

# St Andrew's Church of England Voluntary Aided Primary School, Fontmell Magna

## Inspection report

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<b>Unique Reference Number</b>	113800
<b>Local Authority</b>	Dorset
<b>Inspection number</b>	378753
<b>Inspection dates</b>	15–16 September 2011
<b>Reporting inspector</b>	Michael Barron

This inspection of the school was carried out under section 5 of the Education Act 2005.

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	168
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mary Faulkner
<b>Headteacher</b>	Anna Way
<b>Date of previous school inspection</b>	20 May 2009
<b>School address</b>	West Street Fontmell Magna Shaftesbury Dorset SP7 0PF
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<b>Age group</b>	4–11
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## **Introduction**

This inspection was carried out by three additional inspectors. The inspectors observed teaching and learning in 12 lessons, taught by eight teachers. They also held meetings with the headteacher, deputy headteacher, members of the governing body, teaching staff, parents and carers and groups of pupils. They observed the school's work and looked at school development planning, minutes of governors' meetings, school policies, including those associated with safeguarding procedures, assessment and tracking documentation, pupil records and samples of pupils' work. They also scrutinised questionnaires returned by 103 parents and carers, 94 pupils and 21 staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Pupils' attainment, especially in Year 6, and what this signifies in terms of achievement and progress, especially in mathematics.
- The impact of initiatives to improve rates of attendance, especially those of persistently absent pupils.
- Provision for cultural education and its impact on building up pupils' knowledge and understanding of cultures and communities other than their own.
- The impact of the school's initiatives to improve the progress and achievement of children in the Early Years Foundation Stage.

## **Information about the school**

This is a smaller than average primary school which draws its pupils from the local village and surrounding countryside. Nearly all pupils are from White British backgrounds and all speak English as their first language. The proportion of pupils who have special educational needs is average. There is Early Years Foundation Stage provision in the school's Reception Year class. The proportion of pupils known to be eligible for free school meals is well below the national average. The school has gained the Arts Mark Gold award and National Healthy Schools Status. The school building has been renovated and enlarged with the addition of several new classrooms since the previous inspection.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

This is a good school. It has an inclusive ethos and prepares pupils well for the next stage of their education. Parents and carers hold very positive views about the school and strongly agree that the school keeps their children safe. 'St Andrew's is a lovely school with a very warm, safe and caring environment' and 'moving my children to St. Andrew's was the best decision I ever made', being typical of the very positive comments in the returned parents' and carers' questionnaires. The curriculum successfully aims for a good balance between striving for academic achievement and focusing on pupils' personal development and well-being. The outstanding quality of care, guidance and support the school provides for pupils ensures that they feel valued as individuals and develop into confident and effective learners.

Pupils' attitudes to learning are good and they work hard in lessons. As a result, achievement is good and all pupils, including those with special educational needs and/or disabilities and also the more-able, make good overall progress. The school has developed effective systems to track pupils' progress and to set pupils individual learning targets. Teachers use this information well when planning further work for pupils. However, although pupils' attainment in Year 6 is above average, it is better in English than mathematics because pupils often find it difficult to use their basic arithmetic skills effectively when trying to solve mathematical problems.

At the heart of the school's success is the clear vision of a very effective and well-respected headteacher. She has worked well in partnership with her senior leadership team, her dedicated staff and the governing body to ensure that the school has rigorously and accurately evaluated its performance on a regular basis in order to improve its practice. This has led, for example, to improving the effectiveness of the Early Years Foundation Stage from satisfactory to good since the previous inspection and is a clear indication of the school's good capacity for future sustained improvement.

Pupils are keen to talk about why they like school. However, even though pupils display a good understanding of the immediate world in which they live, their knowledge of the different cultures within the United Kingdom is limited and this remains a gap in their learning.

**What does the school need to do to improve further?**

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- By the end of the spring term 2012, raise pupils' attainment in mathematics to match their above average attainment in English by ensuring that pupils are provided with regular opportunities to improve the use of their basic arithmetic skills when solving mathematical problems.
- Ensure that pupils have good awareness of modern society in the United Kingdom by improving opportunities for pupils to develop their knowledge and understanding of the ethnic and cultural diversity of the country.

