

Dordon Community Primary School

Roman Way, Dordon, Tamworth, B78 1PJ

Inspection dates 24–25 June 2014

Overall effectiveness	Previous inspection:	Not previously inspected	
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils make good progress in reading, writing and mathematics. Standards are rising.
- Teaching is good. Lessons are lively and interesting and teachers encourage pupils to do well. Good teaching of physical education promotes an active and healthy lifestyle.
- Pupils' behaviour is exceptionally good. They are considerate and polite. Pupils are calm and quiet around school, quickly settle down to work and try their best in lessons.
- Pupils feel safe, and understand how to keep themselves safe in different situations both in and outside school.
- New pupils are supported by other pupils when they arrive. This helps them to settle well and make good progress.
- The headteacher has ensured rapid improvements in teaching and achievement.
- The strong senior leadership team checks rigorously how well pupils are doing. Any in danger of falling behind are quickly identified and helped to keep up.
- Governors are very supportive, but also make sure that they hold senior leaders accountable for improving the school. They visit regularly to check for themselves how well it is doing.
- Pupils' spiritual, moral, social and cultural development is promoted particularly well. The school's one-word rule, 'Respect', is valued by everyone and pupils try hard to abide by it.

It is not yet an outstanding school because

- Most teachers give pupils excellent guidance on how they can improve their work, but this is not consistent in all classes.
- Very occasionally, more-able pupils do not get work that develops new skills and learning.
- Systems have recently been introduced to help some staff develop leadership skills, but they are not yet having a full impact on improving teaching and learning.

Information about this inspection

- The inspector observed eight lessons or parts of lessons, of which seven were seen together with the headteacher.
- Meetings were held with the headteacher, the head of school and other staff, two groups of pupils, the Chair and Vice-Chair of the Governing Body and a director of the academy trust.
- Informal discussions were also held with parents.
- The inspector took account of the 19 responses to Ofsted’s online questionnaire Parent View, the school’s own parental and pupil questionnaires, and the 26 completed staff questionnaires.
- The inspector observed the school’s work and reviewed a range of documentation, including the school’s checks on its performance, its analysis and tracking of pupils’ progress, records of behaviour and safety, school improvement plans, records relating to classroom observations and the management of staff performance, safeguarding arrangements and records of meetings of the governing body.
- The inspector also looked at pupils’ work, listened to pupils read and checked information on attendance.

Inspection team

Susan Hughes, Lead inspector

Additional Inspector

Full report

Information about this school

- The school is smaller than the average-sized primary school. It converted to become an academy in November 2012, sponsored by the Community Academies Trust.
- The number of pupils is rapidly increasing, and 23 have joined since September 2013.
- The proportion of pupils supported by the pupil premium, which is additional funding for pupils who are known to be eligible for free school meals or looked after by the local authority, is above average.
- Most pupils are White British and speak English as their first language.
- The proportion of disabled pupils and those who have special educational needs supported through school action is average. The proportion supported at school action plus or through a statement of special educational needs is above average.
- The headteacher leads two other local schools in addition to Dordon Community Primary School.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.

What does the school need to do to improve further?

- Improve teaching and raise standards by:
 - giving pupils consistently high-quality guidance to help them improve their work in all classes
 - providing more-able pupils with challenging work, so they make even better progress and reach higher standards.
- Improve the effectiveness of leadership and management by ensuring that:
 - leaders at all levels have the skills they need to check and improve the quality of teaching and learning.

