

# Inspection of The Dasset Church of England Primary School

Fenny Compton, Southam, Warwickshire CV47 2XU

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Inspection dates: 1 and 2 March 2022

## **Overall effectiveness**

## **Requires improvement**

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The quality of education

**Requires improvement**

Behaviour and attitudes

**Good**

Personal development

**Good**

Leadership and management

**Requires improvement**

Early years provision

**Good**

Previous inspection grade

Good

## **What is it like to attend this school?**

Pupils are happy to come to school. They enjoy learning and being with their friends. They have positive relationships with adults. Pupils feel safe because they have trusted adults whom they can talk to about any worries or problems. Pupils say that bullying is rare and that if it does happen, it is usually sorted out quickly.

Staff are ambitious and want pupils to achieve well. They have introduced a new broad and balanced curriculum. However, some subjects are not being delivered well enough throughout the school. This means that some pupils, including those with special educational needs and/or disabilities (SEND), do not make as much progress as they could.

Pupils behave well in lessons and during breaktimes. They are thoughtful, kind and considerate of each other. They model the school's Christian values, including respect and friendship, exceptionally well. Pupils enjoy attending the variety of clubs on offer and are keen to take on responsibilities, such as those of school council member or as part of the eco- or e-safety committees.

Most parents and carers are positive about the school. They are pleased that recently there have been fewer staff changes. Parents say that the school supported pupils well during the pandemic.

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

Leaders are working hard to improve the quality of education. The new curriculum sets out the knowledge that pupils will learn in each subject from early years to Year 6. Leaders ensure that there is a focus on subject-specific vocabulary. They have high expectations about how pupils will use this language in their speech and in their writing.

The curriculum is not delivered well enough throughout the school. This includes in English. The work that some pupils complete is not matched well enough to the next steps in their learning. Also, in some year groups, staff do not have high enough expectations of what pupils can do. This means that some pupils do not achieve as well as they should. Sometimes, leaders' checks on how well the curriculum is being delivered are inconsistent. These checks do not always give them the information they need to provide the right support and training for staff who need it.

Leaders' changes to the curriculum and to the organisation of early years have had a strong positive impact. Children get off to a good start in Reception class and they do well in all areas of learning, including reading. Staff know the children well and plan learning to build on what they already know and can do. Children can easily access a wide range of high-quality resources both inside and outdoors. This includes the popular 'drawing den', where children can draw and write.

Leaders introduced a whole-school approach to teaching reading in September. This approach includes a new phonics programme. Leaders ensure that pupils have access to a wide range of reading books, including books that match the sounds that pupils are learning. However, leaders have not ensured that all staff are trained so that reading, including phonics, is taught consistently well throughout the school. This means that as pupils move through the school, their progress is uneven. Some pupils who are falling behind with their reading are not supported well enough to help them catch up.

Pupils with SEND study the same subjects as other pupils. Staff want these pupils to do well. However, lesson activities and extra support are not consistently planned well to meet the needs of pupils with SEND. This means that pupils do not make as much progress as they could. Some provision is more effective. For example, pupils with social, emotional and mental health needs benefit from focused support.

Leaders have planned for pupils' personal development carefully. Pupils learn about world religions and cultures and celebrate difference. Older pupils have a well-developed understanding of discrimination. They are adamant that everyone is welcome at their school. Curriculum plans teach pupils about relationships and age-appropriate learning about consent.

Pupils learn the importance of being kind to each another right from early years. They work and play well together. Pupils say that staff are good at knowing whether someone is not feeling 'quite right' and might need some help to manage their feelings. Leaders encourage pupils to attend school as well as they can. They work with families when pupils do not attend as well as they should.

Governors are passionate about the school and want the best for the pupils and staff. They know the school's strengths and weaknesses and provide appropriate support and challenge for leaders. They are mindful of staff well-being and have taken positive steps to help manage staff workload.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders and governors prioritise safeguarding. All staff receive regular training on safeguarding. They know how to report any concerns they have about a pupil's welfare and say that leaders respond quickly to any concerns raised. Since the previous inspection, there have been improvements to site security so that pupils can play more safely than before.

The content of the curriculum helps pupils to learn about keeping themselves safe. This includes when they are online. Older pupils know what a safe relationship should be like and what to do if something makes them feel uncomfortable.

## What does the school need to do to improve?

### (Information for the school and appropriate authority)

- There are inconsistencies in the teaching of phonics. Pupils who fall behind with reading are not consistently well supported to catch up. Leaders should ensure that all staff are trained to implement the school's new phonics programme effectively.
- The recently introduced curriculum is not being implemented well enough in all classes and subjects, including English. As a result, pupils do not always make the progress they could. Leaders should continue with their plans to ensure that the new plans are delivered consistently and effectively in all year groups.
- Pupils with SEND are not consistently supported well. The curriculum is not always sufficiently adapted to meet these pupils' individual needs. Some of the additional support that pupils with SEND receive is not matched well enough to the gaps in their learning. This hinders the progress that pupils with SEND make. Leaders should make sure that teachers know how to make the necessary adjustments to the curriculum to ensure that pupils with SEND can make strong progress.
- Some subject leaders are new to the role and their work to monitor how well the curriculum is being implemented is at an early stage. Some leaders' checks on the quality of education do not have a sharp enough focus. Leaders should ensure that they build a clear picture of the strengths and weaknesses in each subject and key stage so that areas for improvement can be addressed as swiftly as possible.

## 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.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## 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

<b>Unique reference number</b>	130379
<b>Local authority</b>	Warwickshire
<b>Inspection number</b>	10212250
<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	101
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Hester Stevns
<b>Headteacher</b>	Suzanne Corry
<b>Website</b>	<a href="http://www.thedassettprimary.co.uk">www.thedassettprimary.co.uk</a>
<b>Date of previous inspection</b>	9 April 2019, under section 8 of the Education Act 2005

## Information about this school

- The school is a Church of England school in the Diocese of Coventry. Its most recent section 48 inspection for schools of a religious character took place in December 2017.
- This school is smaller than the average-sized primary school.
- The school does not currently use any alternative provision.

## Information about this inspection

The inspectors carried out this 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 leaders, and have taken that into account in their evaluation of the school.

- Inspectors met with the headteacher, members of the school's leadership team and some subject leaders. The lead inspector met with members of the governing body.

- Inspectors carried out deep dives in these subjects: reading, English, science and geography. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. The lead inspector listened to pupils reading to adults in school.
- Inspectors also spoke to leaders about the curriculum and visited lessons in some other subjects.
- The lead inspector met with the designated safeguarding lead to discuss the actions taken to keep pupils safe. She reviewed a range of documents, including the school's single central record of staff. She looked at information about the actions taken to protect the most vulnerable pupils.
- Inspectors considered responses from parents to Ofsted Parent View, Ofsted's online questionnaire, and their free-text comments. Inspectors also considered responses to Ofsted's online staff survey and the pupil survey.

### **Inspection team**

Jo Evans, lead inspector

Her Majesty's Inspector

Travis Latham

Ofsted Inspector

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