

St Martin's School

15 Stokewood Road, Bournemouth, Dorset, BH3 7NA

Inspection dates	3–5 June 2014	
Overall effectiveness	Good	2
Achievement of pupils	Good	2
Quality of teaching	Good	2
Behaviour and safety of pupils	Outstanding	1
Leadership and management	Good	2

Summary of key findings

This is a good school

- Consistently good teaching enables pupils to make good, and sometimes outstanding, progress and achieve well.
- The school has a strong nurturing ethos which contributes exceptionally well to the personal development and outstanding behaviour of the pupils.
- The new headteacher has made a positive impact in developing curricular provision and in the monitoring of pupils' progress.
- Pupils are exceptionally well cared for. They agree, and say they feel safe and happy at school. The vast majority of parents are highly satisfied with the provision for their children.

It is not yet an outstanding school because

- Senior leaders have yet to implement procedures for systematic staff appraisal and professional development.
- Pupils in the lower years do not have regular access to information and communication technology (ICT) lessons.

Compliance with regulatory requirements

- The school meets schedule 1 of The Education (Independent School Standards) (England) Regulations 2010, as amended by The Education (Independent School Standards) (England) (Amendment) Regulations 2012 ('the independent school standards') and associated requirements.

Information about this inspection

- The inspection was carried out with one day's notice.
- The inspectors observed 18 lessons. They looked at pupils' work, teachers' planning and information about pupils' progress. Meetings were held with senior leaders, teaching staff, pupils, parents and carers. School policies and other documentation were examined. One learning walk was carried out with the headteacher.
- The inspectors took account of the responses in eight staff questionnaires, the views of parents and carers through discussions and in 43 responses to the online Parent View questionnaire.

Inspection team

Flora Bean, Lead inspector

Additional Inspector

Marian Marks

Additional Inspector

Full report

Information about this school

- St Martin's is a non-selective, co-educational, independent day school situated in Bournemouth.
- There are 86 pupils on roll between the ages of four and 11 years.
- The school was founded in 1914 as a Church of England primary school. Pupils from all denominations are admitted.
- The school aims to create an environment where children are respected, supported and encouraged to reach their full potential.
- Almost all of the pupils are British. There is a small number of pupils for whom English is a second language. 28 pupils speak English either as an additional language or have an additional language spoken at home
- There are no pupils with a statement of special educational needs.
- The school is governed by proprietors. The current headteacher was appointed in January 2014 and has operational responsibility for the school. The school was last inspected in June 2008.

What does the school need to do to improve further?

- Further improve the already good quality of teaching by:
 - developing the performance management system
 - providing professional development for the teaching staff.
- Improve the range of opportunities in information and communication technology (ICT) for all pupils.

Inspection judgements

Achievement of pupils

Good

- Pupils achieve well in this caring school. They make consistently good, and often rapid, progress. This is as a result of well-planned teaching and a good range of subjects which emphasise strongly English and mathematics.
- Pupils join the school with varying levels of knowledge and skills, from below to expected levels for their age. They settle quickly through consistently good and supportive teaching and make rapid progress in relation to their starting points.
- Evidence in pupils' work indicates that pupils achieve well in all subjects and are working in line with, and often above, national standards. Pupils read regularly and widely from Year 1 onwards.
- Additional support ensures pupils who have English as an additional language, or who have fallen behind, make significant progress in developing confidence and fluency in reading. Progress in handwriting and creative writing is consistently good. Standards in mathematics and science are in line with, and often above, national averages.
- From Reception to Year 6, the strong focus on literacy and numeracy ensures that all pupils develop good, and often excellent, reading, writing and speaking skills. Pupils have regular opportunities to practise their skills across all subjects.
- Those with special educational needs make good, and often excellent, progress from their starting points because they are well supported by highly skilled staff. A well-organised rota ensures that they receive additional one-to-one support from volunteers and staff. On-going monitoring of progress in lessons and assessment of written work ensure that all pupils understand what they are learning and know how to improve in their work.
- By the end of Reception all children achieve or exceed the expected learning goals and are well prepared for Year 1. Pupils in all year groups reach standards which are in line with, or above, the national average. Pupils who are high achievers are consistently challenged and make good, and often outstanding, progress to well above national standards.
- Since the last inspection, there have been some improvements in opportunities for pupils in information and communication technology (ICT), but these are not consistent across the school. Pupils in the lower years do not make enough progress in ICT.
- In Year 6 the vast majority of pupils are highly successful in gaining entry to the schools of their choice. All pupils are well prepared for the next stage of their education.

Quality of teaching

Good

- The quality of teaching is never less than good, and on occasion it is outstanding. This enables pupils to make consistently good, and sometimes outstanding, progress.
- Teachers have high expectations of what pupils can achieve and plan accordingly. Teachers plan and work together towards providing an excellent range of imaginative activities and tasks to inspire pupils to make excellent gains in their knowledge.
- Lessons are based on clear planning, they feature focused questions and tasks that are set to ensure that pupils are challenged and active in their learning.
- Pupils are successfully made aware of what they are learning. They rise to the challenge and work enthusiastically. For example, in a Years 5 and 6 science lesson on micro-organisms, pupils explored the differences in bacteria, fungi and viruses and worked out how bacteria quickly multiply. In a Year 2 mathematics lesson, after solving the problems set for them, pupils devised similar problems for the class to solve. Reception children wrote two-part words correctly using previous knowledge of sounds and letters.
- Teachers monitor pupils' work closely in lessons. Assessment procedures and checks on learning have been effectively developed since the last inspection to track pupil progress. Individual

pupils are identified for additional support so that their progress is maintained.