Inspection judgements

The achievement of pupils is good

- Pupils from all ability groups and backgrounds are achieving well throughout the school. Their progress has speeded up this year, and overall standards by the end of each key stage are rising, particularly in mathematics and reading.
- Children start school with skills well below those typical for their age. In the Reception class, they make good progress in writing, understanding about the world and technology. Even so, children begin Key Stage 1 with weaker skills than normally expected, particularly in language and mathematics. The proportion of children who reached a good level of development in 2013 was below average.
- The results of the most recent national screening check at the end of Year 1 on pupils' knowledge of phonics (the sounds that letters represent in words) were above average. This was an improvement on the previous year as the teaching of phonics has improved. During the inspection, pupils used these skills to read unfamiliar words such as 'meanwhile' and 'attention'.
- Pupils make good progress in Key Stage 1. In 2013, standards were average in reading, writing and mathematics by the end of Year 2.
- The 2013 national test results showed that the achievement of Year 6 pupils required improvement. However, since that time more rapid progress has raised their attainment. Pupils currently in Year 6 are making good progress and working at broadly average standards in reading, writing and mathematics.
- Pupils who are supported by pupil premium funding make especially good progress. As they move through the school the gap between their attainment and that of their classmates narrows. In 2013, eligible Year 6 pupils on average reached higher standards than their classmates in mathematics. They were a term behind in reading and less than half a term behind in writing.
- Disabled pupils and those who have special educational needs achieve well because of the good support they receive. Their needs are quickly identified and they are supported in the classroom, in small groups or individually, as appropriate. Their progress is checked regularly to make sure the support is effective as their needs change.
- More-able pupils generally make good progress. More are working at a higher level in Year 6 this year than in 2013. Very occasionally, they could make even better progress in some lessons.

The quality of teaching is good

- Teachers show high expectations of what pupils can do. They often link literacy and numeracy lessons to the themes pupils are studying. This makes the lessons interesting and exciting. For example, during the inspection a Year 3 and 4 lesson was 'interrupted' by a telephone call from Aslan the Lion, challenging pupils to solve some mathematical problems for him. Meanwhile, Year 1 and 2 pupils were writing about the beauty of St Lucia and places of interest for potential tourists to visit.
- Teachers ask pupils questions regularly to check their understanding and help move them on in their learning. The questions also help to deepen pupils' knowledge and extend their language skills as teachers encourage explanations and justifications for answers.

- Disabled pupils and those who have special educational needs are supported by sensitive and well-trained additional adults. They work closely with class teachers to make sure that the support they give helps pupils learn well alongside their peers. Leaders make good use of specialists who visit the school to help pupils who have complex special educational needs.
- Pupils who are supported by the pupil premium are also helped by adults who model their guidance on the good examples of teachers in the classroom. A high proportion of eligible pupils also have special educational needs.
- Pupils have regular homework which is always linked to the learning in lessons. Pupils say that they enjoy the new system, which gives them a choice of how to do their work. They particularly like making models and finding out information about their themed work and say this helps their learning in school.
- Physical education is taught well. The primary school sports funding is used to employ coaches to work alongside teachers in lesson. This means that while pupils receive high quality coaching that develops their sporting skills well, teachers learn new techniques. The funding also provides organised sports at lunchtimes and funds pupils' participation in competitions, in which they are becoming increasingly successful. During the inspection pupils from Key Stages 1 and 2 attended inter-school sports events.
- More-able pupils usually have demanding work which helps them make good progress in lessons. Very occasionally, however, they have to complete work that they already understand before learning new skills, so they do not make the progress they are capable of.
- Some teachers give pupils excellent guidance on how they can improve their work, and make sure pupils act on this advice to help them make rapid progress. In some classes, however, the advice is sometimes vague or too general to be helpful.

The behaviour and safety of pupils are outstanding

- The behaviour of pupils is outstanding. All parents who completed Parent View and those spoken to during the inspection agreed that the school makes sure its pupils are very well behaved.
- Adults show respect for pupils and this is mirrored in the way pupils treat, and care about, each other. For example, an older pupil was overheard checking if another was all right as they left a lesson which they had found challenging. This spontaneous encouragement was sensitive and thoughtful.
- Pupils of all ages are polite and courteous, both in lessons and on the playground. When moving about school, they are calm and careful of others. For example, Year 1 and 2 pupils were keen to go out to play after lunch, but calmly stored away their lunch bags and helped each other, without needing adult supervision.
- Pupils know what bullying is and the different forms it can take, including physical, verbal and cyber-bullying. They are adamant that there is little or no bullying in the school. They use the 'stop it please' phrase to stop any thoughtless behaviour and say that if this does not work, adults in school always sort out any problems.
- Because there are a considerable number of new arrivals during the year, pupils devised a programme to help them settle in. This includes allocating a 'shadow' member of the class who

stays with the new pupil for three weeks to make sure they feel supported. Pupils new to the school say this helped them and their parents agree that they have settled well.

