

Inspection of Dunsville Primary School

Broadway, Dunsville, Doncaster, South Yorkshire DN7 4HX

Inspection dates: 23 and 24 November 2022

Overall effectiveness **Good**

The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Requires improvement

What is it like to attend this school?

Staff work with pupils and families to achieve the school's vision of 'working as one to achieve excellence through enjoyment'. Leaders have created a learning environment in which pupils thrive. Relationships between adults and pupils are strong. Adults are excellent role models. They work well as a team to support pupils. One parent, reflecting the views of many parents and carers, stated, 'The school is so friendly – my child loves it here and is flourishing.'

Leaders have very high expectations. These are reflected in the quality of pupils' work in books and work on display throughout the school. Pupils, including those with special educational needs and/or disabilities (SEND), achieve well across a range of subjects.

Pupils behave well and have very positive attitudes to learning. They are polite and care for one another. Incidents of bullying are very rare; the use of discriminatory language is rarer still. 'There is no racist language here – it's just not nice to people,' was the response from one pupil when speaking with an inspector. When incidents do happen, the response of staff is swift and effective. As a result, pupils feel safe in school.

What does the school do well and what does it need to do better?

Since the previous inspection, leaders have developed an ambitious curriculum and made sure that it meets the needs of all pupils. Pupils develop their knowledge through a curriculum that builds year on year from Nursery to Year 6. They have many opportunities to revisit previous learning, including through recap activities at the beginning of lessons. For example, in art and design, pupils in Year 6 have developed their knowledge of the Renaissance period and learned about the techniques used by artists of the time. Pupils applied the sfumato technique to their own artwork, producing soft transitions between colours and tones. Pupils in Year 4 were able to discuss their detailed understanding of the human digestive system.

Reading is the key priority for leaders. Pupils are given opportunities to practise their reading skills in most lessons. The teaching of phonics is effective, being taught as soon as children start school. Reading books are accurately matched to children's reading ability. If they start to struggle, extra support is provided swiftly. This helps them to catch up and keep up. Throughout the school, leaders have carefully chosen high-quality books for pupils to read. Pupils discussed their favourite authors, which include Malorie Blackman and Ross MacKenzie. Pupils enjoy visiting the school library, which is well stocked with a wide range of books.

Leaders are clear about how they want staff to teach the different subjects in the school's curriculum. Because of this, there is an effective and consistent approach to teaching across the school. Teachers receive high-quality support from leaders, both at Dunsville and from across the trust. Teachers have a very good understanding of the subjects they teach.

Subjects are planned carefully and are well sequenced. Plans identify how pupils' knowledge builds on what they have learned before. Teachers are in the process of developing plans, using the same approach for the teaching of modern foreign languages (MFL). Staff check pupils' understanding and give them extra help if needed. In MFL, assessment needs further development to be useful in checking what pupils know and remember.

Pupils with SEND are identified quickly and receive appropriate support. This takes the form of guidance from an adult or access to a range of resources to help remove barriers to learning. As a result, these pupils do well.

When children join school in early years, they enter a supportive and exciting learning environment. Adults help children to develop routines and guide them in how to share equipment with their peers. Teachers have carefully planned what children need to learn. The curriculum focuses on communication and language, including the development of a wide range of vocabulary. There are many activities that spark children's interest. For example, some children were building large circles out of foam bricks after they had looked at abstract paintings by Wassily Kandinsky.

Pupils behave well in lessons and at other times of the school day. Pupils work well together in classrooms and are eager to learn.

Pupils contribute to the life of the school. For example, pupils elect school councillors, and older pupils have various roles, including as 'reading buddies' who read with younger pupils. The school offers a wide range of clubs, which are well attended.

Leaders manage the school well. The Brighter Futures Learning Partnership Trust has provided strong support. Leaders have an accurate view of the school's strengths and the areas to work on to make it even better. The headteacher, supported by her leadership team, has built a motivated and enthusiastic team. Governors support the school and visit regularly. They are knowledgeable about all aspects of the school's work.

Safeguarding

The arrangements for safeguarding are effective.

Pupils' safety is the highest priority for all staff. Leaders make sure that staff are provided with safeguarding training and regular updates. Staff are well informed about, and consistently use, the school's safeguarding procedures. Appropriate checks are carried out on all adults working in school. Governors assure themselves of the effective use of safeguarding systems and talk to pupils about how staff help to keep them safe. Pupils learn about the risks they may face in a range of contexts, including when online.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Although parts of the curriculum for MFL have been coherently planned and sequenced, this is still in its early stages. Pupils, including those with SEND, have not had sufficient formative experience to acquire the knowledge required to progress well in MFL. Leaders should ensure that the whole curriculum for MFL is well planned. They should ensure that teachers check what pupils know and remember and take account of any gaps in pupils' knowledge to enable pupils to build effectively on what they already know.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	138907
Local authority	Doncaster
Inspection number	10241165
Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	269
Appropriate authority	Board of trustees
Chair of trust	Marcus Isman-Egal
Headteacher	Vicky Wilson
Website	www.dunsville.doncaster.sch.uk
Date of previous inspection	6 and 7 February 2019, under section 5 of the Education Act 2005

Information about this school

- Dunsville Primary School converted to become an academy school in September 2019. When its predecessor school, Dunsville Primary School, was last inspected by Ofsted, it was judged to require improvement.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school had received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation.
- Inspectors met with the headteacher, deputy headteacher and assistant headteacher. The lead inspector met with a member of the trustees and the chair of the local governing board. The lead inspector also met the chief executive officer of The Brighter Futures Learning Partnership Trust.
- Inspectors carried out deep dives in reading, mathematics, science, and art and design. For each deep dive, inspectors met with subject leaders, looked at

curriculum plans, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. Inspectors visited a sample of lessons. Inspectors also met with further subject leaders and looked at curriculum plans for music, computing, design technology and MFL.

- An inspector met with the designated safeguarding lead to discuss the school's safeguarding policies and procedures. Documents were scrutinised to evidence how the school identifies and supports pupils who may be at risk of harm. Inspectors spoke with a range of pupils and staff to evaluate the school's safeguarding culture.
- An inspector checked the school's single central record to make sure that all staff have had the appropriate checks to work with children.
- The views of staff and pupils were considered from conversations and through responses to Ofsted's online surveys.
- An inspector spoke to parents during the inspection. The responses to Ofsted Parent View, including written comments, were considered.

Inspection team

Andy Taylor, lead inspector	Ofsted Inspector
Trudi Bartle	Ofsted Inspector
Pritiben Patel	Ofsted Inspector

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