

# Dunkirk Primary and Nursery School

## Inspection report

---

<b>Unique Reference Number</b>	122416
<b>Local Authority</b>	Nottingham City
<b>Inspection number</b>	327722
<b>Inspection dates</b>	8–9 October 2008
<b>Reporting inspector</b>	Alison Cogher

This inspection of the school was carried out under section 5 of the Education Act 2005.

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

---

<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 on roll</b>	
School (total)	227
Government funded early education provision for children aged 3 to the end of the EYFS	65
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs M Gotheridge
<b>Headteacher</b>	Mrs J Alford
<b>Date of previous school inspection</b>	15–16 December 2005
Date of previous funded early education inspection	NA
<b>School address</b>	Malborough Road Dunkirk Nottingham NG7 2LE
<b>Telephone number</b>	01159153273
<b>Fax number</b>	01159153274

---

<b>Age group</b>	3–11
<b>Inspection dates</b>	8–9 October 2008
<b>Inspection number</b>	327722

---

© Crown copyright 2008

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

This is an average sized primary school with Early Years Foundation Stage (EYFS) provision for children in a Nursery and Reception class unit. There is a wide mix of ethnic backgrounds at the school with 30 nationalities and 20 mother-tongue languages other than English represented. Many pupils are at the early stages of learning English. The proportion of pupils with learning difficulties and/or disabilities is above average. The number of pupils entering and leaving the school during the year is well above average largely due to families from overseas being on contracts at the nearby university and medical centre.

The school has successfully achieved a number of nationally recognised awards including; the International School Award, Artsmark Silver, ECO School Silver, the Healthy School Award and Investor in People Award. The school is also one of only 30 schools nationally to be awarded School of Creativity status because of its creative approaches to learning.

A range of extended care and education services are available at the school.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

**Grade: 1**

This is an outstanding school. Pupils receive a high standard of education within an exceptionally caring community that fully promotes social and racial harmony. Staff, governors and all those who work and support the school provide excellent role models for pupils. Many parents wrote in praise of the school for the way it supports their children both academically and personally. They recognise the strength of the school community which enables their children to challenge the perceptions and ideas of others without fear of conflict, and to feel safe, secure and supported.

The headteacher is an exemplary leader who inspires and empowers staff and governors to work as a united team. The school is a vibrant learning community where both staff and pupils are highly motivated and work extremely hard to achieve the challenging targets they are set. There is no complacency and leaders and managers at all levels know the school very well because they use a wide range of robust monitoring procedures. However, there is recognition that the system used to track pupils' progress whilst being very thorough, is labour intensive and accessing information to support target setting and school improvement is not an efficient process. Prompt, well targeted action is taken to address issues that are identified, the results of which are often impressive. Such action resulted in the rise in the standard of pupils' writing this year. Success such as this demonstrates clearly the school's excellent capacity to improve further.

Throughout the school relationships and the care, guidance and support pupils receive are superb. Consequently, pupils' personal development is outstanding and they feel safe and secure in an environment that is free of harassment or racism of any kind. The school council is very active and provides pupils with a strong voice within the school community. Pupils know they are respected and listened to and take their responsibilities within and beyond the school very seriously. They develop into mature, independent and considerate individuals. Pupils' academic and personal development is fully supported by their excellent behaviour and enormous enjoyment of school.

Teaching and learning are typically outstanding as teachers plan to meet individual pupils' needs and manage classrooms with assurance. Pupils generally make outstanding progress and achieve extremely well to reach broadly average standards by the end of Year 6. They have extensive opportunities to work collaboratively and thrive in the positive atmosphere created in lessons. The outstanding curriculum inspires pupils to learn and fully supports the exceptional progress that they make. Dunkirk has been identified as a National School of Creativity reflecting the extremely high quality and relevance of its curriculum. The many clubs and enrichment activities on offer are very popular with pupils and support their overall learning extremely well.

## Effectiveness of the Early Years Foundation Stage

**Grade: 1**

The EYFS is extremely well led and managed and teamwork is outstanding. This ensures that children receive an exciting and motivating start to their education. Children of Nursery and Reception age are taught in the same space, but activities

are planned indoors and outdoors that take account of their individual or group learning needs. Although they vary from year to year, children of Nursery age start with skills, knowledge and understanding that are typically well below those expected for children their age. In aspects of personal, social and emotional development and language development their competence is often low. Excellent teaching and a vibrant and stimulating curriculum ensures children make good and often outstanding progress in all areas of learning. For example, although many children start school without knowing any English they quickly develop into confident speakers and considerate listeners who are able to engage very productively in all the activities provided. Children's confidence and enjoyment is a consequence of the very effective admission arrangements, close links with parents, the excellent care and support they receive from staff and exemplary teaching. The teaching of basic literacy and numeracy skills are rooted in practical activities that children find fun. Staff are exceptionally good at engaging children in conversation to support and extend their learning. Children grow in confidence and independence as they play and learn happily together and are very well prepared for the next stage of their education. By the end of their Reception year, the majority of children are working confidently within the expected learning goals.

