

# Inspection of St Andrew's Church of England Primary School

Yetminster, Sherborne, Dorset DT9 6LS

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Inspection dates: 21 and 22 September 2021

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

## **What is it like to attend this school?**

Pupils are at the centre of this inclusive village school. The whole school community has high expectations of each other and what everyone can achieve. Staff have an accurate view of the pupils' individual needs and they provide strong pastoral support.

Pupils like coming to school. They talk enthusiastically about the wide range of opportunities provided for them. Pupils understand and appreciate how the school supports their personal development and well-being. Parents are very positive about the nurture, care and academic support their children receive.

Pupils show respect for staff and each other. Pupils behave well in lessons. They understand that some pupils sometimes struggle to manage their own behaviour at lunchtimes. On occasions, when poor behaviour occurs, adults deal with this with sensitivity. Pupils feel safe and say bullying is rare.

The school is shaped by its values and promotes respect and tolerance for all. Pupils treat everyone equally. For example, pupils say that 'we are all different, but that is good'. Older pupils have a clear understanding of democracy and fairness.

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

Leaders prioritise children's language development in the early years. Children are exposed to many songs and rhymes and this widens their vocabulary. Getting pupils reading as soon as possible sits at the heart of the curriculum. Phonics teaching from Reception and across key stage 1 is effective in helping pupils to sound out unfamiliar words. Staff use their training well and take every opportunity to support and check pupils' phonics knowledge. Books match the sounds pupils are learning. Careful assessment of what pupils know and remember ensures that staff can identify where extra help is needed. Pupils that need to catch up receive effective support and are developing into confident and competent readers.

Pupils enjoy reading. They understand why it is important to be able to read. Older pupils told inspectors that books 'open up different worlds. When you start reading, you get transported somewhere different'.

The mathematics curriculum is clearly sequenced to ensure that pupils build on previous knowledge over time. Staff use assessment well to focus on what pupils still need to place into their long-term memory. Pupils with special educational needs and/or disabilities (SEND) are supported effectively to follow the sequence of learning through additional teaching input. Consequently, they access the full curriculum and do well.

Leaders have worked systematically on what is to be taught and when in subjects other than English and mathematics. In music, the curriculum is ambitious. Key knowledge is woven through units of work to support pupils to build on previous

learning. However, in some subjects, such as geography, teachers do not make the knowledge that they are teaching explicit enough. Therefore, pupils are unable to talk about the key concepts they should know and remember with confidence. Teachers do not check what pupils know and can do precisely enough. As a result, pupils have gaps in their geographical knowledge and understanding.

The curriculum caters effectively for pupils with SEND. Leaders ensure they are included fully in all areas of school life. Staff understand pupils' needs. Careful identification ensures that tailored support is provided. Strong links with external agencies help the school with its planning and provision of the social, emotional and academic needs of pupils.

Pupils behave well. There is little off-task behaviour in class. When poor behaviour does occur, staff deal with it appropriately by re-engaging pupils back into their learning quickly.

Pupils are adamant that everyone is welcome. They appreciate and value the input they get in developing themselves as individuals. Pupils know that individuality makes them unique and special, and positive self-expression is healthy. Staff model this well. Pupils are proud of their work, particularly in music, art and dance where they could talk about their feelings and actions.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders ensure there is a strong culture of keeping children safe. Staff receive regular and up-to-date training. They understand what they have to do if they have a concern about a pupil. Staff know leaders take their concerns seriously. Leaders provide the support that pupils and their families need.

Leaders ensure that all employment checks on staff are thorough. Pupils and parents agree the school is a safe place to be. Staff teach pupils how to manage risk and to keep themselves safe.

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

### **(Information for the school and appropriate authority)**

- In most subjects, the school curriculum is well planned and sequenced. However, in a few subjects, pupils are not always clear about what knowledge they are expected to learn and why. As a result, pupils cannot articulate their learning well enough. Teachers need to be explicit with pupils about what subject-specific content they want pupils to know and remember.
- Assessment information is not always precise enough to check what pupils understand. In a few subjects, pupils have gaps in subject-specific knowledge. Teachers need to check what pupils know and can do when implementing the

curriculum so that they can assure themselves that pupils are securing all the essential knowledge they intend pupils to know.

## **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

<b>Unique reference number</b>	144416
<b>Local authority</b>	Dorset
<b>Inspection number</b>	10203097
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	135
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Nigel Rees
<b>Headteacher</b>	Julie Simpson
<b>Website</b>	<a href="http://www.yetminster.dorset.sch.uk">www.yetminster.dorset.sch.uk</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- The school joined the Sherborne Area Schools Trust in June 2017. The current headteacher took up post in April 2018.
- St Andrew's is a church school. The school is in the Diocese of Salisbury.
- At the most recent section 48 inspection of denominational education in April 2016, the school received a judgement of good.

## Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 (coronavirus) pandemic began. Inspectors discussed the impact of the pandemic with the school, and have taken that into account in their evaluation.
- Inspectors met with the headteacher, assistant headteacher, the special needs coordinator, the deputy chief executive officer, groups of staff and representatives from the local governing body.

- Inspectors carried out deep dives in these subjects: early reading, mathematics, geography and music. For each deep dive, inspectors met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to teachers and pupils and looked at samples of pupils' work. An adult was present when one inspector met with a group of pupils about their learning.
- An inspector listened to pupils from Years 1, 2 and 3 read to an adult.
- Inspectors looked at how the school keeps pupils safe. The lead inspector met with the designated safeguarding leads. An inspector also scrutinised the school's single central record.
- Inspectors considered 35 responses to the online survey, Ofsted Parent View, including 24 free-text responses, 32 responses to the pupil online survey and seven responses to the staff survey.

### **Inspection team**

Heather Barraclough, lead inspector

Her Majesty's Inspector

Gareth Simons

Ofsted Inspector

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Manchester  
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