

Dunswell Primary School

Inspection report

Unique Reference Number	117848
Local Authority	East Riding of Yorkshire
Inspection number	339085
Inspection dates	2–3 March 2010
Reporting inspector	Roger Sadler

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	88
Appropriate authority	The governing body
Chair	Mr Christopher Durnford
Headteacher	Mr Paul Johnston
Date of previous school inspection	10 July 2007
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Introduction

This inspection was carried out by two additional inspectors. The inspectors visited five lessons and observed all classes. They spent approximately 45% of the inspection looking at learning across the school. The team analysed pupils' work, especially in writing and mathematics, and held meetings with governors, staff, pupils and parents. They observed the school's work, including assembly and play times, and looked at pupils' work and records from the current and previous academic years. School documents including the school improvement plan and pupils' safeguarding procedures and records were evaluated. National data on pupils' attainment, progress and attendance were also analysed. Inspectors analysed 47 questionnaires returned by parents, along with questionnaires returned by staff and pupils.

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

- the achievement of pupils, especially in writing and mathematics
- how effectively assessment is used to promote learning
- how accurate are monitoring and evaluation and how effectively monitoring findings are used to support school improvement.

Information about the school

This school is smaller than average for its type. Most pupils are of White British heritage and few pupils speak English as an additional language. The proportion of pupils with special educational needs and/or disabilities is similar to that in most schools. Early Years Foundation Stage education is provided in a Reception class which children can join full time from the beginning of the school year following their fourth birthday. The remainder of pupils are taught in three mixed-age classes. A small percentage of pupils are entitled to free school meals. There is no school hall, and physical education and sport are taught at the nearby sports centre. Since the previous inspection the school has achieved Healthy Schools Award and Eco Schools Award. There has been significant long-term staff absence over the last year or so.

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

This is a satisfactory school. The headteacher places strong emphasis on promoting pupils' personal development and on good quality care, guidance and support for pupils. Consequently, many aspects of pupils' personal development are good. For example, pupils behave well, attend regularly, arrive punctually, and older pupils, in particular, are very keen to accept responsibilities for contributing to the school and wider community. Parents and pupils hold the school in high regard and recognise that this is a very happy school. Pupils feel very safe in school and act with high regard for the safety of others. Safeguarding procedures fully meet current requirements.

Pupils' academic development is satisfactory and is not as strong as their personal development. Pupils make satisfactory progress and by the end of Year 6, attain average standards. Teaching is satisfactory, with some good aspects in the teaching of letters and sounds and in reading. Some inconsistencies have arisen in the use of assessment and how teaching assistants are used to support pupils in lessons. This has occurred because the monitoring of teaching has not been robust enough in the last year, partly because of the impact of several unavoidable long-term absences of permanent staff, which has left the headteacher carrying responsibility for almost all aspects of the school's work, and partly because the school does not have a policy to guide teaching and learning in all classes. Each pupil's progress is regularly assessed, but assessment information is not sufficiently used to allocate extra support to those at risk of falling behind. In younger classes, in particular, teaching assistants make an important contribution to the progress of pupils, especially those who find learning more difficult, by working with them in small groups.

Almost all leadership roles are carried out by the headteacher and because of the staffing situation, it has not been possible to delegate responsibility for leading particular subjects to temporary staff. However, monitoring and evaluation are satisfactory and the headteacher has an accurate overview of the strengths of the school and where improvements are needed. Some important improvements have been made this year as staffing arrangements have become more settled. For example, the teaching of reading has improved and reading standards are rising. These factors indicate that the school has satisfactory capacity for sustained improvement.

What does the school need to do to improve further?

- Raise standards and improve the quality of teaching and learning, especially in writing and mathematics throughout the school by:
 - introducing a school policy to guide teaching and learning in all classes

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- carrying out rigorous monitoring to ensure that the policy and the school's expectations are implemented and met
- improving the use of assessment information to provide carefully tailored additional programmes to support those at risk of underachieving.
- Improve leadership, management and monitoring of the schools work by:
 - distributing leadership responsibilities among staff as the staffing situation becomes more stable
 - establishing regular monitoring of the school's work relating to teaching, learning and pupils' attainment.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspection before their next section 5 inspection.