### **What the school should do to improve further**

- Refine the pupil progress tracking system to make it easier to extract information in support of target setting and school self-evaluation.

### **Achievement and standards**

**Grade: 1**

Pupils who spend all of their primary years at the school reach standards at the end of Year 6 that are broadly average in English, mathematics and science. This reflects outstanding progress and achievement from pupils' individual starting points. The number of pupils who are admitted into, or leave, the school during the year is well above average. For these pupils school assessment information shows that they make at least good and often outstanding progress and achieve extremely well.

Overall, standards in Year 2 were broadly average in 2008. There was a clear improvement on the 2007 results in reading, writing and mathematics. The most significant improvement was in writing, a direct consequence of the school's focus on this subject over the year. Over half of the pupils who took the national tests in Year 6 in 2008 were admitted after Year 2. Standards in English, mathematics and science were broadly average. Compared to previous years there was an improvement in English and mathematics. The writing element of English improved significantly and the gap between standards in reading and writing was reduced. Many pupils are in the process of learning English as their second, and for a few their third, language. These pupils and those who find learning a particular challenge achieve as well as other pupils.

## **Personal development and well-being**

**Grade: 1**

Pupils' spiritual, moral, social and cultural development is excellent due to the first-rate curriculum, excellent teaching and the care, guidance and support they receive. Pupils have a very clear understanding of the benefits of leading a healthy lifestyle and are very well prepared to keep themselves safe both in school and in the wider community. Attendance has improved over time and for the vast majority of pupils is good. Extended holidays are taken by some families but the value of these is exploited by the school to support all pupils' understanding of the global community. Outstanding relationships based on mutual respect and trust, and the highly relevant curriculum support pupils' excellent behaviour and their enormous enjoyment of school. Pupils have a secure command of basic literacy and numeracy skills. This together with their exceptional capacity to work constructively together in a multi-cultural and socially diverse environment ensures they are extremely well prepared for their future lives.

## **Quality of provision**

### **Teaching and learning**

**Grade: 1**

Teachers have high expectations of what pupils can achieve and are not afraid to divert from set plans to follow pupils' interests and pursue new directions of learning. Excellent use is made of assessment information to guide well-structured lesson plans with clear objectives that meet the wide range of pupil abilities and interests. Teachers are knowledgeable and confident and deliver motivating lessons that move at a good pace. They work in close partnership with very skilled classroom assistants. Adults and pupils develop strong trusting bonds that enable pupils to take risks with their learning in the knowledge that they will be fully supported. The very effective use of high quality resources bring lessons to life and contributes significantly to pupils' enjoyment of learning.

### **Curriculum and other activities**

**Grade: 1**

The curriculum and other activities are firmly rooted in the culturally diverse school environment. Subjects are imaginatively bound together by the skilful integration of literacy and information and communication technology (ICT). A very comprehensive range of additional learning opportunities extend pupils learning very effectively. For example, the annual residential visit for Year 5 and 6 to Caythorpe Hall challenges pupils to achieve personal and team goals. When working with visiting artists and drama specialists, pupils are enabled to consider fully their hopes for the future and the quality and depth of their relationships with others. The personal, social and health education curriculum enables pupils to develop highly refined personal and social skills. Curriculum enrichment is exceptional with a very wide variety of after school clubs ranging from learning Arabic to circus skills.

## Care, guidance and support

**Grade: 1**

Pastoral care for pupils is of the highest order and great care is taken to ensure newly arrived pupils are immediately made to feel welcome and part of the Dunkirk family. The Learning Mentor is very successful at promoting the importance of good attendance and works effectively with the small number of families who find getting their children to school a challenge. Procedures for safeguarding pupils meet current requirements and are rigorously and consistently implemented. Systems for assessing and tracking pupils' achievement are extremely thorough. Pupils fully understand their literacy and numeracy targets and their learning is further aided by teachers' very good quality marking. Procedures to include and support all pupils are extremely effective. This ensures that pupils' who find learning difficult and those for whom English is not their first language are able to achieve as well as other pupils.

