

Dorchester Primary School

Dorchester Road, Worcester Park, Surrey KT4 8PG

Inspection dates

31 October–1 November 2017

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is a good school

- Both the headteacher and deputy headteacher have an accurate view of the school's performance. Consequently, they have identified the correct priorities and are securing further improvements.
- The recently appointed co-chairs of the governing body have a good knowledge of the school. Governors effectively hold senior leaders to account regarding pupils' outcomes, particularly for those who are disadvantaged.
- Pupils take pride in their school and enjoy their learning. They are polite, friendly and respectful. Pupils are well behaved both within their classrooms and around the school.
- The school's work to support pupils' spiritual, moral, social and cultural development is effective. Pupils learn about different religions and cultures, which gives them a better understanding of different religions. This prepares them well for life in modern Britain.
- Children are happy, safe and well behaved in the early years. They learn in a bright and welcoming environment which supports their learning and development. They make good progress, which has resulted in children leaving the early years well prepared to start Year 1.
- Teaching assistants are deployed effectively to support pupils. This enables them to make good progress in their learning.
- The quality of teaching, learning and assessment is good. Pupils are taught a range of subjects. However, sometimes teachers do not always provide challenging enough activities to ensure that the most able pupils develop a deeper understanding of the subjects taught.
- Although systems are in place to keep parents informed, some parents report that communication is not as efficient as it could be.
- The attendance of pupils, particularly those who have special educational needs and/or disabilities and those who are eligible for free school meals, is below the national average. Persistent absence of pupils remains high.

Full report

What does the school need to do to improve further?

- Accelerate progress of all pupils, particularly the most able, by:
 - ensuring that class teachers have higher expectations of what pupils can do and achieve so they reach their full potential
 - challenging pupils through activities that enable them to further develop their thinking and deepen learning.
- Senior leaders should further improve the ways in which they communicate with parents, so they are kept well informed of their children's development and significant changes to the school.
- Improve the attendance of pupils, including persistent absenteeism, especially for those eligible for free school meals and pupils who have special educational needs and/or disabilities.

Inspection judgements

Effectiveness of leadership and management

Good

- The headteacher, ably supported by the deputy headteacher, has accurately identified the key priorities to secure further improvements. Their actions are making a positive difference in raising standards. Consequently, pupils receive a good quality of education and achieve well.
- Leaders manage teachers' performance rigorously to further improve the quality of teaching and learning. Targets are set for teachers to hold them to account for raising pupils' progress and raise achievement in their individual classes. Teachers receive effective training to improve their teaching in areas that are linked to the school's key priorities for improvement. Additionally, they gain further professional expertise by working in partnership with other schools in the trust to share and learn from good practice. This has resulted in consistently good teaching across the school.
- The curriculum is skilfully organised to offer pupils learning opportunities through topics, covering all the subjects of the national curriculum. For example, in history Year 6 pupils learn about the Second World War. Pupils told inspectors they enjoy learning different subjects.
- Pupils are given many opportunities to extend their learning beyond the classroom through a range of engaging activities. These include educational visits to museums, which are linked to class topics being studied. Furthermore, Year 6 pupils run their own enterprise scheme by running a fruit tuckshop in school. This helps pupils develop a range of skills from teamwork to business skills.
- The local authority has supported leaders well to raise standards by closely monitoring the school's performance.
- The pupil premium funding is used effectively to support the learning of disadvantaged pupils. Funds are also used well to support extra-curricular activities and interventions to support pupils who have emotional and personal difficulties. These strategies have ensured that disadvantaged pupils are able to access their learning and make good progress.
- Leaders use to good effect the additional funding received for pupils who have special educational needs and/or disabilities. Pupils benefit from a range of activities, such as interventions, small group support and therapists who provide art and construction-based therapy to support these pupils. Consequently, this allows pupils to make good progress.
- The sports premium funding is used well to increase teachers' knowledge and confidence in teaching physical education by providing effective training and opportunities to work alongside sports coaches. Pupils are encouraged to run a daily mile to keep fit and healthy.
- Pupils' spiritual, moral, social and cultural education is well developed. For example, pupils learn about different faiths and cultures. Pupils are given opportunities to share experiences of their own faith with other pupils at assemblies. In the words of one pupil, 'Religious education lessons help me understand different cultures and religions. I get an insight of how people live.'

- The majority of parents say that the school is well led and managed. However, parents spoken to during this inspection and some of the written comments received show that the school's communication with parents on key matters is not fully effective. For example, when pupils were regrouped across classes, parents were not informed in good time and not prepared for this change.

Governance of the school

- Governance is effective. The recently appointed co-chairs of the governing body know the school well and provide a good level of challenge to leaders. For example, governors ask probing questions related to pupils' outcomes and the school's performance. Governors research what makes excellent practice to improve outcomes for disadvantaged pupils.
- Governors make a strong contribution to the production of school documentation, such as the plans for improvement and self-evaluation. This ensures they play a key role in the strategic direction of the school and have a clear understanding of its strengths and areas for improvement.
- Governors visit the school regularly. The co-chairs of the governing body meet regularly with leaders to check that safeguarding procedures are followed, and pupils are kept safe. More recently, governors have worked with pupils to identify and manage risks in the playground.

