

George Dixon Primary School

Address: City Road, Edgbaston, Birmingham, West Midlands, B17 8LE

Unique reference number (URN): 103200

Inspection report: 24 February 2026

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

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.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

This school requires significant improvement

His Majesty's Chief Inspector is of the opinion that this school requires **significant improvement** because it is performing significantly less well than it might in all the circumstances reasonably be expected to perform.

Needs attention

Attendance and behaviour

Needs attention 

Attendance rates for all groups of pupils have been very low over several years. As part of this, persistent absence is very high and has been over time. Recently appointed leaders have introduced a range of carefully considered actions to improve attendance. These actions are starting to show some success, and pupils' attendance has improved overall. However, too many pupils continue to be persistently absent.

Recently appointed leaders have reset expectations for how pupils should behave. Staff share these high expectations, which pupils understand and usually meet. Pupils with special educational needs and/or disabilities are supported to understand and meet these expectations, with adaptations as appropriate. The environment is orderly, and pupils behave in a calm manner. They settle quickly at the start of each day and move around the school sensibly. In lessons, pupils generally listen well and focus on their work. Behaviour at lunchtimes and playtimes is positive. Relationships are respectful and kind. Pupils are very polite towards adults and their peers. Pupils feel confident that staff will deal with concerns, such as rare cases of bullying, to make sure that they stop. Suspensions are used appropriately.

Early years

Needs attention 

The quality of interactions that adults have with children is inconsistent. Staff do not always engage children in high-quality conversations that deepen learning, particularly of language and vocabulary. While staff often identify the gaps that children have in their knowledge, the teaching is not routinely adapted well enough to address what children need to know in order to move on with their learning. Resources, including the outdoor space, are not always used effectively to support learning.

Although some children are well prepared to achieve a good level of development, not all children achieve as well as they could. This means they are not fully prepared for their next steps and transition to Year 1.

Leaders have made successful improvements to the provision and have set in place further actions to embed this work. They have ensured that children are cared for properly. The curriculum changes focus well on building the basic knowledge and skills that children need for later learning. Most children develop their phonics knowledge successfully and begin to use this accurately in their reading.

Staff support children's personal, social and emotional development effectively. Staff work well with parents to make sure that children feel safe, happy and secure.

Inclusion

Needs attention 

Staff expertise to support pupils with special educational needs and/or disabilities (SEND) is not well developed. This support is not yet typically effective, particularly in 'The Reef' SEND classroom. Here, differences in practice mean that some pupils do not make the progress they should. For these pupils, the curriculum is not always adapted well enough to meet their needs.

Leaders recognise these issues and have clear plans to improve staff expertise and adapt the curriculum more effectively. They have also recently taken appropriate steps to improve how pupils' individual needs are identified and addressed across the school. They have introduced well-considered systems so that pupils who need extra help are spotted and assessed carefully. The school has begun using a clearer step-by-step approach to support. However, these changes are very recently implemented and are not yet generally effective across the school. Consequently, some of these pupils do not receive effective support.

The pupil premium strategy is well developed and has recently been put into place to support these pupils. Leaders check carefully how well these actions are working. There is no use of alternative provision.

Leadership and governance

Needs attention 

Leadership has been turbulent over some time. Leaders who have very recently joined the school are providing much-needed stability and expertise. They know what needs to be done and have started to address the low standards that have been evident over time. They have set ambitious expectations for all and are determined to raise aspirations and educational standards. While there are already signs of improvement, it is too soon to see the full impact of this work.

Leaders have rightly prioritised improving staff knowledge and expertise. This work is starting to improve some aspects of teaching quality. However, staff expertise is not currently sufficient to teach the curriculum, particularly when it needs to be adapted to meet the needs of different pupils, including those with special educational needs and/or disabilities.

Members of the interim executive board understand their roles and responsibilities. They work closely with leaders and provide appropriate challenge. They have helped to improve governance and ensure there is a clear focus on improving the experiences and achievement of all pupils. Leaders are mindful of staff wellbeing and workload, particularly when introducing these necessary changes. Parents expressed positive views about the recent changes to leadership and governance.

The personal development programme does not fully reflect the school's context or the specific needs of its pupils. As a result, some curriculum content does not address pupils' experiences closely enough and so does not meet their needs well enough.