## Leadership and management

**Grade: 1**

The school's leadership and management team is led exceptionally well by its enthusiastic and energetic headteacher and deputies. They provide excellent role models for other staff who, as a result, carry out their leadership and management roles very effectively. An extremely clear educational direction is well established at the school. It is sharply focused on raising standards, ensuring all pupils achieve academically as well as they can and that they develop the personal and social skills that will equip them to live in harmony with others. The school's system for recording and tracking pupils' progress is very comprehensive but does not allow for the quick extraction of specific information to support the target setting and school self-evaluation process. Community cohesion is outstanding and reflected in the high quality relationships within the school, with parents and partners in the wider community and schools in Pakistan, Lebanon and Spain. Governors are very challenging but also extremely supportive. Together with staff they set high expectations for all aspects of the school's work. The quality of teamwork in the school is outstanding and ensures that all pupils are fully included.

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).**



## Annex A

## Inspection judgements

<b>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate.</b>	<b>School Overall</b>
---	-----------------------

### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	<b>1</b>
Effective steps have been taken to promote improvement since the last inspection	<b>Yes</b>
How well does the school work in partnership with others to promote learners' well-being?	<b>1</b>
The capacity to make any necessary improvements	<b>1</b>

### Effectiveness of the Early Years Foundation Stage

<b>How effective is the provision in meeting the needs of children in the EYFS?</b>	<b>1</b>
How well do children in the EYFS achieve?	<b>1</b>
How good is the overall personal development and well-being of the children in the EYFS?	<b>1</b>
How effectively are children in the EYFS helped to learn and develop?	<b>1</b>
How effectively is the welfare of children in the EYFS promoted?	<b>1</b>
How effectively is provision in the EYFS led and managed?	<b>1</b>

### Achievement and standards

<b>How well do learners achieve?</b>	<b>1</b>
The standards <sup>1</sup> reached by learners	<b>3</b>
How well learners make progress, taking account of any significant variations between groups of learners	<b>1</b>
How well learners with learning difficulties and/or disabilities make progress	<b>1</b>

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	<b>1</b>
The extent of learners' spiritual, moral, social and cultural development	<b>1</b>
The extent to which learners adopt healthy lifestyles	<b>1</b>
The extent to which learners adopt safe practices	<b>1</b>
How well learners enjoy their education	<b>1</b>
The attendance of learners	<b>2</b>
The behaviour of learners	<b>1</b>
The extent to which learners make a positive contribution to the community	<b>1</b>
How well learners develop workplace and other skills that will contribute to their future economic well-being	<b>1</b>

## The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	<b>1</b>
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	<b>1</b>
<b>How well are learners cared for, guided and supported?</b>	<b>1</b>

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	<b>1</b>
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	<b>1</b>
How effectively leaders and managers use challenging targets to raise standards	<b>1</b>
The effectiveness of the school's self-evaluation	<b>1</b>
How well equality of opportunity is promoted and discrimination eliminated	<b>1</b>
How well does the school contribute to community cohesion?	<b>1</b>
How effectively and efficiently resources, including staff, are deployed to achieve value for money	<b>1</b>
The extent to which governors and other supervisory boards discharge their responsibilities	<b>1</b>
Do procedures for safeguarding learners meet current government requirements?	<b>Yes</b>
Does this school require special measures?	<b>No</b>
Does this school require a notice to improve?	<b>No</b>

## Annex B



10 October 2008

Dear Pupils

### **Inspection of Dunkirk Primary and Nursery School, Nottingham, NG7 2LE**

Thank you very much for helping us with the inspection of your school. You made us feel extremely welcome and we thoroughly enjoyed talking to such polite, courteous and happy pupils. You told us that you think Dunkirk is a wonderful school. We agree your school is outstanding.

We were so impressed by your exceptionally good personal development including your excellent behaviour and the superb way you work and play together. Your extremely positive attitudes and the very high quality of teaching help you to achieve extraordinarily well. The care, guidance and support you receive is excellent too. You told us that you always have adults and friends who will help you if you need it.

The mixture of subjects and topics that you study are outstanding. You told us how much you enjoy being creative and taking part in all the extra activities that are provided. You are justifiably proud of the links you have to schools in Pakistan, Lebanon and Spain. We were very pleased to hear how much you have learned from having real contact with pupils in other countries and how much you appreciate and value each other's cultures and backgrounds.

Your headteacher, staff and governors run the school exceptionally well. They work extremely hard to make sure that you get the best of everything and are helped to do the best you can. They keep a very close eye on the progress you are making although the system they have for doing this could be improved. We have asked them to focus on making this system better so it is easier for them to check quickly how well you are doing.

Thank you again for all your help during the inspection. It was a privilege to meet you and we hope that you all continue to work hard and enjoy each others company so you can make the most of your time at Dunkirk.

Best wishes for the future.

Alison Cogher  
Lead inspector