

# Inspection of Dawley Church of England Primary Academy

Doseley Road North, Dawley, Telford, Shropshire TF4 3AL

---

Inspection dates: 7 and 8 June 2023

**Overall effectiveness** **Good**

---

The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Inadequate

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

Pupils at this school are happy and appreciate how kind everyone is. There are positive relationships between pupils and with staff. This positivity, together with robust systems for safeguarding, helps pupils to feel safe and well cared for.

Leaders have high expectations for pupils' behaviour. Pupils have a good understanding of how to meet these expectations. This stems from a firmly embedded culture linked to the school's core values. Pupils know how these values apply to their own lives and how they influence the way they should treat others. On the rare occasions that bullying happens, staff deal quickly with any issues.

Staff are ambitious for what pupils can achieve across the curriculum. Pupils experience a rich and engaging curriculum. They work hard in lessons to produce high-quality work in a range of subjects. Leaders also ensure that the curriculum places emphasis on developing pupils' personal and cultural experiences. For example, pupils visit local areas of interest, including different places of worship.

Pupils also become active citizens through a variety of opportunities across the school. They are proud to lead worship assemblies and to raise money for charity.

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

Leaders, including those responsible for governance, have been relentless in their drive to address the concerns raised at the previous inspection. Safeguarding procedures are rigorous. Record-keeping is thorough. Governors make frequent checks on this, and other important aspects of leaders' work. They know what the strengths of the school are. They also provide appropriate challenge to maintain focus on the school's areas for development. This means that the sharp focus on improving the quality of education has continued since the previous inspection.

Subject leaders have received ongoing training. This has led to further improvements in the curriculum. In science, for example, there is a greater emphasis on learning about how scientists work. This includes knowing about different types of scientific investigations.

In the early years, staff know children well. Staff ensure that they adapt the curriculum to target the prime areas of need. Communication and language are at the heart of this curriculum. Staff work closely with external agencies to identify the needs of children with special educational needs and/or disabilities (SEND). Appropriate support is provided to make sure that these children get off to a strong start to their education and are well prepared for key stage 1.

Reading is a high priority across the school. Children start learning to read in the early years through daily phonics lessons. Additional support helps pupils who fall behind to catch up and ensures that they develop the fluency and confidence they

need to be successful. Staff use quality texts to broaden pupils' vocabulary and to inspire a love of reading. This continues as pupils move through the school.

Leaders have ensured that the curriculum builds on what children learn in the early years in a logical sequence. In many subjects, staff know precisely what pupils should know and remember. They make effective use of assessment strategies to identify gaps in pupils' knowledge. Staff then ensure that pupils receive additional support to catch up. In most subjects, staff choose appropriate activities. These help to deepen pupils' understanding of important concepts. However, work in pupils' books shows that the deepening of learning is not yet consistent in all subjects. There are occasions when pupils do not develop a clear enough understanding of what they are learning.

The support for pupils with SEND also continues as pupils move through school. Staff ensure that, through a range of adaptations, these pupils can access the same learning as other pupils. This helps them to make progress through the curriculum. In mathematics, for example, this is achieved through pupils taking smaller steps or receiving adult support.

Pupils' behaviour is highly positive. There is a calm and orderly environment both in classes and around the school. This is a place where pupils can learn without disruption.

The well-sequenced curriculum in personal, social, health and economic (PSHE) education enhances pupils' knowledge of the world around them. They develop an in-depth understanding of the fundamental British values and are well prepared for life in modern Britain.

Leaders have worked hard to promote pupils' regular attendance. This has reduced the number of pupils who do not attend school regularly enough. However, there are still too many pupils who do not attend school regularly. This hinders their learning.

Staff morale is high. There is a strong team spirit and staff appreciate the consideration that leaders give to their workload and well-being.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders ensure that staff have a range of appropriate safeguarding training. This means that all staff know how to recognise the signs that a pupil might be at risk of harm. All staff understand how to report a concern. Leaders respond swiftly when issues are raised and liaise with external agencies appropriately. There is an appropriate system for recording any actions taken in respect of safeguarding.

Through the curriculum, pupils learn about water safety, road safety and staying safe online.

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

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

- Some areas of the curriculum are still being refined. On occasion, pupils do not always learn what is most important, and the work they complete does not always deepen their knowledge appropriately. Leaders should continue their work to refine the curriculum so that pupils gain a deep knowledge and understanding in all subjects.
- Too many pupils do not attend school regularly enough. This impacts on their attainment and progress. Leaders should redouble their efforts with families to ensure that pupils' attendance continues to improve.

## 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

<b>Unique reference number</b>	142785
<b>Local authority</b>	Telford & Wrekin
<b>Inspection number</b>	10257428
<b>Type of school</b>	Primary
<b>School category</b>	Academy sponsor-led
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	233
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Alison Primrose
<b>Principal</b>	Nick Andrews
<b>Website</b>	<a href="http://www.dawley.academy">www.dawley.academy</a>
<b>Dates of previous inspection</b>	15 and 16 March 2022, under section 5 of the Education Act 2005

## Information about this school

- The school is in the Diocese of Lichfield. Its most recent section 48 inspection took place on 9 March 2017. Section 48 inspections were suspended due to the COVID-19 pandemic. They restarted in September 2021. The next inspection will be within eight years of the last section 48 inspection.
- The governing body manages a before- and after-school club for pupils who attend the school.
- Leaders do not make use of alternative provision.

## Information about this inspection

The inspectors carried out this inspection under section 8 of the Education Act 2005. We deemed the inspection a graded (section 5) inspection under the same Act.

In accordance with section 13(5) of the Education Act 2005, His Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement.

- This was the second routine inspection the school received since the COVID-19 pandemic began. The lead inspector discussed any continued impact of the pandemic with leaders and has taken that into account in her evaluation of the school.
- Inspectors held meetings with the principal, vice-principal and other senior leaders.
- The lead inspector held meetings with the chief executive of the trust, the director of learning for the trust, the safeguarding governor and the chair of the local academy committee.
- Inspectors carried out deep dives in the following subjects: early reading, mathematics, science and French. 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 also listened to pupils reading to a trusted adult.
- Inspectors looked at the curriculum and pupils' work in other subjects, including geography, art and design, history, English and PSHE.
- Inspectors observed pupils' behaviour during lessons, on the playground and around the school. They spoke to pupils about their opinions of behaviour at the school.
- The lead inspector met with the principal, who is the designated safeguarding leader, to discuss safeguarding. Some pupils' case files were reviewed. The single central record of the checks on staff's suitability to work with children was scrutinised.
- Inspectors met with staff to discuss safeguarding, their workload, and the support they receive to carry out their roles.
- Inspectors spoke to pupils about how safe they feel in school and how they learn to keep themselves safe.
- Inspectors spoke to parents and carers at the start of the day.

### **Inspection team**

Helen Forrest, lead inspector

His Majesty's Inspector

Adam Montague-Clewes

Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2023