

Inspection of a good school: Dawlish Primary School

Jesse Road, London E10 6NN

Inspection dates:

19 and 20 April 2023

Outcome

Dawlish Primary School continues to be a good school.

What is it like to attend this school?

Pupils, staff and parents and carers are delighted to be a part of the school family. They see it as a warm, caring second home, where everyone is looked after. Staff know the pupils and families well. There is a true spirit of community here.

Leaders have high expectations of pupils' behaviour. Pupils are polite, friendly and respectful to each other. They enjoy playing with their friends in the school's spacious play areas. Pupils listen well to teachers. They follow instructions and behave well. Bullying is rare. When it does happen, leaders deal with it swiftly and it does not reoccur. Pupils feel safe here.

Pupils take an active part in the life of the school. They are enthusiastic about the opportunities they have to become leaders in school and good citizens in the community. For example, as members of the 'Nature Squad', pupils help to look after a local community garden.

Leaders are ambitious for pupils' academic and personal development. Teachers enhance pupils' learning through outings to museums and places of worship. Pupils take part in clubs such as fencing, cricket, coding and sewing during their time at the school.

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

Leaders have developed an ambitious curriculum for pupils. They have thought about the knowledge and skills pupils need to know and when. Leaders ensure that the curriculum reflects the school's local context. For example, William Morris, a local print maker, is a focus of study in art, where pupils create prints and more complex layered designs.

Subject leaders have secure knowledge and work closely with teachers. For instance, they support teachers to teach important content in a clear sequence. Teachers recap pupils' prior knowledge and understanding regularly. For example, in mathematics, lessons begin with pupils practising key facts and methods. Staff also make sure pupils understand and

use key vocabulary. As a result, most pupils develop their knowledge well across a range of subjects. Sometimes, where teacher subject knowledge is not as strong, teaching does not help to deepen pupils' understanding as effectively.

Leaders have considered how pupils develop an early understanding in different subjects. In mathematics, children in Reception develop an understanding of numbers by counting objects found in the classroom. They build on this knowledge in other year groups by counting in multiples and solving problems.

Leaders prioritise early reading. They have recently trained staff to deliver a new phonics programme. From the start of Reception, pupils develop their knowledge of the sounds that letters make. This helps them to read fluently. When they need support with phonics, pupils receive regular extra sessions. Staff help these pupils to catch up quickly. The school promotes a love of reading. The books that pupils read match the sounds they know. Teachers read to their classes daily and pupils listen and join in with delight. As they move through the school, pupils become confident readers who enjoy books.

Teachers check what pupils know and understand regularly. They use this information to identify pupils who need more support. They provide extra support to help deepen pupils' understanding, make changes to their planned lessons and provide extra teaching for some pupils. Typically, staff make effective adaptations for pupils with special educational needs and/or disabilities. They use resources effectively, so that these pupils access the same curriculum as their peers.

Pupils engage with learning positively and there is little disruption to learning. Occasionally, when activities lack a clear purpose, pupils lose concentration. Pupils work well together.

All pupils are fully included in the life of the school. They make a positive contribution to the school in a range of leadership roles. They can be sports leaders, lunchtime leaders, digital leaders and pupil parliamentarians. In Year 6, they have the opportunity to apply to be prefects. Pupils take these responsibilities seriously. For example, 'young leaders' support others during playtimes and deliver assemblies each week.

Staff said that leaders are approachable and helpful. They spoke highly of the consideration leaders show for their well-being. Staff enjoy collaborating with colleagues across the federation of schools. This reduces their workload and supports their professional learning.

The governing body is ambitious for pupils at the school. They know the school well and provide appropriate support and challenge to leaders.

Safeguarding

The arrangements for safeguarding are effective.

Staff are well trained to identify and respond to pupils who may be at risk. They are vigilant and pass on their concerns to safeguarding leaders promptly. Staff know their families well and provide early help to vulnerable families. All leaders, including the governing body, ensure they fulfil their statutory duties thoroughly.

Pupils said that they felt safe in school. They are taught about online safety and positive relationships through a well-planned curriculum. Pupils know that they can talk to a trusted adult in school if they feel worried or unsafe.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- On occasions, staff's subject knowledge is not secure. This leads to inconsistencies in how well the intended curriculum is implemented. Sometimes, teaching does not deepen pupils' deeper knowledge effectively. This includes pupils losing focus when activities lack purpose. Leaders should ensure that staff have training to develop their subject knowledge and expertise, so that they deliver the planned curriculum content in each subject consistently well.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good in February 2018.

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](#)' 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	103073
Local authority	London Borough of Waltham Forest
Inspection number	10269101
Type of school	Primary
School category	Maintained
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	173
Appropriate authority	Local authority
Chair of governing body	Debbie Strowbridge
Headteacher	Lisa McIntyre (Executive Headteacher) Marianne Bester (Head of School)
Website	www.dawlishprimary.co.uk
Date of previous inspection	20 and 21 February 2018, under section 5 of the Education Act 2005

Information about this school

- The governing body formed a hard federation with Newport School in 2015. Thorpe Hall Primary School joined the federation in 2017 followed by Oakhill Primary School in 2018.
- The executive headteacher works across all four schools in the federation.
- Leaders do not make use of any alternative provision.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders.
- The inspector held discussions with the executive headteacher and other senior leaders.
- The inspector met with members of the governing body, including the chair, a local authority representative and the chief executive officer of the federation.
- The inspector carried out deep dives in these subjects: early reading, art and mathematics. For each deep dive, she spoke with subject leaders, visited a sample of

lessons, spoke with teachers and pupils, and looked at samples of pupils' work. The curriculum in others subjects was also considered.

- To evaluate safeguarding, the inspector carried out a scrutiny of the school's single central record of pre-employment checks and reviewed other documentation.
- The inspector considered the views of pupils, parents and staff through discussions and their responses to Ofsted's online surveys.

Inspection team

Jo Franklin, lead inspector

Ofsted Inspector

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