Safeguarding

- The arrangements for safeguarding are effective. Leaders ensure that all staff working with pupils are checked in line with latest statutory requirements. Staff are well trained and know the school's procedures for raising concerns about pupils. They are aware of who to go to should they have a concern.
- Leaders work effectively with external agencies to ensure the safety and well-being of pupils. Parents agree that their children are safe and well looked after at school.
- Pupils know how to stay safe online. For example, they talk confidently about how to block inappropriate messages when using the internet. Pupils are taught how to keep themselves safe online through computing lessons.
- Risk assessments are completed for all school trips. While pupils are safe on visits and leaders do carefully consider the risks, leaders acknowledge that some aspects of documentation and record-keeping could be further improved.

Quality of teaching, learning and assessment

Good

- Leaders give accurate guidance to teachers on the quality of their teaching. Teachers value and appreciate the support and training they receive to improve teaching and raise standards for pupils in their classes. As a result, almost all pupils make good progress in a range of subjects.
- The atmosphere in classrooms is supportive and favourable for effective learning. For example, teachers encourage pupils to challenge each other's ideas. This helps them to become independent and confident learners.

- Class teachers provide good explanations of the subject taught and question pupils effectively to check their understanding. They demonstrate good use of vocabulary and explore meanings of unfamiliar words to support pupils' language development.
- Leaders have identified the teaching of reading as a top priority for the school. Reading is taught well on a regular basis. There are vivid and inviting reading corners in each of the classes to promote the joy of reading. Phonics is taught effectively to enable younger pupils to use their knowledge and skills to read unfamiliar words. Most pupils read fluently, accurately and with good understanding. Occasionally, the most able pupils are not offered sufficiently challenging texts to read.
- Pupils develop good mathematical knowledge and skills and learn a range of mathematical concepts, such as number and place value. Pupils are given opportunities to apply their mathematical skills to solve problems and develop their reasoning skills.
- Pupils are taught to write effectively in different styles and contexts. For example, in one class, pupils made good gains in writing riddles because the text used captured their interest and inspired them to write creatively. Throughout the school, pupils make good progress in their writing as expected of the standards for their age.
- Pupils who have special educational needs and/or disabilities make good progress in their learning. This is because teaching assistants and teachers support them well to meet their learning needs. Teachers ensure that these pupils have the right interventions to achieve success. Inspection evidence confirms that these pupils make good progress over time.
- Teachers have high expectations of what most pupils can achieve. For example, pupils are provided with challenge activities to deepen their thinking and to develop their mathematical reasoning skills. Sometimes, the most able pupils do not complete the challenges quickly enough in lessons and their work is incomplete. When this occurs, they do not achieve as well as they should.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils are self-assured, articulate and motivated learners. They talk confidently about their learning. Pupils told inspectors they enjoy coming to school and wear their uniform with pride.
- Pupils report that bullying happens sometimes at school. However, they have the trust and confidence in adults to deal with issues effectively. They know about different forms of bullying, such as cyber bullying.
- Pupils told inspectors they feel safe at school. They say they know who to approach should they have any concerns and are confident that adults take their concerns seriously. Pupils are taught how to keep safe in a variety of situations through the school's personal, social and health education programme. For example, pupils are taught the dangers associated with talking to strangers.

Behaviour

- The behaviour of pupils is good.
- Pupils talk enthusiastically about the new behaviour system and say it has made a difference on their own behaviour. This is because the rewards they receive motivate them to behave well.
- Pupils conduct themselves well around the school and within lessons. Older pupils are given additional responsibilities such as behaviour prefects who monitor pupils' behaviour during different times of the school day.
- Pupils are polite and respectful of each other's views. They listen to each other and value the views of their peers. However, on occasion, teachers' expectations of off-task behaviour are not as high as they could be.
- Leaders have reviewed their procedures for improving pupils' attendance. For example, they track pupils' attendance carefully. However, their actions have not yet fully made a difference to overall attendance.
- Leaders acknowledge there is more work to be done to improve the attendance of pupils which is below the national average and to reduce the high levels of persistent absence. This is particularly the case for pupils who have special educational needs and/ or disabilities and pupils who are eligible for free school meals.

