

Dunsville Primary School

Broadway, Dunsville, Doncaster DN7 4HX

Visit dates

26 – 27 March 2014

Overall Effectiveness	Good	2
Achievement	Good	2
Teaching	Good	2
Behaviour and safety	Outstanding	1
Leadership and management	Good	2

Summary of key findings

This is a good school

<ul style="list-style-type: none">■ Over time pupils' progress in reading, writing and mathematics is good and they achieve well. The school is in the top 20% of schools for the progress pupils make in reading and mathematics.■ The proportions of pupils making expected progress or more than expected progress in reading is above average. Expected progress in mathematics is above average.■ Over time teaching is consistently good across the school and it is effective in promoting the learning and progress of all groups of pupils. Almost all pupils' achieve the knowledge and skills they need for secondary school.■ Most children start school below the level expected for their age. They are exceptionally well cared for and supported and are enabled to learn effectively.	<ul style="list-style-type: none">■ Pupils' behaviour is exemplary. They enjoy school thoroughly and work hard. Pupils feel very safe as the care and support they receive is excellent.■ The headteacher and the senior leadership team make an effective team which gives the school its clear direction.■ Leaders and governors are ambitious. They set high expectations and this sustains continuous improvement.■ Every aspect of the school's work and its improvement is driven by a well-articulated vision that has created rich educational experiences for all pupils and good achievement. Leadership succeeds in advancing the opportunities for all pupils to learn, make progress and develop as well-rounded individuals.
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It is not yet outstanding

<ul style="list-style-type: none">■ Not enough pupils are putting into practice consistently and effectively the knowledge and skills of writing they are taught.	<ul style="list-style-type: none">■ Very occasionally the most able pupils are not given the opportunity to get on with work at the brisk pace that suits their abilities.
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Information about the visit

- The team visited lessons and observed all but one of the school's 14 teachers. The headteacher joined in observing one lesson.
- Meetings were held with senior and subject leaders, representatives of the governing body, a representative of the local authority, pupils and parents.
- The team checked samples of pupils' writing and work in mathematics.
- Inspectors looked at information on pupils' progress, the school development plan, and the school's own evaluation of its work.
- The team took account of the views of 37 parents who completed Ofsted's on-line questionnaire (Parent View) and the comments of a group of parent who met with team member.

Team

Alan Lemon
Kate French
Liz Crowcroft

Full Report

Information about the school

- The school is larger than the average-sized primary school.
- The school converted to an academy on 01 November 2012
- The very large majority of pupils are of White British heritage
- The proportion of pupils supported through the pupil premium is below average. The pupil premium is additional funding for those pupils who are known to be eligible for free school meals, children from service families and those children who are looked after by the local authority.
- The proportion of disabled pupils and those who have special educational needs supported through school action is below average. The proportion of pupils supported at school action plus or who have a statement of special educational needs is below average.
- The school meets the government's current floor standards which are the expected minimum standards for pupils' attainment and progress in English and mathematics.
- The headteacher has supported the improvement of neighbouring primary schools that have been judged as causing concern.

What does the school need to do to improve further?

- Improve pupils' progress and raise their achievement in writing by continuing to improve the teaching of writing ensuring pupils secure the knowledge and skills to write well and are consistent and effective in putting these into practice when working independently.

- Make sure in all teaching the most able pupils are able to work at their own pace and not have to wait for others to catch up.

