

Inspection of a good school: Milborne St Andrew First School

Hopsfield, Milborne St Andrew, Blandford Forum, Dorset DT11 0JE

Inspection date: 4 May 2023

Outcome

Milborne St Andrew First School continues to be a good school.

What is it like to attend this school?

Milborne St Andrew First School is a warm and friendly environment. Leaders have introduced a new set of values for the school 'Respect for Self, Respect for Others, Respect for our World'. This has been a collaborative process. As a result, pupils and staff live these values. Pupils feel happy and safe at school. They say they can talk to any adult if they have any worries.

Pupils behave well. Children in the early years follow well-established routines. Pupils show confidence in talking to visitors. They are inquisitive and articulate. At playtimes and lunchtimes, pupils play well together. They enjoy playing on a range of equipment and making use of the extensive outdoor space.

Staff carefully plan trips designed to deepen pupils' knowledge of the curriculum. For example, they visit a local fort when studying the Second World War. Through residential, pupils learn about resilience and teamwork. Pupils develop their talents and interests through a range of clubs such as art, tennis and forest school.

Parents have overwhelmingly positive views of the school. They feel that staff care for their children well and that leaders listen to any concerns they might have.

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

There have been recent changes to the school's leadership and the multi-academy trust. Some long-serving members of staff have left. Senior leaders have managed these changes well. New leadership has also brought renewed energy and drive to the school. Staff morale is high. While teachers have several different responsibilities beyond the classroom, they feel leaders take their workload into account. This includes teachers in the early stages of their career.

Leaders have established a broad and balanced curriculum. They have identified the specific knowledge pupils will learn from Reception to Year 4. This means that pupils learn

content in a logical order. Teachers generally implement the curriculum well. For example, in mathematics, teachers are clear about what they want pupils to learn. They recap what pupils have learned previously before moving on to new content. However, on some occasions, teachers do not teach the agreed content in the way leaders expect. Pupils do not build on their learning as well as they should.

Pupils have an enthusiasm for their learning. They work hard. However, occasionally, teachers' expectations of what pupils can do are not high enough. They do not provide pupils with activities which deepen pupils' knowledge as much as they could do.

Reading is at the centre of the school's work. Leaders have introduced a new phonics scheme with an emphasis on pupils learning to read in a consistent way. They have trained all staff in this approach. This means staff have strong subject knowledge. Teachers explain new content clearly. They quickly identify misconceptions in lessons.

Staff swiftly identify pupils who have gaps in their reading knowledge. They give extra support to those who need it. As a result, these pupils catch up and keep up with their peers. Pupils read books closely matched to the sounds they know. This enables them to practise what they have learned. Consequently, pupils learn to read fluently. Through regular story time sessions, pupils develop a love for reading. They talk excitedly about meeting an author whose books they have read.

Milborne St Andrew is an inclusive school. Staff know pupils well. Leaders ensure that staff identify pupils with special educational needs and/or disabilities (SEND) early. They have their needs well met. Staff work closely with the families of these pupils to ensure the correct provision is in place. Parents appreciate this. One summed this up saying, 'My child is fully supported by all the staff to succeed.'

Leaders have ensured there is a focus on pupils' personal development. Older pupils are good role models for younger children. Pupils have leadership responsibilities such as the 'Eco-Crew' and 'Junior Governors' which give them a voice in the school. Through the computing curriculum, pupils know how to stay safe online, for example by not sharing personal details with anyone they don't know. They know key features of world religions. Pupils feel ready for the next stage of their education.

Governors and trustees know the school well. They make regular checks on aspects of the school's work, such as the writing curriculum or provision for pupils with SEND. This allows them to support and challenge leaders as appropriate.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have established a strong safeguarding culture. They have trained all staff so that they can identify signs of harm. Staff know the safeguarding risks in the local community. They note any concerns about pupils in a timely and detailed manner. Leaders' follow-up actions to these are prompt. They work with a range of agencies to ensure vulnerable families get the ongoing support they need.

Leaders make appropriate checks on staff's suitability to work with children. Staff ensure there are secure procedures for visitors to the school site.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- On some occasions, teachers do not expect enough of pupils. Tasks do not deepen pupils' knowledge as much as they could. Consequently, pupils do not learn as much as they should. Leaders need to ensure that pupils' activities deepen their knowledge effectively.
- In some lessons, teachers do not enact the curriculum in line with leaders' plans. Therefore, pupils do not build upon their knowledge sequentially. Leaders need to ensure that staff are clear about what is taught, how and when so that pupils build on the knowledge they have learned previously.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in September 2013.

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

Unique reference number	141796
Local authority	Dorset
Inspection number	10287463
Type of school	First
School category	Academy converter
Age range of pupils	5 to 9
Gender of pupils	Mixed
Number of pupils on the school roll	57
Appropriate authority	Board of trustees
Chair of trust	Gary Batt
Headteacher	Michelle Cheeseman
Website	www.milborne.dorset.sch.uk
Date of previous inspection	8 March 2018, under section 8 of the Education Act 2005

Information about this school

- The school's previous multi-academy trust, Greenwood Trust Academy Trust, joined a new trust, Wessex Multi Academy Trust, in September 2022.
- The head of school took up her post in September 2022.
- The school runs its own breakfast and after-school provision.
- The school does not use any alternative provision.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the head of school, groups of staff, groups of pupils, a trustee and members of the local governing body.
- Inspectors carried out deep dives in the following subjects: early reading, mathematics and physical education. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, looked at samples of

work and spoke to pupils about their learning.

- The lead inspector listened to pupils in Years 1, 2 and 3 read to an adult.
- Inspectors considered how well the school protects pupils and keeps them safe. The lead inspector met with the designated safeguarding lead to evaluate the effectiveness of safeguarding measures. The lead inspector also scrutinised the school's single central record.
- Inspectors observed pupils' behaviour in lessons and around the school site. Additionally, inspectors spoke to pupils to discuss their views about the school.
- Inspectors considered the responses to the online survey, Ofsted Parent View.

Inspection team

Jason Edge, lead inspector

His Majesty's Inspector

Jo Randall

Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

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 <http://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 2023