

Inspection of Dormers Wells Junior School

Dormers Wells Lane, Southall UB1 3HX

Inspection dates: 28 and 29 June 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Good
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

What is it like to attend this school?

Pupils are extremely proud of their school. They are happy and safe. Leaders value their views and take them seriously. As a result, pupils have directly influenced improvements in the quality of education they receive.

Leaders have high expectations for all pupils including those with special educational needs and/or disabilities (SEND). They make sure they experience a wealth of opportunities to prepare them for life beyond school. Leaders have compiled a book of 50 activities that every pupil should undertake during their time at the school. For example, everyone should sail a boat and visit the theatre. They rise to the challenges set and meet leaders' expectations consistently well.

Pupils' behaviour is exemplary. They display the highest levels of respect and self-control, actively promoting each other's well-being. Bullying rarely occurs. Pupils said if bullying did happen, they would tell an adult and expect them to sort it quickly.

Pupils designed a new school uniform and logo following the federation of the junior and infant schools. The previous separate uniform colours of blue and red were 'mixed' to create the purple in place today. Leaders include all year groups in important decisions that affect their school.

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

Leaders are ambitious for all and have designed a curriculum that helps pupils achieve their potential. Pupils learn a broad range of subjects as outlined in the national curriculum. Most subjects are planned and ordered so pupils learn the key knowledge well. In mathematics, for example, focus is given to introducing mathematical vocabulary logically and using it confidently. Science is equally well-sequenced and builds progressively over time. However, in some wider curriculum subjects, learning is not as clearly organised. For instance, in geography, leaders have not decided what pupils should learn in each year group to develop their knowledge of map skills.

Pupils at the earlier stages of reading are rapidly catching up with their peers. This is because leaders introduced a new phonics programme in January 2022. Leaders made sure all staff received training to teach the new approach effectively. Leaders have also invested in books that closely match the sounds less fluent readers are learning. This means pupils can apply newly learnt sounds and experience immediate reading success.

Teachers provide pupils with time to practise and embed learning. This means pupils remember lots of key knowledge. For instance, pupils in Year 6 can speak confidently about the catalyst for the Southall uprising. Pupils with SEND access the same curriculum as their peers. Teachers adapt learning so all pupils achieve well. For example, in mathematics, pupils might spend a larger proportion of the lesson

practising calculations to ensure key knowledge is embedded. Staff use a range of strategies to check what pupils know. In history, for example, teachers use true and false quizzes to see what pupils remember. However, in some subjects it is harder to check learning because the curriculum content is not specific enough. For instance, teachers do not have enough detail to check how pupils' understanding and application of musical notation develops.

Pupils have excellent attitudes towards their learning. They expressed excitement when asked if they enjoy their lessons. Low-level disruption simply does not happen. This means learning takes place as intended with no interruptions.

Leaders provide many opportunities for pupils to develop their character, resilience and responsibility. The Junior Leadership Team (JLT) is just one way pupils take a lead in their school. Members of the JLT conduct regular surveys collecting the views of their peers. For example, one survey asked pupils about their favourite lessons. The information collected highlighted areas for improvement which leaders acted on. The Red Caps take on responsibilities mentoring younger peers. They support happy and healthy playtimes.

Senior leaders have made professional development for all a priority. They have created a collaborative staff culture where colleagues feel safe to ask for help. Staff view workload positively. They said leaders are helpful and approachable.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff understand their safeguarding responsibilities well. They know what signs might suggest a pupil is at risk of harm and how to refer any concerns. Leaders are also aware of the specific local risks pupils face. They make sure pupils know how to stay safe online and where to get help outside of school.

Leaders liaise effectively with external agencies such as the police and other safeguarding partners. Governors and trust leaders make sure checks on potential employees are thorough. This means only adults deemed safe to work with children are employed.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, leaders have not provided teachers with enough precise detail on what to teach and when. This affects how well pupils learn key content. It also means teachers cannot check what has been learned effectively. Leaders need to ensure all subjects are coherently planned and sequenced. This will support teachers to help pupils know and remember more of the curriculum. Leaders have

already taken action to plan next year's curriculum and to train staff in how to deliver it. For these reasons, the transitional arrangements have been applied

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.

If you are the school and 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

Unique reference number	145406
Local authority	Ealing
Inspection number	10227602
Type of school	Junior
School category	Academy sponsor-led
Age range of pupils	7 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	378
Appropriate authority	The governing body
Chair of governing body	Mamta Malhotra
Headteacher	Toni George
Website	www.dwij.co.uk
Date of previous inspection	Not previously inspected

Information about this school

- The school converted to an academy in February 2018 and is part of the Dormers Wells Learning Trust.
- The school formed a hard federation with Dormers Wells Infant School in September 2019.
- The current headteacher took up post in September 2019.
- The school does not make use of alternative provision.

Information about this inspection

The inspector(s) carried out this inspection under section 5 of the Education Act 2005.

- We met with the headteacher, other senior leaders and subject leaders.
- Inspectors carried out deep dives in these subjects: reading, mathematics, science, music, and geography. For each deep dive inspectors met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to

teachers, spoke to some pupils about their learning and looked at samples of pupils' work.

- We met with the designated leader for safeguarding, looked at records and scrutinised the school's safeguarding practice.
- We met with the chief executive office of the trust and the chair of governors.
- We observed pupils' behaviour throughout the school day and spoke to staff about pupils' personal development. We also held discussions with several groups of pupils about their views of their school.
- Inspectors considered the views of parents and staff through Ofsted surveys.

Inspection team

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