Visit outcomes

Achievement

is good

- The starting points of the large majority of children entering Nursery Year are below the level expected in what they know, understand and can do. A significant minority of children are well below the level expected.
- Children's progress is rapid in Nursery and Reception Years and it continues at Key Stage 1. In 2013, the majority of pupils had by the end of Year 2 progressed from their low starting point to average levels in reading, writing and mathematics even though the proportions doing so were significantly below those nationally in writing and mathematics.
- However, good progress at Key Stage 2 continues to build pupils' knowledge, understanding and skills. By the end of Year 6 the very large majority of pupils reach the point in learning they should for their age.
- In 2013, the standard of pupils' reading and mathematics was broadly average by the end of Year 6. The proportions of pupils at the expected level in reading and mathematics were higher than that nationally. The standard of writing was below average as fewer pupils reached the expected level despite having made progress.
- Fewer pupils reached a high standard in writing and mathematics or made more than expected progress in these subjects, although the few most able pupils attained the highest level possible in mathematics to match the proportions doing so nationally.
- Pupils currently on the school's roll are learning effectively in all subjects and making good progress including the small number of pupils supported through the pupil premium where the gap in attainment between them and other pupils is quickly being closed. The shortfall in writing is being tackled effectively across the school and standards are rising to match those already achieved in reading and mathematics.
- In writing, more pupils are now making better progress. The motivation to improve their writing is strengthened by the many displays around the school celebrating pupils' work. Pupils write neatly and clearly in styles interesting to read. Grammar, punctuation and spelling are usually good. Pupils often write with confidence, at length and for a wide variety of purposes. However, some still forget the lessons of good writing when it comes to independent work.
- Pupils' achievement in reading is exceptional because leaders have been very successful in promoting interest and enjoyment in reading across the school as well as improving the ways pupils learn to read.
- Children in Nursery and Reception Years and pupils in Years 1 and 2 make rapid progress in learning to read, linking effectively letters and the sounds they make. Parents have been convinced to encourage reading at home. Old books have been replaced by new stock. The library service keeps the stock refreshed and the school's new library gives pupils good access to a wide range of reading.
- In Nursery and Reception Years children learn effectively the basics of number, counting, shape and measurement and make good progress over time in mastering calculations and problem solving in mathematics such as fractions of whole numbers and the perimeter and area of irregular two-dimensional shapes.
- The thorough tracking of pupils' progress ensures all groups of pupils are well supported if they are seen to be falling behind or would benefit from a boost through intensive

teaching in many and various small groups. Pupils with special educational needs are helped to learn and make progress at the same good rate of other pupils.

- The most able Year 6 pupils are helped to attain high levels in mathematics. Others are very effectively supported to reach the expected level in writing and the least able in Year 5 are taught for a good part of each day as a small group making good progress with their work.

Teaching

is good

- Teachers, including the newly qualified teachers appointed this year, have good command of the subjects they teach and plan work and activities which pupils find stimulating and enjoyable. This means pupils gain knowledge, understanding and skills at a good rate at whatever point they are in learning.
- Teachers and their assistants know pupils well and relate to them in very positive ways that builds trust, confidence and a common sense of purpose. The good relationship with pupils is based upon high expectations for hard work, good attitudes to learning and impeccable behaviour.
- This happens to an outstanding extent in the small Year 5 group being intensively supported with work and also in the Year 6 small group being very effectively moved on in their writing. Time is used very productively and teaching is lively and motivating.
- Teaching assistants are very effective in helping the least able pupils learn and make progress during lessons and through taking the lead in teaching small groups. In one instance a teaching assistant assessed accurately the difficulty pupils had in calculating fractions and adapted her teaching to revisit multiplication and division facts pupils had failed to recall. This meant pupils learnt the skill needed to work with fractions.
- Year 3 boys who this year need support to stay motivated have had their work adapted to be more related to what interests them, such as super heroes. The extra support from teaching assistants and small group activities ensure they make progress and do not fall behind.
- Across the school pupils enjoy lessons and get actively involved in listening, contributing and answering questions.
- The attractive, stimulating spaces created for Nursery and Reception children captivates them and leads to busy, energetic activity significantly contributing to improvements in all areas of learning. Teachers and their assistants effectively encourage speaking and listening particularly between children and they teach letters and the sounds they make well. Writing is given a high profile and children experience a range of opportunities to develop this in the areas of learning.
- Teachers' assessment is thorough and it is used well to plan challenging work that builds systematically on what pupils have already learnt. Marking is effective in giving pupils a clear indication of what they have done well and what can be improved. In some lessons at least pupils are given time to do corrections.
- Very occasionally the opportunity is lost for the most able pupils to get on with work while they wait for less able pupils who are being taught things the most able already know.