Recently appointed leaders have begun to improve the programme to ensure that it promotes and supports pupils' personal development and is sequenced well. These changes are still at an early stage.

The range of opportunities for pupils to develop character and to build resilience are limited. Pupils are encouraged to take on a monitor role to build a sense of responsibility. Those that take part in this opportunity are proud to help look after the corridors and reading books.

Pupils learn about cultural diversity and life in modern Britain. They talk positively about respecting differences and being kind. However, their understanding of fundamental British values is not yet secure. Pupils' understanding of their place in the wider world is limited.

Leaders ensure that all pupils, including disadvantaged pupils, can take part in a range of extra-curricular activities. There are opportunities for pupils to take part in activities beyond the classroom, especially in sports. Pupils have the opportunity to learn to play a musical instrument. Educational visits have been sparse, with the last such visit taking place over 2 years ago.

Pupils learn about how to stay safe online and in the local community. They know where they can access help and support should they need it. Pastoral care is effective and is valued by parents. There is a range of help offered to individual pupils and their families. This work is successful in making sure that families receive the right support to reduce barriers to pupils' learning.

Urgent improvement

Achievement

Urgent improvement

Over the past 3 years, pupils' achievement by the end of Year 6 has been very low. This pattern affects all groups of pupils, including disadvantaged pupils and those with different starting points. Disadvantaged pupils, who make up a large proportion of the school population, do not achieve well. The progress of disadvantaged pupils has been particularly weak in reading, writing and mathematics for some time. Many pupils leave the school without the knowledge they need to be confident and well prepared for the next stage in their education.

Recently appointed leaders have recognised the significantly low achievement and have started to take appropriate action. They have introduced new approaches to close gaps in pupils' knowledge across all year groups. These appear well considered. However, these actions are still at a very early stage and have not made the difference that is needed.

Over time, the curriculum has not met the needs of pupils. It is not coherently sequenced to give pupils the knowledge they need. Long-standing and significant gaps in pupils' learning have not been addressed. Staff have not had the necessary expertise to adapt the curriculum to meet pupils' needs effectively.

Recently appointed leaders have a clear understanding of curriculum quality. They have introduced improvements to the curriculum and how it is delivered. Their renewed curriculum is broad and focuses on the basic knowledge that pupils need. They are making sure that staff have the expertise they need to deliver the curriculum effectively. This work is already showing encouraging signs of success but it is too early to see its full impact.

Leaders deploy staff appropriately to support phonics teaching. The recent staff training has helped to improve the teaching of phonics. This is now taught more effectively. Similarly, the teaching of reading and handwriting is improving, and some staff model learning appropriately. However, some staff do not teach the new curriculums as leaders intend. Pupils' misconceptions are sometimes missed and not addressed. This means they struggle to move on with their learning.

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

Pupils do not achieve as well as they should in reading, writing and mathematics. Many pupils have significant gaps in their knowledge that have developed over time. Pupils experience a broad curriculum, although it is not well tailored to their individual needs, particularly where they have gaps in their prior learning. Some pupils with special educational needs and/or disabilities do not receive a high-quality education.

Pupils know that the recently appointed leaders have high expectations of what they can achieve. They can see the changes that are starting. Pupils now begin to learn to read as soon as they join the school. Some pupils can show that they understand the recently formed school values of 'excellent, respect, commitment, belonging, integrity and kindness'. They are developing their concentration in lessons.

Most challenges or barriers that pupils face are noticed swiftly. Some pupils receive effective pastoral support that helps them to attend school more routinely. However, there are still too many pupils who do not attend regularly enough.

Many children join the school part way through a year or key stage. These pupils are welcomed warmly and quickly made to feel part of school life. Pupils are taught about resilience and how to get along with others. They show an acceptance of others. Social times are a positive time of the school day. Bullying is rare and, when it happens, staff make sure that it stops. Pupils trust that staff will help to keep them safe.

Pupils enjoy a range of mostly sports-based extra-curricular activities, such as football and cricket clubs. Pupils are taught about how to stay safe online. They learn about some aspects of life in modern Britain, but many remain unsure about British values.

