pupils' positive personal and emotional development. Teachers take considerable time to point out success and help pupils celebrate their triumphs. Consequently, relationships between teachers and pupils are very positive and supportive. Well-coordinated systems exist so that pupils whose circumstances make them potentially vulnerable are identified quickly and effective support is in place. The school works very effectively with other agencies to ensure that pupils' needs are met.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

**How effective are leadership and management?**

Senior leaders have recognised the need to reverse the declining trend in standards of attainment and progress. As a result of their efforts, this decline has been halted. The headteacher and deputy headteacher work closely together to provide a strategic steer. They have maintained the loyalty and commitment of staff, and parents and carers, during a period of significant change. The middle leadership team has been reorganised to sharpen their focus on raising standards and improving provision. Middle leaders are committed, enthusiastic and hard working. However, they are yet to prove their effectiveness fully and some of their evaluations are inaccurate.

The governing body meets its statutory duties and takes a keen interest in the day-to-day working of the school. However, governors do not have a systematic approach to

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monitoring the work of the school. As a result, they have not been able to provide sufficient challenge to leaders. All statutory requirements for safeguarding pupils are met. The building is secure and staff are well trained in the procedures to ensure that pupils stay safe.

Leaders effectively monitor and promote the equality of opportunity for pupils. As a result of their actions, boys' progress in English has improved significantly so it is now closer to that of girls. Leaders effectively promote a culture where equality is championed and difference celebrated. The school is effective at promoting an ethos of cohesion within school and locally. Pupils have a very strong sense of community and understand their responsibility to maintain a positive and respectful atmosphere in school. The school's own self-evaluation recognises that there is some unevenness in its work in developing pupils' experience of the rich cultural diversity beyond their own community.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

Children get off to a good start in Nursery and Reception classes. Staff know the children well and offer exciting activities which are well matched to children's interests and abilities. Lessons readily engage children and ignite their imagination. Children are motivated, work well together and successfully share, cooperate and help each other in their learning.

Leaders monitor the provision effectively and prioritise their actions. As a result, indoor provision is stimulating and resources are good. However, children have insufficient



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opportunities to learn and play independently outdoors in the Reception classes.

Parents and carers have high regard for the quality of what is provided. Overall, children make good progress and leave for Year 1 having achieved and sometimes exceeded the early learning goals expected for their age.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
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

41% of parents and carers returned a questionnaire and several parents and carers spoke informally to inspectors. Parents and carers are overwhelmingly positive about their children's overall experience at the school. A few parents and carers stated that they felt the school did not deal robustly enough with unacceptable behaviour.

Inspectors investigated this concern and talked to several groups of pupils. Pupils stated that the behaviour of a few pupils is sometimes poor but they felt that their teachers dealt with unacceptable behaviour well. Inspectors found the school's systems for managing behaviour to be robust and pupils' behaviour during inspection to be good. A few parents and carers stated that the school did not take account of their suggestions or concerns. Inspectors found no evidence to support this view and the school was able to point to examples of actions taken as a result of parents' and carers' suggestions.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Dunston Hill Community 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 189 completed questionnaires by the end of the on-site inspection. In total, there are 455 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	133	70	54	29	1	1	0	0
The school keeps my child safe	139	74	47	25	3	2	0	0
The school informs me about my child's progress	123	65	63	33	2	1	0	0
My child is making enough progress at this school	127	67	57	30	5	3	0	0
The teaching is good at this school	135	71	48	25	3	2	0	0
The school helps me to support my child's learning	122	65	61	32	5	3	1	1
The school helps my child to have a healthy lifestyle	118	62	69	37	2	1	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)	114	60	66	35	3	2	0	0
The school meets my child's particular needs	120	63	64	34	4	2	0	0
The school deals effectively with unacceptable behaviour	95	50	64	34	17	9	3	2
The school takes account of my suggestions and concerns	89	47	80	42	11	6	4	2
The school is led and managed effectively	119	63	62	33	4	2	2	1
Overall, I am happy with my child's experience at this school	131	69	52	28	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](http://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"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
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.**



01 July 2010

Dear Pupils

Inspection of Dunston Hill Community Primary School, Gateshead, NE11 9NX

Thank you for the warm welcome you gave me and the other inspectors when we visited your school recently. This letter is to let you know what we found out.

We found that your school is a satisfactory school providing you with a satisfactory education. We found that your school is good at helping you develop into polite, friendly and confident young people. We have asked your school to improve a few things.

We saw some good lessons in your school. In these lessons you did really well and made good progress. However, in some lessons we found that you did not do as well because some of the work was too easy or too hard for some of you. We have asked your school to help teachers to provide more good lessons with work at just the right level for each of you. This is so you make good progress more of the time.

Some of your teachers have responsibilities for leading improvements in your school. We call these middle leaders. We found that these teachers are working really hard but sometimes they are not focused on improving the things that would make your education the best it could be. We have asked your school to help them develop their skills so they are able to see how much difference they are making and what they need to do next.

Finally, we have asked your school to help you understand the rich diversity that is found in the United Kingdom by finding ways for you to work with adults and children with different background to your own.

I would like to finish by saying how impressed we were with your behaviour, confidence and willingness to talk to us sensibly. I would also like to thank pupils in Years 5 and 6 for inviting me to their play. I really enjoyed the part that I saw.

Yours sincerely

Mr Michael Sheridan

Her Majesty's inspector

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