

# Inspection of Sandford St Martin's Church of England Voluntary-Aided Primary School

Sandford, Wareham, Dorset BH20 7BN

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Inspection dates: 1 and 2 November 2022

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Requires improvement

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

Pupils are proud to attend this inclusive school. The school's Christian values underpin daily life for everyone and pupils know that these are valuable, lifelong principles. Pupils have a strong sense of moral purpose. They know that everyone should be respected and treated equally regardless of race, culture, beliefs or needs. They are adamant that this is what happens at Sandford St Martin's.

Pupils' behaviour and attitudes to their learning are exceptional. They have a thirst for learning, right from their start in Reception and throughout the school. Pupils are keen to ask questions and are confident participating in discussions. They listen very respectfully to one another, making thoughtful responses to other people's contributions.

Lessons are not affected by any low-level disruption. Pupils meet the high expectations of teachers at all times. They show high levels of self-control and engagement. Leaders have put effective strategies in place for those pupils who find this more difficult. Pupils have a compassionate understanding about this support for more vulnerable pupils.

There is a wide range of enrichment opportunities and extra-curricular clubs for pupils. Pupils and parents appreciate the variety of these clubs because there is something for everyone's interests.

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

Leaders at all levels have an ambitious vision for every pupil. They engage well with pupils, parents and staff to make sure that everyone understands and shares this vision.

The curriculum is coherent and well sequenced. In most subjects, leaders have set out the knowledge they want pupils to learn as they progress through the curriculum. For example, in science, leaders have set out the precise vocabulary and content, such as specific plant names, that pupils should learn when studying living things. In a few subjects, this is not specific enough for teachers to know exactly what small blocks of knowledge they need pupils to secure.

Subject leaders are passionate about the subjects they lead. They have an accurate understanding of how teachers implement their subject across the school. Carefully chosen support means that subject leaders have the necessary skills to develop their curriculum with precision and confidence.

Teachers have good subject knowledge in the subjects they teach. Staff in the early years are knowledgeable about the early years curriculum and how young children learn. Leaders have begun to identify the key teaching strategies that they want teachers to use in lessons. This ensures that the curriculums in subjects such as

reading and mathematics are implemented well. In some subjects, teaching is less consistently successful in promoting good learning.

Pupils learn their phonics well because teaching is confident and precise. Pupils learn to segment words and blend sounds with accuracy. They develop fluency in their reading, which builds their confidence. Older pupils enjoy applying their reading skills to a wide range of texts, such as song lyrics and reports about historical events.

Leaders have made sure that teachers are skilled and confident in reducing barriers to learning for pupils with special educational needs and/or disabilities (SEND). This means that pupils with SEND are able to learn well alongside their peers. Effective support for pupils with more complex needs means they experience success, which builds their confidence and self-esteem.

Changes to the way governors work have enabled them to promote improvement effectively. They have strong procedures to assure themselves that the school is working well, and they offer effective challenge to leaders. This means they have an accurate view of the impact of leaders' actions and the areas that still need development.

Staff feel well supported by senior leaders and governors. They appreciate the commitment from all leaders to manage their well-being and workload. Staff value the high level of professional dialogue and training opportunities. They are proud to work at the school.

## **Safeguarding**

The arrangements for safeguarding are effective.

Everyone works vigilantly to ensure that pupils are safe. Leaders make sure staff know the signs of abuse and how to record and report concerns. Staff use these systems effectively, which means leaders can act on them in a timely way.

Leaders work well with outside agencies to get the help pupils and families need. They are mindful of local risks and take every opportunity to adapt the curriculum when issues, such as online messaging, cause concern.

Adults use classroom systems effectively so that pupils can talk to a trusted adult if they are upset or worried. Pupils are knowledgeable about how to stay safe online.

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

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

- In a few subjects, the knowledge leaders want pupils to learn is not clear enough. As a result, leaders cannot be sure that pupils learn knowledge that helps them to

build on what they already know. Leaders should ensure that key knowledge is identified in all subject curriculums so that pupils know more, remember more and can do more.

- Leaders have begun work to identify a school-wide approach to teaching. This needs further refinement because teachers implement some subject curriculums with variability. Leaders must ensure that teachers have the support and guidance they need to implement all subject curriculums consistently.

## 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.

## 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>	113818
<b>Local authority</b>	Dorset
<b>Inspection number</b>	10241243
<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	364
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Melanie Bolt
<b>Headteacher</b>	Paul Beveridge
<b>Website</b>	<a href="http://www.sandfordprimary.dorset.sch.uk">www.sandfordprimary.dorset.sch.uk</a>
<b>Dates of previous inspection</b>	6 and 7 March 2019, under section 5 of the Education Act 2005

## Information about this school

- The school is a voluntary-aided Church of England school within the Diocese of Salisbury.
- The most recent section 48 inspection took place in November 2019.
- The school does not use any alternative provision.

## Information about this inspection

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

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- The inspectors carried out deep dives in these subjects: early reading, mathematics, history, computing and art and design. For each deep dive, the inspector discussed the curriculum with subject leaders, visited a sample of

lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.

- The inspectors held meetings with the headteacher, deputy headteacher, assistant headteacher, special educational needs coordinator, curriculum leaders, teaching and support staff.
- The lead inspector met with members of the local governing body, including the chair of governors, and a representative from the local authority.
- The lead inspector met with the designated safeguarding leads to discuss how pupils are kept safe in school. Inspectors considered the school's recruitment procedures, staff induction and training, records of concerns and their engagement with external agencies. The inspectors also spoke with staff and pupils throughout the inspection.
- The lead inspector listened to pupils read to an adult.
- Inspectors observed pupils' behaviour in lessons and around the school site. In addition, they met with pupils informally and formally to hear their views.
- Inspectors considered responses to Ofsted's online questionnaire, Parent View, including free-text responses. Inspectors also took into consideration responses to the staff and pupil surveys.
- Inspectors examined a range of documentation provided by the school, including the school's improvement plan and documentation relating to safeguarding.

### **Inspection team**

Angela Folland, lead inspector	His Majesty's Inspector
Claire Fortey	Ofsted Inspector
Katie Brockway	Ofsted Inspector

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