

Inspection of an outstanding school: Dixons Music Primary

Trinity Road, Bradford BD5 0BE

Inspection dates:

21 and 22 June 2022

Outcome

Dixons Music Primary continues to be an outstanding school.

What is it like to attend this school?

Pupils enjoy attending this remarkable school where 'excellence is a habit'. From the moment children start in the early years, they benefit from the ambitious curriculum that leaders have carefully planned. Pupils are supported to develop a thirst for learning. They work hard and do not give up. In short, the pupils not only know the school values of 'hard work, independence and enjoyment', they live these values every day.

Leaders have ensured that there is a united school community where pupils and staff share the same high expectations for behaviour and attendance. Pupils listen carefully to their teachers and focus on their learning. Pupils know they are 'climbing a mountain' to their future success and are excited for every step they take towards this goal.

Pupils understand the need to respect others who may be different to them. They learn about a range of important issues through the wider curriculum. Leaders have ensured that pupils benefit from a wide range of opportunities to enrich their learning. The school's music specialism is one example of this. The anthem for Bradford's recently successful bid to be 'City of Culture' in 2025 was written and performed by pupils of this vibrant school. Pupils are rightly proud of the contribution they make to the wider community.

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

Leaders have developed an ambitious curriculum. They have carefully considered the important information that they want pupils to know and remember. Leaders know that learning begins right from the early years, and this is where children start joyfully climbing that ambitious, academic mountain. In lessons, teaching staff consistently check that pupils understand the new learning and can see how it links to what they have learned before. Pupils are regularly quizzed on prior learning. This ensures that pupils are helped to remember the important facts and concepts that they have previously learned.

Leaders know the importance of learning to read and have ensured that those at the earliest stages of reading are supported by skilled staff. Children in the early years are immersed in language. They rapidly develop their knowledge of phonics and enjoy sharing books with adults. Children quickly learn to read. A love of reading develops across school as pupils enjoy and share a widening range of interesting and diverse books. Older pupils who need help with learning to read are swiftly identified. The support they receive enables them to catch up quickly with their peers.

Staff make excellent use of assessment so that they know which pupils need extra support with their learning. Pupils benefit from a range of carefully planned interventions which are skilfully delivered by well-trained staff. Support plans for pupils with special educational and/or disabilities have clear information about pupils' needs. Teaching staff use this information to ensure that these pupils successfully access the curriculum alongside their peers. Pupils respond well to this support and are engaged in their learning. They are helped to achieve the academic goals that leaders have set out.

Pupils support each other with their behaviour as well as their learning. Children in the early years learn the importance of following the rules. They take turns and are kind to their friends. They concentrate in lessons and enjoy the variety of learning opportunities that they have. This exemplary start to school life builds throughout school. There is a sense of purposeful calm in classrooms. The highly consistent, calm and engaging approach from teachers ensures that pupils are focused on their learning. Those few pupils who struggle to consistently maintain leaders' high expectations for behaviour are well supported. Bullying is very rare. Pupils are confident to report any concerns they may have. They know that staff will take effective action to help them with any worries.

Leaders have ensured that pupils have a range of opportunities to learn about the wider world. The personal, social and health education (PSHE) curriculum is thoughtfully planned to ensure all pupils develop both the knowledge and skills they need to make a positive contribution to life in modern Britain. For example, pupils know about the importance of tolerance and behaving with respect towards others. They evidence this in the exemplary way in which they conduct themselves.

Staff are well supported by leaders. Staff know that leaders consider their well-being and workload. Teachers at the early stages of their career value the help and additional training they receive. Governors and trustees have an accurate understanding of the school. Together, they provide effective support and challenge for school leaders. These strategic leaders carefully check that the right decisions are being taken with the best interests of the pupils in mind.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have ensured that all staff receive regular training on important safeguarding issues. Leaders regularly check that staff understand and can remember this important information. Staff know the signs that suggest a pupil may be at risk of harm, and report any concerns swiftly. Leaders take prompt action to ensure that pupils are kept safe.

Leaders make timely referrals to wider safeguarding partners and check carefully that pupils receive the help they need. Pupils are taught how to keep themselves safe and healthy, including when online.

Background

When we have judged a school to be outstanding, we will then normally go into the school about once every four years to confirm that the school remains outstanding. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, 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 deem the section 8 inspection as a section 5 inspection immediately.

This is the first section 8 inspection since we judged the school to be outstanding in June 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 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	138252
Local authority	Bradford
Inspection number	10227102
Type of school	Primary
School category	Academy free school
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	423
Appropriate authority	The board of trustees
Chair of trust	Michael Blackburn
Principal	Luke Robbins-Ross
Website	www.dixonsmp.com
Date of previous inspection	15 and 16 June 2016, under section 5 of the Education Act 2005

Information about this school

- This school is part of the Dixons Academies Trust. It has a specialism in music.
- Since the last inspection, several new leadership appointments have been made. The current principal took up post in September 2019, when two new vice-principals were also appointed. There have been several appointments to the local governing board, including the current chair of governors.
- The school does not make use of any alternative provision.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with school leaders and has taken that into account in their evaluation.
- The inspector met with the principal and other senior leaders. They also met the chair of governors, other governors and the vice-chair of the trust. The inspector spoke with the deputy chief executive officer of the trust.

- Meetings were held with subject leaders and staff, including teachers at the early stages of their teaching career.
- The inspector carried out deep dives in these subjects: early reading, geography and science. For each deep dive, the inspector discussed the curriculum with subject leads, visited lessons and scrutinised pupils' work. The inspector held meetings with staff and spoke to pupils about their work. Curriculum plans for PSHE and a wide range of quality-assurance documentation were reviewed. The inspector listened to pupils read.
- The inspector met with pupils both formally and informally. The views of pupils were also considered through the Ofsted pupil survey.
- The inspector scrutinised a range of documentation, including safeguarding records, and reviewed the systems for keeping pupils safe.
- The inspector considered the views of parents through the 23 responses to Ofsted's Parent View survey, and through conversations with parents at the start of the school day.
- The views of staff were considered from meetings held with staff and from the responses to Ofsted's staff questionnaire.

Inspection team

Eleanor Belfield, lead inspector

Her Majesty's Inspector

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