

Inspection of Dosthill Primary School

High Street, Dosthill, Tamworth B77 1LQ

Inspection dates:	15 and 16 October 2024
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Requires improvement

The executive headteacher of this school is David Shakeshaft. This school is part of Fierté Multi-Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Maria Hamblin. It is overseen by a board of trustees, chaired by Zoe Insley. The executive headteacher is responsible for this school and one other.

What is it like to attend this school?

Dosthill Primary is a school where pupils thrive. The school day begins with a warm welcome from staff at the gates. The core values of the school, being ready, respectful and responsible, shine through in all that pupils do.

Pupils are happy. They enjoy coming to school. The school is ambitious for all pupils. Pupils achieve well, including pupils with special educational needs and/or disabilities (SEND). Pupils, from the very youngest in Reception to those in Year 6, show respect for one another. Pupils behave well and the atmosphere is calm and purposeful.

Pupils are proud to earn house points, which helps them learn about teamwork. Pupils are excited to share 'gold star moments' with their peers and families. Pupils demonstrate a strong sense of pride in their school. Pupil play leaders help young pupils get involved in games and activities at lunchtime. Pupils feel safe in school.

Pupils are articulate and confident. The school fosters a joy of exploration and discovery through wider experiences such as residential trips and everyone learning a musical instrument. Pupils and parents appreciate the memories made through these experiences.

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

The school has designed a curriculum that is broad and ambitious. Leaders have set out what they want pupils to learn in each subject. In some subjects, for example in mathematics, pupils remember what they have learned over time. Teachers give them opportunities to revisit learning and challenge them to apply new learning in different ways. However, in some subjects, teachers do not always prioritise the key knowledge pupils need to remember over time. This makes it difficult for teachers to know what to revisit and check. As a result, some pupils struggle to connect new ideas with what they have learned previously.

The school has recently reviewed the way in which pupils with SEND are identified and supported. As a result, teachers now adapt learning activities better so that all pupils are able to access learning in lessons. Adaptations to learning, including additional resources and support, are helping pupils learn more and make progress.

Learning to read is a key priority. The school promotes a love of reading. The school has recently changed its phonics programme. Children get off to a rapid start with phonics in Reception. Staff's confidence in teaching early reading has grown, thanks to the new phonics approach and whole-school training. The books pupils read in Reception and key stage 1 match the sounds they are learning. The school runs workshops in phonics for parents so that they can support their children's reading. Pupils are enthusiastic when talking about books and authors. However, a number of pupils are falling behind in reading as they move through key stage 2. Currently, these pupils do not get enough rapid support to address gaps in their early reading skills.

In early years, children settle into school life well and routines are quickly established. Classrooms are vibrant learning environments. Staff model talk and develop conversations skilfully. They are adept at intervening in children's play at the right time. This supports children's thinking and communication. However, some outdoor activities are not closely aligned with children's learning needs. More work is needed to improve outdoor learning so that it is as engaging as indoor learning.

The school takes pupils out on trips and invites visitors into school to enrich pupils' learning in the classroom. The school's inclusive ethos means everybody can get involved. There is a strong focus on attendance. The school has effective systems in place to monitor pupils' attendance.

Pupils enjoy learning about other cultures. For example, in Year 6, they read about the Windrush generation. Pupils learn about belonging, healthy relationships and the importance of mutual respect. They are encouraged to be curious and ask questions. Pupils have a good understanding of democracy. They look forward to taking on leadership roles. The anti-bullying ambassadors have worked with peers in the trust to discuss how the schools address bullying.

Trustees and the local governing committee understand the school's strengths. They support and challenge school leaders. Staff enjoy working at the school and feel well supported by leaders and the trust.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- There were historical weaknesses in the teaching of reading. As a result, some pupils in key stage 2 have gaps in their phonics knowledge and are not catching up quickly enough. The school should ensure that these pupils get the targeted support they need to become fluent readers by the time they leave.
- In some subjects, the school is refining the key knowledge pupils need to learn and remember over time. As a result, this lack of precision makes it hard for teachers to check how well pupils are learning and identify and address any gaps in learning. The school should ensure that the most important knowledge that pupils need to learn is identified clearly so that teachers can emphasise this when checking understanding and revisiting what pupils know and remember.
- Some activities in the early years outdoor environment are not closely aligned with the children's learning needs. Consequently, children do not learn as much as they can when they are outdoors. The school should ensure that activities outdoors and indoors in early years closely match what the children need to learn next.

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' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	145414
Local authority	Staffordshire
Inspection number	10344142
Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	493
Appropriate authority	Board of trustees
Chair of trust	Zoe Insley
CEO of the trust	Maria Hamblin
Executive headteacher	David Shakeshaft
Website	www.dosthill.org
Dates of previous inspection	8 and 9 June 2022, under section 5 of the Education Act 2005

Information about this school

- A new head of school took up their post in September 2024.
- The school is part of Fierté Multi-Academy Trust.
- The school uses one registered alternative provision.

Information about this inspection

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, science and French. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.

- An inspector observed pupils read to a familiar adult.
- Inspectors discussed the curriculum in some other subjects.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors met with the executive headteacher, the head of school, the assistant headteachers, the special educational needs coordinator and subject leaders.
- An inspector met with a member of the board of trustees and members of the local governing committee.
- The inspectors considered responses to Ofsted Parent View and the free-text responses received during the inspection. The inspectors considered the responses to Ofsted's staff survey and pupil survey. Inspectors spoke with parents and carers at the start of the school day.
- Inspectors looked at a range of documentation. This included the school's self-evaluation, strategic plans, school policies, curriculum documents, SEND records, attendance records and minutes of meetings held by the trust and governance committees.

Inspection team

Pamela Matty, lead inspector	Ofsted Inspector
Vicki Shuter	Ofsted Inspector
Gary Richards	Ofsted Inspector

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Piccadilly Gate
Store Street
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