Outcomes for pupils

Good

- Leaders carefully monitor pupils' progress across the school. This has resulted in almost all pupils making good progress in a wide range of subjects.
- In 2017, the proportion of pupils who met the expected standard in the Year 1 phonics screening check was above the national average. This is the result of a consistent approach to teaching phonics across the early years and key stage 1.
- At the end of key stage 1 in 2017, the proportion of pupils who achieved the expected and greater depth standards in reading, writing and mathematics was above the national average.
- Leaders use assessment information effectively to identify the differences in attainment between different groups of pupils, particularly at the end of key stage 1. In 2017, boys' and girls' attainment at the expected standards in reading, writing and mathematics was similar, but not at the greater depth standards. Leaders are continuing to diminish differences in attainment and progress between boys and girls across the school.
- At the end of key stage 2 in 2017, pupils' progress was in line with the national average in mathematics and above average in writing. However, pupils' progress in reading was well below that of all pupils nationally. Leaders have rightly given the teaching of reading a significantly higher profile and put in place effective actions, such as introducing a new reading programme. Consequently, most pupils are making strong gains in their reading skills.
- The pupil premium funding is used effectively to improve outcomes for disadvantaged pupils. Leaders carefully monitor this group of pupils' progress and have 'deep

conversations' with class teachers to discuss individual pupils' progress. They identify any gaps in pupils' knowledge and skills and put in place targeted interventions and support. The work in these pupils' books shows that they are making consistently good progress over time in reading, writing and mathematics.

- Pupils who have special educational needs and/or disabilities receive effective support that is well matched to address their learning needs. As a result, they make good progress.
- The most able pupils, including those who are disadvantaged, do not make consistently good progress as they should. This is because teachers do not always provide sufficiently challenging activities for the most able pupils to achieve their full potential.

Early years provision

Good

- Leadership in the early years is effective. This is because adults know children well, identify their learning needs and plan enjoyable activities to ensure that children make good progress.
- In 2017, the proportion of children who achieved a good level of development was above the national average. Children are well equipped with the basic literacy and numeracy skills necessary for them to start their learning in Year 1. They have acquired emotional resilience and social skills to become confident and independent learners.
- The pupil premium funding is used effectively to enrich the curriculum and provide children with opportunities to extend their learning outside of the early years provision. As a result, children make good progress and are well prepared for future learning.
- Children learn in a bright and stimulating learning environment. There are many exciting activities for children to access. For example, the outdoor provision is laid out well for children to learn and develop. Children ride scooters that support their gross motor skills development.
- Adults demonstrate good examples of speaking and listening which supports children's language development. For example, adults extend children's learning with good use of vocabulary, such as 'empty' and 'nearly full' related to capacity when children are engaged in play at the water tray. This helps to develop children's mathematical vocabulary.
- Children are well behaved in the early years. They play and learn happily with each other in a safe environment. Children remain focused on the tasks selected and are not easily distracted by each other. This is the result of clear routine and structures that are well established.
- Parental links are strong. There are opportunities for parents to get involved in their children's learning and development through a variety of ways. For example, parents are encouraged to borrow books from the Nursery provision to read with their children at home. Parents are given the opportunity to contribute to their children's learning by writing about their child's achievements and development by using 'wow cards'. This provides good home-school links.

School details

Unique reference number	102982
Local authority	Sutton
Inspection number	10037684

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Foundation
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	647
Appropriate authority	The governing body
Co-Chairs	Jane Templeman and Sophie Gadd
Headteacher	Deborah Damestani
Telephone number	020 8330 1144
Website	http://www.dorchesterprimary.com
Email address	office@dorchesterprimary.com
Date of previous inspection	3–4 June 2014

Information about this school

- The school meets requirements on the publication of specified information on its website.
- The school converted to a foundation school on 1 February 2017 and is part of the Sutton Education Trust, with nine other schools. The headteacher and co-chairs of the governing body are members of the trust.
- The school receives support from the local authority.
- The breakfast club and after-school clubs are managed by a private company.
- This school is larger than the average-sized primary school.
- The proportion of pupils who are known to be eligible for free school meals is broadly average.
- The proportion of pupils from minority ethnic groups and those who speak English as an additional language is well above the national average.

- The proportion of pupils receiving special educational needs support is broadly average. The proportion of pupils with education, health and care plans is above the national average.
- The school met the government's current floor standards in 2016. These set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics at the end of key stage 2.

Information about this inspection

- Inspectors made 34 visits to classrooms to observe pupils' learning; some of these observations were conducted jointly with senior leaders. Inspectors also scrutinised pupils' books within lessons.
- Inspectors spoke to pupils in a range of contexts, including playtimes and during lesson time. The lead inspector spoke formally with one group of pupils.
- Inspectors listened to pupils read from Years 1, 2, 3 and 5.
- The lead inspector met with senior leaders and three governors, including the two co-chairs. Additionally, meetings were held with a representative from the local authority and middle leaders.
- Inspectors analysed 86 responses to Ofsted's online questionnaire, Parent View, and 49 text responses. They also met with parents at the start of the school day. The lead inspector took into consideration an email received from one parent. Staff and pupils' responses to Ofsted's questionnaires were also considered.
- Inspectors reviewed a range of school documentation, including the school's self-evaluation and plans for improvement, assessment information and records relating to behaviour and safeguarding arrangements.

Inspection team

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