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

Inspection evidence and school records indicate that currently, pupils' progress and their enjoyment of learning are satisfactory in lessons. Children enter Reception with knowledge and skills typical of those found nationally. When they leave Year 2, pupils' attainment is average in reading, writing and mathematics. They continue to make satisfactory progress and attain average standards by Year 6. Many pupils throughout the school are confident and articulate and show speaking and listening skills above those typically found nationally. The progress of pupils with special educational needs and/or disabilities is satisfactory. School assessments and inspection evidence indicate that reading standards are rising as initiatives to improve the teaching of reading begin to bear fruit.

Pupils show excellent social development and relate very well to each other and to staff. They are polite and sociable around school. They have a clear understanding of what is right and wrong, and concentrate in class. Pupils have a clear understanding of the need for a healthy diet, but their participation in exercise at school is constrained by the limitations of the school site and difficulties of access to the nearby sports hall. Pupils have a reasonable knowledge of other ways of life in modern Britain but their understanding is limited by a lack of first-hand experience of other cultures and faiths. Satisfactory basic skills, good attendance and punctuality provide pupils with satisfactory preparation for the next stage of education and the world of work beyond.

These are the grades for pupils' outcomes

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' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	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
The extent to which pupils feel safe	1
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	3
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	3
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Teachers manage behaviour well and relationships are good in classes. This contributes to pupils working well at the tasks they are set. Teachers and pupils share the use of interactive whiteboards well to add impact and clarity to whole-class learning. Good quality, daily teaching of letters and sounds, regular guided reading and the support of many parents at home are helping to improve pupils' progress in reading. Teaching assistants are often passive and are not always used effectively to support pupils during whole-class lessons in older classes. However, they have a positive impact on the progress of pupils in classes 1 and 2, when they work with groups of pupils in lessons. All teachers mark work diligently but the quality of marking and the use of assessment are inconsistent and some pupils are insufficiently clear where they need to focus their efforts to improve.

The school's curriculum appropriately focuses on basic skills and pupils make sound progress in literacy, numeracy and science. It is suitably modified to meet the learning needs of pupils of different age groups and abilities within mixed-age classes. Opportunities to develop particular writing skills in subjects other than English are sometimes missed. The school provides a satisfactory range of curriculum opportunities, including visits, visitors and residential visits. Useful partnerships with outside providers and organisations enhance the learning opportunities provided for pupils with special educational needs and/or disabilities.

Pupils are treated with sensitivity, respect and kindness, helping them to grow in confidence as they mature. The pastoral and personal needs of each pupil, including potentially vulnerable pupils and those with special educational needs and/or disabilities,

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are well known to the school. Staff work effectively with families and other professionals, and both parents and pupils recognise that their personal and pastoral needs are given great priority by the school.

These are the grades for the quality of provision

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

How effective are leadership and management?

Leadership and management are satisfactory. The headteacher has faced a challenging time since the last inspection owing to a high level of unavoidable staff absence. Because of this, too many roles and responsibilities for monitoring the work of the school reside with the headteacher. Some leadership roles are beginning to be shared more widely. The new coordinator for special educational needs is beginning to improve the quality of provision for pupils with special educational needs and/or disabilities. She is doing this by checking that all aspects of provision contribute to meeting their needs and by ensuring that targets in pupils' individual plans are sufficiently specific to guide teaching and learning.

The work of the school is strongly focused on pupils' personal development. Each pupil's personal needs are well known to staff and all are treated as individuals. Safeguarding procedures are thorough and fully meet current requirements.

The assessment and tracking of pupils' academic progress are satisfactory. However, the school does not use information from this sufficiently to set challenging targets for pupils or to arrange additional support for those pupils who need it.