Behaviour and safety

are outstanding

- The behaviour of pupils is outstanding. Pupils have excellent attitudes to learning and they thoroughly enjoy school. Their attendance is above average and pupils arrive at

school each day on time. Parents who have given their views say their children are very happy and thrive at school.

- Good relationships and friendliness pervade the whole of the school. Pupils get along very well with staff and with each other. They respond very positively to the expectation they work hard and give of their best efforts. Pupils cooperate fully with the busy pace of the school day and the clearly stated routines for lessons and when moving around the school.
- Pupils settle quickly in lessons and are good at getting organised for work. They are quiet and attentive when they need to be and lively when it comes to answering questions or showing what they know and can do. Pupils can be left to get on with work on their own and they stick to the task. Their work interests them and they are keen to complete it and do well. Quite often they will spontaneously discuss their work with each other.
- Pupils whose behaviour is sometimes challenging as a result of their special educational needs are managed very effectively. Staff are well trained and supported to meet the needs of these pupils. Episodes of disruptive behaviour are minimised and do not interrupt the pupil's or other's learning. Other pupils are very considerate of, and patient with, the few who sometimes find school and learning difficult.
- The school's work to keep students safe and secure is outstanding. The school provides a safe environment and an atmosphere in which trust and feeling safe are prominent. A strong partnership with parents and close links with agencies ensure the welfare of every pupil is kept to the fore in the staff's oversight of pupils.
- Pupils are well informed about the different forms of bullying and of the risks to their safety, particularly by using the internet and social media. Incidents of bullying are very infrequent and pupils see it as a low risk in their experience of school.

Leadership and management

are good

- The strong partnership with parents and close links with schools and the community has helped develop the school's high reputation in the community.
- The headteacher is respected for his leadership. He is called upon and gives a considerable amount of his time to supporting other schools' improvement.
- Staff share the school's vision and operate as a cohesive team. They feel very positive about the impact their work has on pupils' achievement and morale is high.
- Staff with leadership responsibilities perform their roles with energy and commitment. Pupils' writing has been examined in considerable depth and good strategies developed for teaching writing across the school and keeping a close check on pupils' progress. This good leadership of literacy is raising writing standards. The oversight of pupils with special educational needs is rigorous. The extra funds given to the school through the pupil premium and the physical education and sports grant are effectively managed ensuring spending meets the aims for which the funds are intended.
- Pupils' progress is closely tracked and data analysed meticulously providing leaders and teachers with all the information they need to support the learning and progress of all groups of pupils. As a result, programmes are well developed to support pupils in small groups in addition to lessons where this is seen to be needed.
- A close check is kept on the quality of teaching and this drives improvement through the school's teachers' performance policy. Newly qualified teachers and those recently appointed are well supported by the school's thorough induction programme. As a result they have all contributed positively to the overall good quality of teaching.

■ The curriculum places good emphasis on pupils learning the skills they will need in the future. Literacy and numeracy are well planned. The broad range of subjects provides pupils with interesting, enjoyable work and activities. These are enriched with a variety of experiences throughout the year, at lunchtimes and after school.

■ **The governance of the school:**

- Governors share leaders' vision and ambitions for the school and work in close and effective partnership with leaders in driving improvement. Information from the school is examined carefully, particularly in relation to pupils' progress and the quality of teaching. Collectively, their expertise and experience equips them well to fulfil all of their responsibilities such as the health and safety of the school, safeguarding pupils and managing finance and personnel. Governors give particular attention to the use and impact of the pupil premium and the grant to promote physical education and sports. Governors visit the school regularly to look specifically at aspects of its work and to check the progress on improvement plans.