

# Inspection of St Dunstan's Catholic Primary School

Drayton Road, Kings Heath, Birmingham, West Midlands B14 7LP

---

Inspection dates: 4th and 5th June 2024

**Overall effectiveness** **Good**

---

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

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

Pupils at St. Dunstan's are happy and thoughtful. They support each other and help those in their local community. Staff take every opportunity to interact positively with pupils and get to know them well. Pupils know who to talk to if they are worried. As a result, pupils are safe in the school's nurturing environment.

The school develops pupils' knowledge through a broad and ambitious curriculum. Pupils achieve well in their learning, which is also reflected in published outcomes. This is because the school has high expectations for all pupils, including those with special educational needs and/or disabilities (SEND). Pupils are well prepared for the next stage of their education.

Pupils behave well, both in lessons and around the school. They are motivated and show respect and kindness towards adults and each other. Pupils enjoy their lessons and talk about their learning and achievements with pride.

The school offers pupils a range of enrichment experiences. Activities include various sports clubs and a computing club. Events, such as the 'cultures day' or a trip to local museums, enhance the curriculum and extend pupils' horizons. Pupils are eager to take on positions of responsibility as school councillors. This helps them to develop confidence and leadership skills.

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

The school's curriculum carefully orders the important knowledge to be taught in each subject. The curriculum builds pupils' learning progressively from the start of the early years to the end of Year 6. In subjects such as mathematics and English, pupils remember key information well. However, in some subjects, for example history and geography, the curriculum is relatively new and pupils have some gaps in their knowledge.

Teachers have a strong understanding of the subjects that they teach. Teachers explain key information clearly. They ensure pupils develop their subject-related vocabulary. In addition, teachers use questioning skilfully to check pupils' understanding and address any misconceptions. This is especially the case in mathematics and English.

Children settle quickly into the early years. Leaders ensure that school staff, parents and carers work as partners to support children's learning. For example, parents are invited to workshops to find out how the school teaches reading. The environment is welcoming and well resourced. However, there is inconsistency in the use of indoor and outdoor spaces, which means that children miss out on opportunities to reinforce their learning.

Reading is at the heart of the curriculum. Phonics is taught consistently and effectively. Children learn to read from the start of school. Teachers ensure that

pupils benefit from regular opportunities to practise their reading using books matched to the sounds they know. Pupils that require additional support with reading are quickly identified. They receive the help that they need to develop their knowledge and fluency. As a result, pupils at this school become confident readers, which enables them to access and enjoy more challenging texts. Older pupils are avid readers and talk knowledgeably about the books they have read.

The school identifies pupils with SEND at an early stage. The school has worked on helping teachers to adapt learning more effectively to support pupils with SEND. Adaptations to learning, such as using additional resources, help pupils complete their work. Furthermore, advice from professionals is used to support pupils with SEND well. All of this means, that most pupils with SEND make good progress.

The school has robust systems and procedures for ensuring pupils attend school regularly and for rewarding good attendance. It works closely with individual families to identify reasons for the low attendance rates of some pupils. It takes effective action to provide support for these pupils and their families. As a result, pupils' rates of attendance are improving.

Staff ensure that the school is calm and orderly during lessons and at social times. Pupils listen attentively and are engrossed in their learning. Those with additional needs that find it harder to concentrate for prolonged periods are skilfully supported by staff who help them to learn alongside their peers. Pupils are knowledgeable about bullying and know who to report to should it occur.

The school has developed a wide-ranging programme for pupils' personal development. Pupils are given opportunities, through events such as 'vocations week', to look at what careers are available to them and to prepare them for the next stages of their education. Pupils regularly raise money for charity, which helps them develop empathy for others. Pupils contribute to the life of the school. They work with staff and look at where improvements can be made. This includes ways to improve school dinners.

There is a strong sense of teamwork at the school. Staff are proud to work there. They appreciate leaders' consideration of their well-being and workload when new initiatives are introduced. All staff, including those new to the profession, get the training and guidance they need to be effective practitioners.

Leaders know the school well. Strategic decisions are pertinent and improve the school further. Governors are regular visitors to school and have a firm understanding of its effectiveness. They provide support and challenge in equal measure.

## **Safeguarding**

The arrangements for safeguarding are effective.

## What does the school need to do to improve? (Information for the school and appropriate authority)

- In some subjects, changes in curriculum content are relatively recent. This means that pupils have gaps in their knowledge affecting their understanding and what they can do. The school should ensure that gaps in pupils' understanding are identified and that new learning builds progressively on what they know.
- The early years outdoor environment is not being used as well as it could be. This means that children are not always provided with the opportunity to reinforce and widen their learning in different contexts. The school should consider how outdoor learning can be used to complement and enhance the early years curriculum.

## 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

<b>Unique reference number</b>	103455
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	10322698
<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	378
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Gill Gregory
<b>Headteacher</b>	Matthew Tehan
<b>Website</b>	<a href="http://www.stdunstans.bham.sch.uk">www.stdunstans.bham.sch.uk</a>
<b>Date of previous inspection</b>	9 January 2019, under section 8 of the Education Act 2005

## Information about this school

- The school is a Roman Catholic school. The most recent section 48 inspection, which is an inspection of the school's religious character, took place in April 2022. The next is due by April 2027.
- The school has had a new headteacher since the previous inspection.
- The school runs its own wraparound care.
- The school does not use any alternative provision.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors held meetings with the headteacher and school senior leaders.
- Inspectors met with representatives of the school governing body. The lead inspector also held telephone calls with a representative from the diocese, a representative from the local authority and the school improvement partner.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, English, geography and history. For each deep dive, the 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.
- Inspectors also discussed the curriculum in some other subjects.
- Inspectors observed pupils' behaviour during lessons, around the school and at lunchtime. They spoke to pupils about their opinions of behaviour at the school.
- To evaluate the effectiveness of safeguarding, 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 parents and considered responses to Ofsted Parent View, including parents' free-text responses. The inspectors also took account of responses to staff and pupil surveys.

## Inspection team

Karen O'Keefe, lead inspector	Ofsted Inspector
Anna Smith	Ofsted Inspector
Philip Hamilton	Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2024