

Inspection of Lancaster Dallas Road Community Primary School

High Street, Lancaster, Lancashire LA1 1LD

Inspection dates: 21 and 22 June 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 Good

What is it like to attend this school?

Pupils are happy at Lancaster Dallas Road because they are cared for well. Staff take the time to get to know each pupil and their family. Parents and carers appreciate this. Some of the pupils start at the school as newcomers to the country and cannot speak English. Everyone at school makes sure that these pupils feel welcome so that they can settle into school life quickly. There is a strong sense of community.

Pupils, including children in the early years, behave well. They conduct themselves respectfully around the school and at breaktimes. Pupils know that leaders want them to do their best. They work hard in lessons to reach their teachers' high expectations.

Pupils understand the importance of treating everyone with respect, regardless of any differences. If incidents of bullying were to happen, pupils are confident that staff would sort it out quickly. Pupils appreciate being able to talk to staff if anything bothers them. They know that staff will do their best to help them. This makes them feel safe.

Pupils enjoy many opportunities to develop as confident young citizens. They are proud to make a difference to their school by being a member of the school council, eco club or well-being group. They appreciate the after-school clubs that they can attend.

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

Leaders have successfully steered the school through a period of significant challenge. Their focus on improving all aspects of school life is crystal clear. This is a school where leaders and staff hold what is best for pupils at the forefront of everything they do.

Leaders have ensured that the curriculum is broad and balanced. It is suitably ambitious for all pupils. This includes those with special educational needs and/or disabilities (SEND).

In most subjects, the curriculum is well established and is understood by staff. Leaders are clear about the important knowledge that pupils need to know and remember. They have ensured that the curriculum content is ordered in a logical way so that pupils build on what they know already. As a result, pupils remember what they have been taught and achieve well.

In a small number of subjects, leaders have only recently started to identify the important key knowledge that they want pupils to learn. This means that teachers are less certain about the knowledge that should be taught. As a result, in these subjects, pupils' recall of their learning is not as strong as it is in other subjects.

Across the school, teachers deliver the curriculum well. Teachers have strong subject knowledge and present information clearly. In reading, writing and mathematics, teachers make regular checks on pupils' work to see how well they are developing their knowledge and understanding. They use this information to address pupils' misconceptions and provide suitable support. However, in some other subjects, teachers do not assess pupils' work carefully enough. This prevents teachers from understanding how well new knowledge has been learned.

Staff are skilled in identifying pupils with SEND. Through the carefully planned support that leaders provide, pupils with SEND access all aspects of the curriculum and everything that the school has to offer.

Leaders prioritise developing pupils' love of reading. Pupils are avid readers. They read widely and enjoy the work of many authors. As soon as children join in the Reception Year, they quickly gain confidence in recognising the sounds that make up words. The books that staff select for pupils to practise their reading match the sounds that they know. This helps pupils to become more confident readers. If pupils fall behind, staff give effective support to enable them to catch up. Leaders have recently implemented a new early reading curriculum and ensured that staff have received training to deliver this new approach effectively.

Children settle quickly into the Reception classes. They listen well, work happily together and enjoy learning. Children are keen to share their achievements with others. Across the school, pupils concentrate well in their lessons. They move around the school sensibly and calmly. Learning is rarely disrupted by poor behaviour.

Leaders provide pupils with many opportunities to learn about the wider world. Pupils learn about how to stay physically and mentally healthy. They were keen to explain what they have learned about equality, diversity and different cultures.

Governors are proud to be part of the school. They understand the school's strengths and weaknesses. They keep a close watch on how the improvements are evolving. Staff feel well supported by leaders. They appreciate the way leaders are mindful of their workload and well-being.

Safeguarding

The arrangements for safeguarding are effective.

Leaders take their safeguarding responsibilities very seriously. There is a strong culture of safeguarding and effective systems are in place to keep pupils safe. Staff receive regular training that ensures that they can identify any problems that pupils may face. Staff have confidence in leaders to deal with concerns that they have raised effectively. Leaders work closely with external agencies. They are tenacious and skilled at getting appropriate support that makes a difference for pupils and families. Pupils know how to keep themselves safe, including when online.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a small number of subjects, leaders have not defined the important knowledge that pupils should learn. This means that pupils do not build their knowledge securely on what they already know and can do. Leaders should ensure that all subject curriculums identify the important knowledge that pupils should learn.
- In some subjects, teachers do not use assessment well enough to check that pupils fully understand what they have been taught. This prevents pupils from building their knowledge securely on what they already know. Leaders should ensure that teachers use assessment strategies effectively in all subjects to support pupils' next steps in learning.

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

Unique reference number	119130
Local authority	Lancashire
Inspection number	10226304
Type of school	Primary
School category	Community
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	416
Appropriate authority	The governing body
Chair of governing body	Amy Stanning
Headteacher	Adam Newton
Website	www.dallasroad.lancs.sch.uk
Date of previous inspection	9 March 2017, under section 8 of the Education Act 2005

Information about this school

- There have been a significant number of changes to the leadership team, including changes in subject leadership, since the previous inspection. A new headteacher and deputy headteacher have been appointed.
- The governing body is responsible for the before-school provision at the school.
- Leaders do not make use of 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.
- During the inspection, the inspectors held meetings with the headteacher, senior leaders and members of the governing body, including the chair of governors. They also spoke with a representative from the local authority.

- Inspectors carried out deep dives in early reading, mathematics, history, art and design and music. These involved visiting lessons with subject leaders, discussing the subject curriculums, talking to pupils and teachers and looking at pupils' work. They also observed pupils reading to a familiar adult.
- Inspectors held discussions with other subject leaders.
- The inspectors observed pupils' behaviour at playtimes, lunchtime and during lessons. Inspectors also talked to pupils about their views of the school.
- Inspectors considered the responses to Ofsted Parent View and spoke with parents. They also considered responses to the pupil and staff questionnaires.
- The inspectors checked leaders' safeguarding procedures. They viewed a range of safeguarding documentation and looked at how incidents are managed and recorded.

Inspection team

James Blackwell, lead inspector	Ofsted Inspector
Andrew Morley	Ofsted Inspector
Sarah Price	Ofsted Inspector

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