## **Outcomes for individuals and groups of pupils**

**2**

Pupils enjoy school and this is reflected in their good behaviour and above average rate of attendance. Older pupils comment that they are going to be sad to leave the school for good at the end of the summer term.' One pupil stated that he would miss the school because 'it is always a fun place where we learn a lot because we do interesting things.'

Children enter the school's Early Years Foundation Stage with the skills and understanding expected for their age although their calculation skills are often less well developed. They make solidly good progress during their Reception Year and continue to make similar progress throughout the rest of the school. Pupils work hard in lessons because teachers make learning interesting and help them with their work if they have a problem. This was evident during a very well taught mathematics lesson to Year 5 pupils which focused on developing their understanding of factors and prime numbers. Pupils made outstanding progress because the tasks were well matched to their abilities and those requiring help with their learning were very well supported. Likewise, pupils in Year 1 made good progress developing their use of adjectives as describing words because they were well supported by effective teaching assistants and the teacher ensured that they were interested in the tasks they were given to complete. However, during discussions with older pupils several confirmed that they sometimes found solving mathematical problems difficult, especially when they made mistakes with simple calculations.

Pupils respond well to the very caring approach taken by the school and this adds to their enjoyment of learning and to their good progress. They get on with each other very well and are proud of the role of the school council in ensuring the school listens to, and acts on, their views regarding both their learning and well-being. They have an outstanding understanding of the need to stay safe at all times. They feel very secure and confident that adults will deal with any rare instances of unkind behaviour quickly and fairly. Pupils are very aware of the importance of exercising frequently and eating healthy foods. They realise the significance of the school gaining National Healthy Schools Status. They are proud of the school's good links with the local community, especially the fact that local businesses sponsor the 'St Andrew's Gazette', the school magazine which is edited by pupils. They fully understand the importance of the school gaining the Arts mark award. Pupils talk enthusiastically about how they helped the school raise over £2000 from a music marathon in order

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to convert a mobile classroom into a creative studio for music, art and drama.

While the quality of their spiritual, moral, social and cultural development is good overall, pupils' moral and social development is particularly strong and this is reflected in their respect and care for others. Older pupils say they really enjoy the responsibilities they are given by the school, including their role as 'buddies' looking after younger pupils making sure they stay safe in the playground. Pupils' developing skills in literacy and numeracy, together with their good collaborative skills and positive attitudes to learning, are preparing them well for their future economic well-being.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

## How effective is the provision?

The curriculum provides pupils with a wide range of experiences which help to develop their understanding of the world in which they live. It has been designed to mix subjects together in order to make learning interesting while focusing on developing pupils' skills in numeracy, literacy and information and communication technology. Classrooms are attractive and well resourced. Several are located in the newly built part of the school. They are spacious and colourful and provide teachers with the very latest in modern technology in order enhance learning. Teachers work well with effective teaching assistants to ensure all pupils are included in lessons, especially those pupils who are experiencing difficulties in learning or who require additional challenge. Teachers display good subject knowledge and, even at this

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

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early stage in the school year, they have built up good relationships with pupils. Pupils say that they like their teachers although they are aware that when their written work is marked there are occasions when teachers do not give them ideas about how to improve.

The level of care, guidance and support for pupils is outstanding and this is the basis for their good personal development. Effective induction and transfer arrangements help pupils settle into new routines and pupils whose circumstances may make them vulnerable receive a very good level of well-targeted care and support and this enables them to play a full and active part in school life and make the best of the opportunities provided for them. Pupils look forward to school visits to places of interest and meeting interesting visitors to the school. They appreciate the wide range of enrichment activities the school provides including sporting, artistic and musical activities.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## **How effective are leadership and management?**

The headteacher provides a clear vision and direction for school improvement and this is reflected in the thoroughness of the school's self-evaluation and the quality of its development planning which focuses well on important priorities. The morale of all school staff is good and teachers have high expectations of what pupils can achieve. The school has worked hard to ensure that pupils are given equal opportunities to succeed. Any very rare instances of discrimination are tackled quickly and effectively. The governing body supports and challenges the school well. Governors play a very active role in school life. They are well informed and fulfil their statutory duties effectively.

Safeguarding procedures are good and meet all requirements. This is reflected in the precision of vetting checks and in the way the school regularly evaluates its practices. Staff and governors are aware of the importance of their role in protecting pupils and receive regular training about safeguarding issues.