Next steps

- Leaders should continue to develop the expertise of staff so that the curriculum across the whole school is delivered as intended, particularly for those pupils who have special educational needs and/or disabilities (SEND).
 - Leaders should ensure that suitable adaptations are in place for all pupils who require them, particularly disadvantaged pupils and pupils with SEND.
 - Leaders should ensure that gaps in pupils' knowledge and skills are addressed so that they learn the foundational knowledge that they need to make progress over time and achievement improves for all pupil groups, including disadvantaged pupils.
 - Leaders should ensure that the whole curriculum, including that for personal development, matches the needs of pupils.
 - Leaders should continue to focus on pupils' attendance so that more attend routinely and persistent absence reduces.
 - Leaders should ensure that the early years curriculum is implemented as it is set out.
-

About this inspection

The chair of the interim executive board (IEB) in this school is George Craig.

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

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with school leaders, including the interim headteacher, deputy headteacher and other leaders. They also spoke with representatives of Birmingham local authority and members of the IEB, including the chair of the IEB.

The inspectors confirmed the following information about the school:

The school currently uses no alternative provision.

Interim Headteacher: Zoe Jackson

Lead inspector:

Emma Titchener, His Majesty's Inspector

Team inspectors:

Tracey Porter, Ofsted Inspector

Gary Richards, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 24 February 2026

School and pupil context**Total pupils**

324

Close to average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

300

Close to average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

56.48%

Well above average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

2.47%

Close to average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

14.20%

Close to average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

Location deprivation

Well above average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	36%	61%	Below
2024/25 (revised)	26%	62%	Below
2023/24 (final)	53%	61%	Close to average
2022/23 (final)	29%	60%	Below

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	54%	74%	Below
2024/25 (revised)	44%	75%	Below
2023/24 (final)	56%	74%	Below
2022/23 (final)	62%	73%	Below

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	48%	72%	Below
2024/25 (revised)	47%	72%	Below
2023/24 (final)	56%	72%	Below
2022/23 (final)	41%	71%	Below

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	47%	73%	Below
2024/25 (revised)	39%	74%	Below
2023/24 (final)	56%	73%	Below
2022/23 (final)	47%	73%	Below

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	28%	46%	Below
2024/25 (revised)	24%	47%	Below

Year	This school	National average	Compared with national average
2023/24 (final)	45%	46%	Close to average
2022/23 (final)	17%	44%	Below

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	51%	62%	Below
2024/25 (revised)	41%	63%	Below
2023/24 (final)	52%	62%	Close to average
2022/23 (final)	61%	60%	Close to average

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	42%	59%	Below
2024/25 (revised)	46%	59%	Below
2023/24 (final)	45%	58%	Below
2022/23 (final)	33%	58%	Below

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	40%	60%	Below
2024/25 (revised)	38%	61%	Below
2023/24 (final)	48%	59%	Close to average
2022/23 (final)	33%	59%	Below

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	28%	68%	-39 pp
2024/25 (revised)	24%	69%	-45 pp
2023/24 (final)	45%	67%	-22 pp
2022/23 (final)	17%	66%	-50 pp

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	51%	80%	-29 pp
2024/25 (revised)	41%	81%	-40 pp
2023/24 (final)	52%	80%	-28 pp
2022/23 (final)	61%	78%	-17 pp

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	42%	78%	-36 pp
2024/25 (revised)	46%	78%	-32 pp
2023/24 (final)	45%	78%	-32 pp
2022/23 (final)	33%	77%	-44 pp

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	40%	80%	-40 pp
2024/25 (revised)	38%	81%	-43 pp
2023/24 (final)	48%	79%	-31 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	33%	79%	-46 pp

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (2 term)	6.8%	5.2%	Above
2023/24 (3 term)	6.6%	5.5%	Above
2022/23 (3 term)	7.1%	5.9%	Above

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (2 term)	22.0%	13.3%	Above
2023/24 (3 term)	21.2%	14.6%	Above
2022/23 (3 term)	24.9%	16.2%	Above

Our grades explained

Exceptional 

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard 

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard 

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention ●

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement ●

The school needs to make urgent improvements to provide the expected standard of education and/or care.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

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.

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, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <https://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
W: www.gov.uk/ofsted

© Crown copyright 2026



© Crown copyright