

Dunmore Primary School

URN: 135265 | Inspected: 25 November 2025

Safeguarding

standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

Achievement

Expected standard

Overall, pupils achieve well and acquire the appropriate knowledge and skills across the curriculum from their individual starting points. They benefit from positive educational experiences that enrich their lives and prepare them effectively for the next stage of their education. The results of the Year 1 phonics check are consistently in line with the national average. This reflects the school's success in equipping pupils with secure early reading skills. At key stage 2, disadvantaged pupils achieve above the national average in reading. Older pupils' achievement in national tests is generally in line with national averages in reading and mathematics. Outcomes in writing for disadvantaged pupils are improving. While outcomes in writing remain lower than national averages, leaders have taken decisive action to address this. The impact of their work is evident in pupils' books. Any gaps in pupils' reading, writing and mathematics knowledge are closing quickly.

Curriculum and teaching

Expected standard

The curriculum is ambitious, broad and balanced. It is carefully arranged so that pupils gain the knowledge and skills needed for their next stage of education. Leaders have a secure understanding of the quality of teaching and learning. They act quickly when improvements are required and show determination to keep raising standards. Overall, the curriculum is taught effectively. Staff benefit from regular professional development, which builds their expertise. Typically, staff use their subject knowledge well to explain new content clearly. They adapt their teaching appropriately so that pupils with special educational needs and/or disabilities and disadvantaged pupils access the full curriculum successfully. Overall, staff check pupils' prior knowledge and understanding carefully. They typically adjust their teaching to close any gaps in pupils' knowledge. However, at times, there is some inconsistency in how well the curriculum is taught, particularly in the way teachers explain how pupils can improve their writing. As a result, some pupils do not develop their writing skills as well as they should. Developing pupils' knowledge in reading, writing and mathematics is central to the curriculum. There is a deliberate focus on developing pupils' vocabulary, and typically, staff teach this well. Reading is a clear priority. Pupils enjoy a diverse and inclusive range of texts. Pupils who are still developing their reading skills get the right help to develop their accuracy and fluency.

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Early years

Expected standard

Leaders are determined that all children will develop a love of learning and achieve well, regardless of their starting points. They have created a culture of high expectations. The ambitious, engaging and well-crafted curriculum means that staff understand what children are expected to learn and when. Staff work closely with parents and carers and help them to support their children's learning. Typically, the curriculum is taught well. Staff provide a suitable range of activities for children to explore and learn. Staff know the children well and work sensitively to meet their social and emotional needs. There is a deliberate focus on developing children's communication and language skills. Overall, staff model vocabulary effectively and help children to practise and broaden the language they use. This effective start ensures that children, including the youngest in Nursery, settle quickly and develop a sense of belonging. Reading is a priority. Early reading skills are developed well because phonics is taught effectively. Children learn the sounds different letters make and begin to blend the sounds together. Leaders make sure that children, including those in Nursery, have plenty of opportunities to practise and develop their early writing skills.

Inclusion

Expected standard

Leaders and staff share high ambitions for all pupils to achieve well. Thorough transition arrangements when pupils first join the school mean that leaders identify pupils' individual needs quickly and carefully. Leaders share information effectively with staff. Consequently, staff are clear about how to help pupils to overcome any barriers to learning. Pupils benefit from personalised programmes. For example, targeted support for pupils who are new to speaking English helps them to access the curriculum. Typically, pupils with special educational needs and/or disabilities or with other barriers to learning are supported effectively. Staff benefit from regular training. This means that they understand how to make suitable adaptations to their teaching so that pupils learn successfully. Leaders monitor strategies and resources carefully to ensure that they meet pupils' needs efficiently. They make adjustments promptly where refinements are required.

Leaders work effectively with families and professional agencies. For example, leaders collaborate with the local authority so that pupils who need it get appropriate support. Pupil premium funding is used well to promote disadvantaged pupils' academic, emotional and physical development. Leaders also check that any alternative provision is suitable and safe, making decisions in pupils' best interests.

Leadership and governance

Expected standard

Leaders and governors are ambitious for all pupils. They are committed to providing pupils with a rich and engaging curriculum that helps them to develop both personally and academically. Leaders place deliberate