The school's relationship with parents and carers is good. They appreciate the way in which the school keeps them informed about their children's progress and well-being. The school has developed effective links with a number of outside agencies which it uses effectively to support pupils' learning and well-being when required.

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The school's work in promoting community cohesion is satisfactory. It uses its good links with the local community well to develop pupils' understanding of the immediate world around them. However, pupils do not have sufficient opportunities to develop their appreciation and understanding of the diversity of cultures and beliefs in the wider national community.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Parents and carers value the good quality of provision in the Early Years Foundation Stage and the warmth and friendliness of the teaching staff. This was aptly summed up in the comment of one parent 'Our child loves coming to school each day. He is very well cared for and is making good progress in his first few weeks at school.'

The school has worked successfully since the previous inspection to improve the quality of provision in the Early Years Foundation Stage. Good leadership and management ensures that the class teacher and her effective teaching assistants work well together to ensure children enjoy their first year at school and achieve well. Recording of children's progress is ongoing and used consistently well to plan future work. Lessons effectively blend opportunities for children to learn both independently and with adult support. Progress in children's personal, social and emotional development is good. Even at this early stage in the school year children join in lesson activities with enthusiasm. They behave well and most are happy to share and take turns.

The Reception year classroom is a large, colourful and attractive place which has



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been specifically designed to provide children with a stimulating learning environment. However, by comparison, the secure outdoor area is bland and uninteresting and is presently in need of further development.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

There was an above average rate of response to the parents' and carers' questionnaire. 119 families have children attending the school. An overwhelming majority of the parents and carers who returned the questionnaires or who were spoken to by inspectors held very positive views about the school. Few parents and carers expressed any concerns although a very small minority felt the school did not deal effectively with unacceptable behaviour and did not keep them informed about their children's progress. Inspectors followed up on both these issues. This included observing behaviour in class and around the school, discussion with pupils and staff and a scrutiny of behavioural records. On this evidence inspectors judged that the school dealt well with unacceptable behaviour. Inspectors also found that the school keeps parents and carers well informed about their children's progress.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at St Andrew's Church of England Voluntary Aided Primary School, Fontmell Magna to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 103 completed questionnaires by the end of the on-site inspection. In total, there are 168 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	83	81	20	19	0	0	0	0
The school keeps my child safe	86	83	17	17	0	0	0	0
The school informs me about my child's progress	59	57	38	37	4	4	0	0
My child is making enough progress at this school	57	55	40	39	0	0	0	0
The teaching is good at this school	69	67	32	31	1	1	0	0
The school helps me to support my child's learning	72	70	28	27	0	0	0	0
The school helps my child to have a healthy lifestyle	66	64	36	35	1	1	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	69	67	23	22	1	1	0	0
The school meets my child's particular needs	64	62	39	38	0	0	0	0
The school deals effectively with unacceptable behaviour	55	53	34	33	6	6	0	0
The school takes account of my suggestions and concerns	63	61	35	34	0	0	0	0
The school is led and managed effectively	76	74	21	20	1	1	0	0
Overall, I am happy with my child's experience at this school	82	80	21	20	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## **Common terminology used by inspectors**

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



17 September 2011

Dear Pupils

**Inspection of St Andrew's Church of England Voluntary Aided Primary School, Fontmell Magna Shaftesbury SP7 0PF**

Thank you for welcoming both myself and the other inspectors to your school. We were all really impressed with your new classrooms. You were all very friendly and polite and we enjoyed talking to you about what you like the most about school and about how you feel your school could improve. We especially enjoyed listening to you singing so well in assembly. We agree with you when you say that you attend a good school. Here are some of the main things we found out about your school.

- Your school gives you a good start to your education and makes sure you make good progress in learning.
- Your attainment is above average in Year 6 and you achieve well.
- You have an excellent understanding of the need to stay safe and also the importance of having a healthy lifestyle.
- Your behaviour is good and you all get on well with each other.
- Your headteacher, governors and staff are working hard to improve the school.

We believe they can make your school even better. We have asked them to:

- make sure that you do as well in mathematics as you do in English by making sure that you all get better at solving mathematical problems
- help you to find out more about the customs and traditions of people living in this country who are from cultural backgrounds that are different to yours.

Thank you for making us feel really welcome. We hope you continue to enjoy school and work hard. You can help your school to improve by continuing to attend as well as you do.

Yours sincerely

Michael Barron

Lead Inspector

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