- Teachers plan work carefully based on accurate assessment of pupils' progress to build on previous knowledge and skills. Homework is set and marked on a regular basis to help pupils make progress in their learning and to develop good learning skills.
- A wide and imaginative range of learning activities in Reception helps children to develop their knowledge and skills well. There is a strong emphasis on literacy and numeracy. Children develop their speaking skills well for example in discussions. Practical skills are developed through hands-on activities, such as the paper mâché moon they created together for their astronaut project.
- Reading, writing and mathematics are taught effectively throughout the school and this ensures pupils have a sound grasp of key concepts as a basis for all their learning.
- All pupils have regular and effective opportunities to learn outdoors which are appropriately linked to a topic or subject.

Behaviour and safety of pupils

Outstanding

- The behaviour and safety of pupils are outstanding. Pupils are polite, courteous and considerate of each other. They take responsibility for their own behaviour and look after each other well.
- Older pupils have leadership roles to help younger pupils and, as a result, a strong caring ethos prevails. This is consistently exemplified by staff whose conduct sets the tone for positive, harmonious relationships.
- In Reception, children learn and play together exceptionally well. There is little disruption in any lessons as a result of a well-structured, but relaxed, learning environment where pupils concentrate and cooperate well with each other.
- Pupils who are new settle and integrate exceptionally well as a result of well-organised support systems. Pupils report that they are happy in school and that there is no bullying. They know that they can report any concerns should the need arise. They say they feel safe in school and know how to be safe, for example when using computers.
- Regular assemblies and personal, social and health education (PSHE) lessons support pupils' spiritual, moral, social and cultural development exceptionally well. Pupils have regular opportunities to lead and to take part in assemblies, trips and clubs which develop and extend their confidence and self-esteem well.
- Pupils gain a practical understanding of public institutions and democracy through discussion in lessons and educational visits.
- From the start of Reception onwards, all pupils have plentiful opportunities to develop their spiritual and moral awareness, their ability to socialise and their cultural awareness of others, both at home and abroad. As a result, they make excellent progress in their spiritual, moral, social and cultural development.

Leadership and management

Good

- The leadership and management of the school are good. The newly appointed headteacher has a clear understanding of the aims of the school. Through accurate self-evaluation, she has demonstrated a strong capacity to improve the school. She is supported effectively by the proprietors to maintain the ethos of the school and to promote successfully pupils' educational opportunities, personal development and good behaviour.
- The headteacher has rightly identified the strengths in the quality of the teaching and areas for development as a result of informal, but accurate, monitoring. This has yet to be developed fully into an effective performance management system, with professional development targets closely matched to the needs of staff. Nevertheless, as a result of sustained good teaching, pupils continue to make at least good progress in all subjects, including literacy.

- The school's curriculum encourages a positive desire for knowledge and a love of learning. It is well organised and ensures pupils of all ages and aptitudes are successfully challenged and supported.
- The school provides for a wide range of subjects and provides plentiful opportunities for academic and sporting excellence. Good leadership and management of the curriculum contributes well to pupils' academic achievement, their physical well-being and their spiritual, moral, social and cultural development. There are fewer opportunities for pupils to develop their technical abilities and this is an area which requires improvement. Curricular provision promotes positive behaviour and a good understanding of safety matters.
- The headteacher has established positive relationships and works well with parents for the benefit of pupils. The school's arrangements for safeguarding pupils meet statutory requirements, including the safeguarding and welfare statutory requirements of the Reception-age children. All staff have been appropriately trained in safeguarding procedures and are aware of their responsibilities.
- Financial resources are well managed and staff are deployed effectively. Robust policies and procedures have been established to promote the welfare, health and safety of all pupils at all times and these comply fully with government legislation and guidance.
- Leadership and management of the Reception class are good. Leaders closely monitor the delivery of the curriculum and ensure teaching strategies are effective in meeting the needs of all groups of pupils. Formal performance management arrangements are yet to be fully implemented but this has not prevented pupils making good progress. Tracking arrangements for all groups of children are monitored effectively by senior leaders to ensure all children, regardless of their starting points, achieve well.

What inspection judgements mean

School	
Grade	Judgement
Grade 1	Outstanding
Grade 2	Good
Grade 3	Requires improvement
Grade 4	Inadequate

Detailed grade characteristics can be viewed in the *Non-association independent school inspection handbook* which is published on the Ofsted website: www.ofsted.gov.uk/resources/140053.

School details

Unique reference number	113940
Inspection number	443458
DfE registration number	837/6003

This inspection was carried out under section 162A of the Education Act 2002, as amended by schedule 8 of the Education Act 2005, the purpose of which is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.

Type of school	Coeducational day school
School status	Independent school
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	86
Number of part time pupils	0
Proprietors	Mrs Mary Shenton, Mr Tim Shenton, Mrs Nicola Tinacci, Ms Jane Shenton
Chair	NA
Headteacher	Mrs Sue Martin
Date of previous school inspection	11-12 June 2008
Annual fees (day pupils)	£5289–£6636
Telephone number	01202 292011
Email address	admin@stmartinsschool.net

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