

# Inspection of a good school: Dormansland Primary School

Clinton Hill, Dormansland, Lingfield, Surrey RH7 6PE

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Inspection dates:

5–6 November 2019

## **Outcome**

Dormansland Primary School continues to be a good school.

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

Pupils enjoy school. As one parent explained, 'My child always looks forward to going in.' Pupils find learning 'fun' and 'interesting' and feel that they play an important part in helping to run the school. Another parent commented, 'My daughter comes home from school every day buzzing with new learning.' Pupils feel extremely safe and well cared for. Pupils said that they can talk to many different staff and the school dog, Bourbon. They value the many ways that they can talk about any worries that they may have and how they will always be listened to.

Leaders, staff and governors have high expectations for every pupil's academic and personal growth. Leaders keep pupils at the heart of the school's work and every decision. All staff demonstrate relationships that are kind and caring. Pupils are friendly at Dormansland, with older pupils looking after younger pupils and those new to the school.

Pupils behave exceptionally well and have very positive attitudes to learning. They are polite and respectful towards each other and staff. Pupils say that there is no bullying. They feel that if it did happen, it would be dealt with swiftly and resolved well.

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

Leaders and teachers plan lessons for pupils and children well so that learning gets harder. Pupils acquire new knowledge in careful steps during lessons, building on what they have already learned. Teachers help pupils to learn well by explaining things very clearly. They make lessons interesting by planning meaningful and engaging tasks. Pupils like this and say that this helps them to remember what they have learned. Teachers plan time in lessons for pupils to discuss and debate their ideas. This challenges pupils' thinking deeply.

Pupils achieve well in different subjects because teachers ensure that activities meet pupils' needs. As a result, pupils improve their knowledge and understanding quickly. Pupils with special educational needs and/or disabilities (SEND) are supported skilfully in

the classroom. This helps them to catch up with their classmates. Children's learning in the early years is enhanced by different activities focusing on one specific area of learning. For example, in a lesson visited during the inspection, children developed their understanding of pattern, using three different forms of art. Teachers check pupils' work regularly. However, they do not always use information about what pupils know and can do sufficiently well to challenge all pupils' learning in some of the foundation subjects.

Leaders and staff have made the teaching of reading a high priority. Staff have a precise view of the phonics programme. They are clear about what pupils should know and be able to do each term. Teachers develop pupils' knowledge of phonics well. This starts at the beginning of the Reception year. Pupils become confident and fluent readers from an early age. Teachers help older pupils to develop good comprehension skills because reading lessons help pupils understand key words and phrases.

Learning goes beyond the academic curriculum. The development of pupils' spiritual, moral, social and cultural understanding and skills is strong. Staff plan firsthand experiences to improve pupils' personal skills. The 'young leaders' and 'behaviour ambassadors' develop pupils' leadership qualities as they assist staff ably with some of the day-to-day management of the school. Teachers use educational outings to enrich learning in the classroom. For example, when visiting the Morden Mosque, pupils gained important insights into the Muslim faith. Staff run a wide range of sporting clubs after school. These help to enhance pupils' physical development.

Pupils concentrate hard during lessons. Staff manage any low-level disruption well, enabling pupils to learn without distraction. Leaders, teachers and support staff also address any bullying effectively so that learning is not interrupted.

Children get off to a very good start in the Reception class. There is a strong and effective focus on phonics, writing and mathematics. Classrooms are organised very effectively to prompt questions and curiosity. Staff communicate well with parents, and visits before starting school help children to be ready to learn from the very first day. One parent said, 'I've felt very supported with this transition both as a parent and for my child's well-being.'

Leaders and governors are careful to ensure that teachers' workload is manageable. Any changes are planned carefully. Teachers and support staff feel well supported and, consequently, staff morale is high. Parents also value the work of the school's leadership team. One parent described them as 'amazing' and 'inspirational'.

## **Safeguarding**

The arrangements for safeguarding are effective. All required checks are made when appointing adults to work at the school. Governors check that leaders complete their statutory duties regarding the recruitment of staff thoroughly. Training for staff and governors, including radicalisation, is up to date. Staff work well with parents and carers, and other agencies, to keep pupils safe. Procedures for raising concerns about a pupil's welfare are effective. Leaders act quickly on any concerns communicated to them by staff. Pupils are taught about potential risks to their safety and about keeping safe in and out of school.

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

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

- Teachers assess what pupils have learned in the core subjects effectively and use the information to build pupils' knowledge and skills sequentially. However, the use of achievement information is not as systematic in the foundation subjects. Staff do not use the information consistently to plan learning that extends pupils' knowledge and understanding. Subject leaders need to check that assessment is used to ensure that lessons build on what pupils know and can do in some of the foundation subjects.

## 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 a section 8 inspection of a good school or non-exempt outstanding school. We do not give graded judgements on a section 8 inspection. However, if we find some evidence that the school could now be better than good or that standards may be declining, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will convert the section 8 inspection to a section 5 inspection immediately.

This is the first section 8 inspection since we judged Dormansland Primary School to be good on 27–28 April 2016.

## 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 Ofsted Parent View information 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 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

<b>Unique reference number</b>	124986
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10111362
<b>Type of school</b>	Primary
<b>School category</b>	Maintained
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	216
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Angela Winsor
<b>Headteacher</b>	Sarah Stokes
<b>Website</b>	<a href="http://www.dormansland.surrey.sch.uk">www.dormansland.surrey.sch.uk</a>
<b>Date of previous inspection</b>	27–28 April 2016

## Information about this school

- Since the last inspection a new chair of governors has been appointed.

## Information about this inspection

- Meetings were held between the inspector and the headteacher, members of the senior leadership team, subject leaders, class teachers, pupils, the chair of governors and other members of the governing body.
- I had a telephone discussion with a representative from the local authority.
- I did deep dives into these subjects: reading, mathematics and personal, social and health education. This involved speaking with curriculum leaders, teachers and pupils. I also examined planning documents, and pupils' books, and I visited lessons.
- A range of safeguarding documents, including risk assessments for activities at the school and away from the school site were scrutinised.
- The school's register of pre-employment checks was checked.
- I met with different groups of pupils and spoke to pupils during lesson visits.

## **Inspection team**

Richard Blackmore, lead inspector

Ofsted Inspector

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