

# Inspection of Dorrington Academy

Dorrington Road, Perry Barr, Birmingham, West Midlands B42 1QR

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Inspection dates: 6–7 November 2019

## **Overall effectiveness**

**Outstanding**

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The quality of education

**Outstanding**

Behaviour and attitudes

**Outstanding**

Personal development

**Outstanding**

Leadership and management

**Outstanding**

Early years provision

**Outstanding**

Overall effectiveness at previous inspection

Good

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

This is an excellent school that pupils love coming to. They read, write and do mathematics every day and by the time they leave, they reach very high standards in these subjects. Alongside these, many other subjects take place. All subjects are planned so pupils learn the right things, in the right order and at the right time.

Leaders have very high expectations that pupils will achieve well. They prepare pupils for life in modern Britain. Lessons provide pupils with practical activities that develop their skills across a wide range of subjects. For example, within the school day, pupils learn how to rock climb using the school's indoor climbing wall. They make pizza in the school's outdoor pizza oven and take part in yoga in the school's yoga studio.

Staff work very hard and teach pupils exceptionally well. They promote positive attitudes. Pupils get on very well with adults and with each other. As a result, behaviour is excellent. Bullying is rare, but if it happens, adults help stop it.

The school puts the mental health and well-being of its staff and pupils first. The school is a calm, welcoming place for all.

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

Leaders ensure that the school provides an excellent standard of education for pupils. Leaders' drive and passion are clear to see. New staff receive the right amount of support and say that their workload is manageable. Teachers ensure that activities engage and excite pupils. Learning builds on pupils' previous learning in all subjects.

Children in the Nursery and Reception classes make a superb start. Leaders and staff in early years know the children well. There is a sharp focus on developing children's speaking and listening skills. Children can learn inside and outside the classroom. Children are eager to learn and are kind to each other.

The teaching of reading starts from the moment pupils join the school. Well-trained staff teach phonics daily. The teaching of reading and other subjects is precise and accurate. Phonics sessions take place in small ability groups and are stimulating and fun. Pupils read often, both at home and at school. They talk with enthusiasm about their favourite books and authors and have a love of reading.

Pupils who have special educational needs and/or disabilities (SEND) take part in all activities. The special educational needs coordinator has an effective oversight of individual pupils' needs and ensures that these are met.

Disadvantaged pupils' needs are well met. They often make better progress than their peers.

Pupils have many opportunities to think deeply and to develop their confidence. This is the case in all subjects. Pupils' work in books is neat. They take a pride in all they do. Effective assessment identifies what pupils need help with. Extra support for pupils who need it, including disadvantaged pupils, ensures that they keep up and catch up with their peers. The most able children also receive the care and attention they need. Whatever a pupil's background or abilities, they make excellent progress in their learning.

The school environment is attractive, well organised and full of resources. Pupils are happy to talk about their work that is on display and in their books. They use a wide range of vocabulary to describe their learning to inspectors.

Links between subjects enhance learning. Cooking lessons reinforce learning in science when heating, melting and cooling ingredients. A range of visits bring learning to life. Year 6 pupils visit a local regimental museum, as part of their learning in history.

Pupils' behaviour is exemplary both in lessons and as they move around school. Pupils are polite and well mannered. A rewards system encourages pupils to be kind and helpful and to treat each other with respect.

Pupils have lots of opportunities to learn about the beliefs and cultures of others. They undertake charity work and get involved with the local community. Pupils report that 'everyone has a voice'. This is a school where pupils respect each other, their talents are nurtured, and all pupils thrive.

Leaders' ambition to create an inclusive community school is now a reality. Pupils make exceptional progress in most subjects. This ensures that they are ready for secondary school when they leave.

## **Safeguarding**

The arrangements for safeguarding are effective.

All staff know that safeguarding pupils is very important. Leaders train staff so they know what to do if they have concerns about a pupil's well-being or safety. A high proportion of staff are first-aid trained.

Leaders and governors understand vulnerable pupils' needs. They support pupils that are under the care of social services in a sensitive way.

Leaders check that staff are suitable before they begin work at the school.

Staff teach pupils to look after themselves in a range of situations. Pupils are knowledgeable about how to keep themselves safe when using the internet and knew whom they could talk to if they were worried about anything.

## 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're 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>	138218
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	10088516
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	649
<b>Appropriate authority</b>	Board of trustees
<b>Chair of governing body</b>	John Hemmings
<b>Headteacher</b>	Loretta Barratt
<b>Website</b>	<a href="http://www.dorringtonacademy.co.uk/">www.dorringtonacademy.co.uk/</a>
<b>Date of previous inspection</b>	9 May 2018

## Information about this school

- We last inspected the school in June 2018 under section 8. That inspection confirmed the school's judgement of good, and found evidence of marked improvement. That is why inspectors returned in November 2019 to carry out a full section 5 inspection.
- The school runs a Nursery class in both morning and afternoons for children aged three- to four years old.

## Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

- We focused on the following subjects during the inspection: reading, writing, mathematics, science and history. We visited lessons, looked at pupils' work, examined teachers' plans and talked with pupils and staff about the way these subjects are planned and taught. We also looked at work from some other subjects and spoke with pupils, staff and parents and carers about the school curriculum.
- The external performance data about the school was examined and the school's

website looked at.

- We talked to pupils, staff (including the finance administrator), leaders, parents and governors about safeguarding arrangements and routines at the school. We examined the record of employment checks on school staff.
- We watched pupils' behaviour in class and at other times during the day, and spoke to parents, staff and pupils about behaviour.
- During the inspection, we had formal meetings with the headteacher, deputy headteachers, the assistant headteacher, subject leaders, the special educational needs coordinator, governors, teachers, the school's learning mentors and pupils. We also talked informally with pupils and parents to gather information about school life.
- An inspector considered 21 responses to Ofsted's online questionnaire, Parent View, and looked at the 35 responses to Ofsted's online questionnaire for staff.

### **Inspection team**

Heather Phillips, lead inspector

Her Majesty's Inspector

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