- Pupils are very enthusiastic about their learning and are keen to share what they are doing with visitors. For example, in the Reception class children performed circus acts and took holiday booking from children and adults alike in their imaginary play. Year 2 and 3 pupils keenly explained the different methods they were using to solve money problems.
- The school's work to keep pupils safe and secure is good. Leaders ensure that staff are rigorously checked prior to appointment. Pupils know how to stay safe in different situations, such as on the road, in case of fire and at the seaside. Pupils know about safe use of the internet and understand why safety precautions should be taken.
- Parents spoken to during the inspection agreed that behaviour, teaching and their children's progress are very good under the current headteacher's leadership. They told the inspector that their children are happy to come to school. This is reflected in improved attendance, which is above average.

The leadership and management are good

- The dynamic leadership of the headteacher has ensured rapid improvements in all areas of the school. He has built a strong team of senior leaders who rigorously check pupils' progress to make sure that all groups are doing well.
- The appraisal system for checking teachers' performance, introduced last year, has contributed to the good teaching across the school. Individual targets are used by the headteacher and the governing body to judge whether pay rises and promotion are justified by results. All members of staff are included in the appraisal system, and this has helped develop the skills of the additional adults who ably support pupils as well as the teaching staff.
- The school works closely with other schools in the academy trust and has strong links with other local schools. This means that pupils work with, and compete against, pupils from other schools. It also provided opportunities for staff to share expertise. Working together across the academy has helped the school improve and systems have recently been introduced to develop leadership skills of staff. However, these have not yet had a full impact on improving teaching and learning.
- The curriculum is interesting and teachers develop pupils' literacy, numeracy and communication skills well in different subjects. Themes such as 'Crime and Punishment' and 'Watch Out – Deadly' are exciting and fascinate pupils, making them want to learn. During Shakespeare week all pupils looked at a different play. While Reception pupils produced artwork based on the fairies in *A Midsummer Night's Dream*, Years 1 and 2 learnt about Macbeth's witches and older pupils studied *Romeo and Juliet*.
- Strong spiritual, moral, social and cultural education supports pupils in developing self-awareness and respect for others. Pupils confidently talk about different faiths and cultures and readily debate moral issues. For example, Year 5 and 6 pupils wrote well-constructed arguments as to whether everyone should participate in sports once a week. The school promotes equality of opportunity well and makes sure that no groups of pupils achieve less well than others.

■ The governance of the school:

- Governors are very supportive of the school. They understand its strengths and how it can improve. Governors' visits are focused on agreed areas for improvement, and they ask senior leaders challenging questions to make sure the improvements are happening.
- Governors manage the school's finances well. They appreciate how the new appraisal system has contributed to the good teaching, and make sure that teachers' pay rises are linked to the progress that pupils make. They are well aware of how well different groups of pupils are achieving. For example, governors check that the pupil premium is helping eligible pupils to do as well as their classmates. They also understand that the primary school sports funding is providing more opportunities for pupils to take part in physical activities. This is improving pupils' sporting skills and supporting an active healthy lifestyle.
- Governors make sure that national requirements for safeguarding and child protection are met.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	138912
Local authority	Warwickshire
Inspection number	440068

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

Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	136
Appropriate authority	The governing body
Chair	Lisa Grinham
Headteacher	Edward May
Date of previous school inspection	Not previously inspected
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