The governing body has worked effectively with the headteacher to ensure significant improvements in the school building. Its work in challenging the school to improve pupils' achievement and in monitoring its effectiveness is satisfactory. Equal opportunities are soundly promoted, pupils are valued equally and discrimination is not accepted. The school has yet to complete a full audit of the way in which it contributes to community cohesion, the provision for which is currently satisfactory. The headteacher is aware of the need to improve pupils' understanding of other cultures, both in Britain and abroad.

Links with parents are good. Parents say that communication with them is good and they appreciate the newsletters and curriculum information, which is provided to help them support their children's learning, especially in reading.

These are the grades for leadership and management

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

Early Years Foundation Stage

Children make satisfactory progress as they move through Reception and most children attain expected skills by the time they enter Year 1. There are good induction procedures for new children, including home visits, and children are well cared for. As a result, they quickly settle, feel very safe and secure, and enjoy school. The school works with parents well and parents feel welcome and involved with their children's learning.

Exciting learning opportunities are sometimes provided, for example, in the school 'submarine' in the classroom. The external area, although small, provides a secure and stimulating environment which is frequently used throughout the day in all seasons. The new classroom has been organised well to support children's learning in all areas of the curriculum. Each child's individual progress is meticulously assessed and recorded but this information is not used fully effectively to tailor planning, activities and adult interventions to individual children's needs. There is a good balance of adult-led and child-initiated activities. Sometimes, children are left to work independently without adult intervention for too long and they sometimes lose concentration which slows their progress a little.

Staff work together as an effective team to manage provision. They have a sound understanding of where further improvements are needed but have not established a clear improvement plan to guide their work to develop provision in the unit.

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

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

Parents are almost unanimously supportive of the school. Many reported to inspectors that they were confident that their children were very happy and felt secure in school. Inspection evidence supports these views. Few parents raised any concerns about aspects of the school's work and there was no clear pattern of concern.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Dunswell 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 inspector received 47 completed questionnaires by the end of the on-site inspection. In total, there are 88 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	2	100	0	0	0	0	0	0
The school keeps my child safe	1	50	1	50	0	0	0	0
The school informs me about my child's progress	1	50	0	0	1	50	0	0
My child is making enough progress at this school	1	50	0	0	1	50	0	0
The teaching is good at this school	1	50	1	50	0	0	0	0
The school helps me to support my child's learning	1	50	0	0	1	50	0	0
The school helps my child to have a healthy lifestyle	2	100	0	0	0	0	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)	1	50	0	0	0	0	0	0
The school meets my child's particular needs	1	50	1	50	0	0	0	0
The school deals effectively with unacceptable behaviour	1	50	1	50	0	0	0	0
The school takes account of my suggestions and concerns	1	50	1	50	0	0	0	0
The school is led and managed effectively	1	50	1	50	0	0	0	0
Overall, I am happy with my child's experience at this school	1	50	1	50	0	0	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 inspected between September 2007 and July 2008

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

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 were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

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.



4 March 2010

Dear Pupils

Inspection of Dunswell Primary School, Hull HU6 0AD

Thank you for making us so welcome when we came to inspect your school. I especially want to thank those of you who gave up part of your lunchtime to talk with me. My colleague and I enjoyed watching you learn and talking with you in lessons and around school.

Your school is properly run and is ensuring you make satisfactory progress. Staff look after you very well and we are pleased you enjoy lessons. You feel proud of your school and feel very safe and secure in school. It is good to see that most of you attend regularly and arrive on time. Your preparation for life at your next school and for life beyond school is satisfactory. You show great consideration for others, understand what is right and what is wrong, and are very friendly to each other. We hope you are proud of your good behaviour and manners. Those of you who find learning or other aspects of life difficult make sound progress because the school helps you learn and you are sometimes given extra help in small groups or individually.

There are several things that your headteacher, the staff and the governors want to improve, because they want your school to get better. We agree with them that there are some important things that need to be done to help you do better, especially in your writing and mathematics. We have suggested that the headteacher and governors:

- help all teachers adopt a similar approach to things like how your work is marked
- use information on how well you are doing to arrange extra help for those who need it most
- help teachers take on responsibility for leading aspects of the school's work.

I send you our very best wishes for the future.

Yours sincerely

Roger Sadler

Lead inspector

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