

Inspection of Dordon Primary School

Roman Way, Dordon, Tamworth, Staffordshire B78 1PJ

Inspection dates: 6 and 7 February 2024

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

The associate headteacher of this school is Sinead McGroarty. This school is part of Community Academies Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Philip Hamilton, and overseen by a board of trustees, chaired by Simon Atkins. There is also an executive headteacher, Moira Cross, who is responsible for this school and one other.

What is it like to attend this school?

Pupils attend Dordon Primary School happily. They enjoy all the school has to offer. The single-word rule of 'respect' is understood well by pupils and underpins everything the school does. This is clear in the respect pupils show to each other and adults in school. Relationships between staff and pupils are highly positive. Pupils are well cared for, nurtured and encouraged to be the best they can be.

There are clear routines in place to guide pupils' behaviour and keep them safe. Children enter the Reception class from a variety of other settings and settle quickly. Pupils say that behaviour is usually good. If they do have any concerns, they know they can speak to a trusted adult. They are confident that staff will deal with problems promptly.

Pupils say they enjoy their lessons. The school recognises that pupils particularly enjoy learning that involves them in investigations. This is one of the ways in which pupils are supported to remember important information and make links in their learning.

The school has high expectations for all pupils, including those with special educational needs and/or disabilities (SEND). Pupils understand these expectations and respond by working hard in lessons.

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

The school places a high priority on pupils learning to read. A new phonics scheme has recently been introduced. Effective training has ensured that all staff teach phonics well and know when and how to support children to keep up. This is reflected in how well pupils are now learning to read. Pupils say they enjoy reading and can explain how they are becoming better readers. Children in early years are gaining confidence in forming the letters that match the sounds they are learning and writing simple sentences. The school uses extra resources, such as an online reading programme. This is successfully helping older pupils to catch up. Pupils are gaining the skills they need to become confident and fluent readers.

The routines established in the early years help children to get on well together. They share equipment and take turns. They know how to listen and join in with activities that help prepare them for the move to Year 1.

The school has made many changes to the curriculum. These are beginning to have a positive impact. The school has rightly identified gaps that still remain in pupils' knowledge in some subjects. They are working hard to address these. This is most successful when subject leaders have the opportunity to check how well the curriculum is delivered in lessons. The revised curriculum is well sequenced and ambitious for all pupils, including those with SEND. Pupils with SEND have their needs identified and are supported well. As a result, pupils with SEND achieve well and thrive in school.

Behaviour at all points of the day is good. Pupils who need help to manage their emotions and behaviour are supported extremely well. Pupils realise that sometimes others need to do things differently. They demonstrate their understanding of this and are able to show the respect and consideration for others that are so highly valued in this school.

The school recognises the importance of regular attendance and promotes high attendance. However, some pupils do not attend school often enough. This leads to gaps in their learning and means they are not achieving as well as they might.

The personal development of pupils starts strongly in the early years and runs through all aspects of school life. A variety of after-school clubs help pupils to stay active and healthy. Pupils are taught how to stay safe, and their social and emotional development has a high profile. Pupils are aware that although there are many differences, everyone is equal, and they can explain why this is the right way to treat people.

The school recognises that the work they have done to teach and promote fundamental British values is not yet fully embedded. Some pupils do not have a secure enough understanding of how these values will help prepare them to be responsible citizens of the future.

The school values its partnership with parents, and parents appreciate all that the school does for their children. Governors know the school well and effectively challenge and support school leaders to continually improve. Trust leaders ensure that staff at all levels are supported to carry out their roles effectively and continue to develop practices that reduce workload. They also provide opportunities for staff to work with other local schools to share ideas and learn together.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some pupils are absent from school too often. This means they miss out on important learning and the many opportunities available to pupils who attend regularly. The school should continue to take appropriate action, including working closely with families, to support all pupils to attend school regularly.
- The school has not ensured that pupils' understanding of fundamental British values is secure enough. This means pupils are not being prepared for life in modern Britain as well as they might. The school should ensure that opportunities to develop pupils' understanding of British values are purposefully planned and delivered throughout the curriculum and understood by all pupils.

- Some subject leaders have not had the opportunity to check how well the intended curriculum is being implemented in their area of responsibility. This means they are unaware of whether the curriculum is effective in helping pupils learn and gain knowledge. The school should ensure regular checks are made in all curriculum areas so they understand if the intended curriculum is being delivered to a high standard, resulting in pupils knowing and remembering more.

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' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	138912
Local authority	Warwickshire
Inspection number	10294586
Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	211
Appropriate authority	Board of trustees
Chair of the trust	Simon Atkins
Headteacher	Moira Cross
Website	www.dordonprimaryschool.co.uk
Date of previous inspection	25 September 2018, under section 8 of the education act 2005

Information about this school

- The school is part of the Community Academies Trust.
- The school makes use of alternative provision that is not registered.

Information about this inspection

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

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The inspectors met with the executive headteacher and associate headteacher and spoke with executive leaders of the trust.
- The inspectors carried out deep dives in these subjects: early reading, mathematics, geography and physical education. For each deep dive, inspectors

held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.

- Inspectors also discussed the curriculum in some other subjects.
- To evaluate the effectiveness of safeguarding inspectors reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors met with the designated safeguarding lead, examined school records and discussed safeguarding cases.
- Inspectors considered a range of documents, including the school's improvement plans. Records of governors' meetings and other reports about the school were scrutinised.
- Inspectors looked at records of behaviour and attendance. They observed pupils' behaviour in lessons and around school and talked informally to them in a range of activities about behaviour, bullying and welfare.
- Inspectors talked to parents at the start and end of the day and considered the responses to Ofsted's online survey, Ofsted Parent View. They also reviewed the responses to staff surveys and gathered the views of staff and pupils through discussion.

Inspection team

Anne Potter, lead inspector	Ofsted Inspector
Mark Bailie	Ofsted Inspector

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