

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

West Street, Fontmell Magna, Shaftesbury, Dorset SP7 0PF

---

Inspection dates:	24 and 25 September 2024
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	Requires improvement

The Head of School of this school is Dan King. This school is part of Sherborne Area Schools' Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, David Watson, and overseen by a board of trustees, chaired by David Middleton. There is also an executive headteacher, Matt Barge, who is responsible for this school and three others.

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

The school has high expectations for all, putting pupils' best interests at the heart of everything they do. The school has high aspirations for what pupils can achieve. The school is warm and welcoming. There is a strong sense of community. Staff know pupils well. They build strong professional relationships with pupils and parents. Parents appreciate this and are overwhelmingly supportive of the school.

Pupils enjoy school. They attend regularly and on time. Pupils learn about keeping themselves safe in school, in the community and online. If they have any worries, they know that there are adults to talk to who will help them. As a result, pupils feel safe.

The school's recent work to develop the behaviour policy is having a positive impact. The school sets high standards for behaviour. The school's learning behaviours of 'be ready, be respectful, be safe' help pupils to know how to behave and how to treat others. Most pupils understand these and follow them well. As a result, the school is calm and orderly.

The school prepares pupils well for the next stage of their education. Pupils learn to become active and responsible citizens. For example, by supporting community events, such as the local village fête and the charity coffee morning.

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

The school is ambitious for all pupils. There is an inclusive culture in the school. Staff swiftly identify pupils with special educational needs and/or disabilities (SEND).

The school has designed a broad and ambitious curriculum for all subjects. This sets out the important knowledge that pupils need to learn and remember from Reception to Year 6.

There has been a distinct focus on teaching strategies to support pupils' learning. Most teachers have the knowledge they need to teach the curriculum well. They explain new concepts clearly. Activity choices are appropriate and support pupils effectively to learn new content.

The school is improving how teachers adapt the curriculum to meet the needs of all pupils, including pupils with SEND. However, some pupils with SEND do not learn as well as they could. This is because, sometimes, adaptations to teaching do not help pupils to learn the intended knowledge.

The school has focused on developing opportunities for helping pupils to remember their previous learning. For example, in mathematics, pupils regularly revisit prior learning. As a result, pupils talk confidently about their learning in mathematics. However, in some subjects, pupils struggle to recall previous learning. This means that they are not able to build on what they already know. At times, learning moves on too quickly, before pupils

are ready for the next step in learning. When this happens, pupils do not develop a secure understanding.

The school has developed systems to check what pupils know and can do. This works well in core subjects where teachers use questioning to spot and address pupils' misconceptions. However, in some subjects in the wider curriculum, teachers do not routinely check what pupils know with enough precision. This means that they may not identify and address gaps in pupils' knowledge and understanding.

Reading is a high priority. The school is keen for pupils to develop a love of reading. This starts as soon as children begin in Reception. Staff are well trained to support pupils to learn to read. As a result, pupils readily apply the strategies they have learned to read tricky words. Pupils who need it get the help they need to catch up quickly. Most pupils read books that match the sounds that they know and have learned. This helps them to read with increasing confidence and fluency.

Writing has recently been a significant focus. The school has taken timely action to raise pupils' achievements in writing. The new writing curriculum is developing the quality of pupils' written work and their handwriting. Nonetheless, this work is in its early stages. Some pupils do not yet achieve the best possible outcomes in their writing.

Pupils are polite and well mannered. Pupils across the school play well with one another. The school's 'buddy' system and 'family group lunches' provide opportunities for older pupils to be effective role models to younger children. This helps them to develop a strong sense of responsibility.

The school ensures that pupils' learning extends beyond the academic. The school teaches pupils about the importance of looking after their physical and mental health. They are taught about equality and difference. Pupils are encouraged to understand the importance of treating everyone fairly and respectfully.

The school and the trust are aware of the school's strengths. They accurately identify where there is more to do and take swift action to bring about improvement.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

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

- The curriculum in writing is less well developed than other subjects. This has contributed to lower outcomes in writing. The trust should make sure that the new

writing curriculum is fully embedded and regularly reviewed to ensure that all pupils achieve the best possible outcomes in writing, including handwriting.

- In some subjects, teachers do not routinely check what pupils know and remember with enough rigor. This means that pupils' subsequent learning does not fully consider their prior knowledge. As a result, some pupils have gaps in their learning and do not build their knowledge well over time, including pupils with SEND. The trust needs to ensure that teachers check what pupils know and remember across all subjects and use this to inform and adapt future learning to ensure that it meets the needs of all pupils.

## 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](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	144951
<b>Local authority</b>	Dorset
<b>Inspection number</b>	10344805
<b>Type of school</b>	Primary
<b>School category</b>	Academy sponsor-led
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	77
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	David Middleton
<b>CEO of the trust</b>	David Watson
<b>Headteacher</b>	Matt Barge (Executive Headteacher), Dan King (Head of School)
<b>Website</b>	<a href="http://www.standrewsfontmell.co.uk">www.standrewsfontmell.co.uk</a>
<b>Dates of previous inspection</b>	27 and 28 April 2022, under section 5 of the Education Act 2005

## Information about this school

- Since the last inspection, the head of school took up post in September 2023, having previously worked at the school in a different capacity since 2021. The executive headteacher and CEO both took up their posts in May 2024.
- The trust appointed a new chair of trustees in July 2023. There is also a new trust board.
- The school is part of the Sherborne Area Schools Trust.
- The school is part of the Diocese of Salisbury.
- The school had its last denominational education inspection under section 48 of the Education Act 2005 in September 2023.
- The school does not use any alternative provision.
- The head of school was not in school for the second day of the inspection.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024, will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors spoke with the executive headteacher, the head of school, curriculum leaders, a group of teachers and other members of the trust's leadership team.
- An inspector held meetings with the trust CEO, the chair of trustees, representatives from the diocese and from the school's academy committee.
- The inspectors carried out deep dives in these subjects: early reading, mathematics and geography. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. The lead inspector also discussed the curriculum in history, science and writing.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors considered the responses to the Ofsted online survey for parents, Ofsted Parent View. An inspector also spoke with parents at the start of the school day. Inspectors considered the responses to the Ofsted online staff survey.
- Inspectors observed pupils' behaviour in lessons and around the school site. Additionally, inspectors spoke to pupils to discuss their views of the school.

## Inspection team

Nicky McMahon, lead inspector

His Majesty's Inspector

Laura Bennett

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](mailto: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/](http://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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2024