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focus on provision for vulnerable groups, including pupils who are eligible for the pupil premium funding, with special educational needs and/or disabilities and those known to social care. They work constructively with governors, collaboratively making decisions that are always in the best interests of pupils. As a result, pupils play a full part in all aspects of school life. Governors are skilled and knowledgeable. They perform their roles well, understand their statutory duties and carry them out effectively. Governors have a secure grasp of the school's strategic approach to improvement. They provide timely support and challenge. Leaders have established reliable systems for monitoring the school's work. Consequently, they have an accurate view of the school's strengths and where further developments are needed. For example, they have rightly identified the need to ensure that writing is taught consistently well in all areas. Additionally, leaders know that they need to continue to improve pupils' attendance, particularly for those who are disadvantaged. Leaders ensure that all staff benefit from a suitable professional learning programme that builds their expertise. It is designed carefully so that it aligns with the school's priorities for improvement. Leaders maintain a positive and supportive working environment. They take suitable steps to help staff to manage their workload and wellbeing. As a result, staff feel valued and listened to. Leaders and staff also foster constructive relationships with parents and carers. Personal development and well-being Expected standard Leaders' work to promote pupils' personal development and wellbeing is well considered. A sense of care and respect pervades the school. From the early years, children are encouraged to care for themselves and each other. Staff respond sensitively to children's needs, while also successfully promoting independence. Pupils are kind and thoughtful, and they value the shared sense of community. They trust staff to look after them and have no concerns about any unkindness or friendship issues. As a result, pupils, including those who are disadvantaged or with special educational needs and/or disabilities, feel settled and confident. Pupils become confident citizens. They understand the fundamental British values. Pupils discuss and debate their ideas with an appreciation of and respect for different views. They have a well-developed sense of right and wrong. Pupils learn about equality and demonstrate respect for cultural diversity and religious belief. For instance, they understand the significance of their class names, which represent different countries, and can discuss historic and geographic features. Pupils recognise that this reflects the international nature of their school community. They are well prepared for life in modern Britain. There is a well-designed and age-appropriate personal, social and health education programme. Generally, this develops pupils' knowledge of how to stay safe, maintain healthy relationships and make positive lifestyle choices well. Pupils also learn about hygiene, healthy eating, physical fitness and the risks associated with modern technology. Pupils benefit from a range of opportunities that broaden their experiences. This enables them to develop their talents and interests in areas such as the arts, music and sport. Pupils make a purposeful contribution to their community by taking on responsibilities such as that of school councillor or librarian. These opportunities are open to all, reflecting the inclusive nature of the school.

What it's like to be a pupil at this school

Pupils enjoy their time in this inclusive and welcoming school. Each morning, they arrive confident, resilient and eager to learn. Forging positive relationships is at the heart of daily life. Pupils feel sure that staff care about them. This helps them to feel safe. They trust adults to help them with any concerns, including any bullying or unkindness. Pupils are proud of their school. They are happy and polite to each other. Staff set clear routines and boundaries. Pupils learn to take responsibility. Typically, they behave well, stay focused on their learning and take pride in their work. Pupils show respect and courtesy. They demonstrate the school's values of 'kindness, courage

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and curiosity' in their daily interactions. From the early years, children listen attentively to staff. They learn to cooperate, take turns and share. Attendance is improving, but some pupils, particularly those who are disadvantaged, do not attend frequently enough. Leaders are ambitious for all pupils to aim high and achieve well. Pupils respond positively to these expectations. Disadvantaged pupils and those with special educational needs and/or disabilities get effective help when they need it. As a result, the curriculum is accessible and meets pupils' needs. Pupils generally achieve well. However, there are some inconsistencies in how effectively the curriculum is taught, particularly in the way teachers explain how to improve pupils' writing. Pupils enjoy the wider opportunities the school provides to broaden their horizons. All pupils learn to play 3 instruments and have the opportunity to play in the school orchestra. Clubs such as Mandarin, choir and gymnastics help to develop pupils' talents and interests. A variety of trips to places such as museums and a residential trip to a farm enable pupils to find out about their local area. Pupils relish taking on leadership roles, for example as school councillor, librarian or sports leader. They wear their badges with pride.

Next steps

- Leaders should strengthen their work to secure high attendance for all pupils, particularly for pupils who are disadvantaged.
- Leaders should continue to embed and strengthen consistency in the teaching of writing across all subjects.

Attendance and behaviour

Expected standard

Overall attendance rates are in line with the national average. Leaders take every opportunity to promote the importance of regular attendance. They have established effective systems for supporting families and follow up on attendance concerns rigorously. Staff are working well to help pupils and their families to overcome any barriers to attending school regularly. This is leading to improved rates of attendance, including for pupils with special educational needs and/or disabilities. However, attendance for pupils who are eligible for the pupil premium funding remains below the national average. Some disadvantaged pupils miss valuable learning and social opportunities in school. Overall, pupils behave well and show positive attitudes to learning. They conduct themselves sensibly across the school. Staff encourage positive behaviour, using an effective and consistent approach that pupils understand and follow. This typically creates a calm and purposeful atmosphere where learning is not disrupted. Relationships between staff and pupils are warm and respectful. Pupils value the positive sense of community, treat each other with courtesy and know how to be good friends. They trust staff to deal quickly with any unkindness, bullying or discriminatory behaviour. Leaders identify pupils who may need additional help to manage their behaviour and emotions and provide suitable, timely support.

For detailed performance data including disadvantage gap analysis, historical trends, and comparison tables, visit the school's profile on WhatSchool:

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<https://whatschool.ai/en/school/dunmore-primary-school-abingdon>