



St Andrew's Church of England Primary School, Fontmell Magna

Inspection Report

Unique Reference Number 113800
LEA Dorset
Inspection number 279252
Inspection dates 13 June 2006 to 14 June 2006
Reporting inspector Susan Wheeler HMI

This inspection was carried out under section 5 of the Education Act 2005.

Type of school	Primary	School address	Fontmell Magna
School category	Voluntary aided		Shaftesbury
Age range of pupils	4 to 11		Dorset SP7 0PF
Gender of pupils	Mixed	Telephone number	01747 811500
Number on roll	150	Fax number	01747 811039
Appropriate authority	The governing body	Chair of governors	Mrs J Simmons
Date of previous inspection	3 July 2000	Headteacher	Mrs Anna Way

Age group	Inspection dates	Inspection number
4 to 11	13 June 2006 - 14 June 2006	279252

© Crown copyright 2006

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by one of Her Majesty's Inspectors of Schools and an Additional Inspector.

Description of the school

St Andrew's has been through a period of considerable change since its re-designation from a first school to a primary school in September 2003. As a consequence, the numbers attending have grown from 90 to 149, with subsequent increase in staff and the expansion into the recently completed building. This rural community has many pupils travelling by school bus from five local villages. Almost all the pupils are from White British backgrounds. Very few pupils are eligible for free school meals and there are lower than average numbers of pupils with learning difficulties or disabilities. Significant numbers of children join the school at times other than the start of the school year. There is a before-school club run by a private provider.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 1

St Andrew's is an outstanding school. The leadership and management team judge the school modestly as good. They know their school extremely well and understand fully what needs to be done to help it to be even better. Pupils are excited and interested learners who thrive within the very caring environment provided by the dedicated staff team.

The youngest children work hard, make excellent progress and almost all reach or exceed the levels expected by the end of the Foundation Stage because of the outstanding quality of provision.

Pupils in Key Stages 1 and 2 attain above average standards and make good progress. Those with learning difficulties or disabilities do especially well. The achievement of the older pupils is particularly significant, given that their attainment at the end of Foundation Stage was lower than that expected nationally. They are taught very well. However, problems with the reliability of the computers significantly limit their effective use. The curriculum is excellent and is enriched by an exceptional range of activities which motivate pupils to do their best. They are thrilled at having 'loads of after-school clubs'. Pupils know how to look after themselves and enjoy having their say. They are gaining the skills to fit them for adulthood.

The overwhelming majority of parents think very highly of the school and the comment that it is 'a first class school in all respects' is echoed by many. The school has made exceptional progress since the last inspection, particularly in provision for the youngest children and in developing pupils' sense of responsibility. The school has outstanding capacity to improve and provides excellent value for money.

What the school should do to improve further

- improve the reliability of the computers to make their use more effective in supporting learning across the curriculum.

Achievement and standards

Grade: 2

From observation of lessons, scrutiny of pupils' work and information from the school's robust assessment and monitoring systems, inspectors found standards to be above average in Key Stages 1 and 2. Pupils make good progress in English, mathematics and science. The focus on writing and mathematics has led to considerable improvements and the majority of pupils have met or exceeded their challenging targets. This is significant, given the influx of new pupils to the school, including some in Year 6. Standards, particularly in Key Stage 2, are rising through careful analysis of assessments to identify gaps in pupils' learning, close monitoring of progress and setting challenging targets for improvement.

Children in the Foundation Stage start school at levels which are broadly average with some strengths in personal, social and emotional development and number recognition. However, many have difficulties in aspects of communication, language and literacy. Most make excellent progress in all areas of learning; the vast majority reach the levels expected at the end of the Foundation Stage, and many achieve even more.

Most pupils with learning difficulties make excellent progress throughout the school due to the outstanding use of skilled teaching assistants and the specialist teacher. Additional support in each class for English and mathematics has enabled pupils to make progress at a faster rate. The school identifies accurately the pupils with potential for higher attainment and provides appropriate challenge which helps them to achieve their best.

Personal development and well-being

Grade: 1

Personal development and well-being are outstanding. Pupils of all ages enjoy coming to school and are extremely proud of their school and their own achievements. They are very happy and settled, and relate exceptionally well to adults and to each other. They say that teachers are really friendly, kind and helpful. They like the way that everyone in the school is there for them and is happy to help. Behaviour is excellent because pupils know what is expected of them. Attendance and punctuality are good.

Pupils' spiritual, moral and cultural development is good and their social development is excellent. The school council has developed its role very effectively, leading to improvements that reflect pupils' own wishes and views, for example the development of willow domes in the grounds. Pupils have raised money for charity, are highly involved in the community and take part in local festivals. They are very aware of which foods are healthy and of the need for regular exercise. They talk confidently about the dangers of drugs. Many aspects of pupils' preparation for adulthood are outstanding, including team-working and decision-making. Year 6 pupils valued highly their recent residential trip to Bristol with other 11-year-olds from local schools. It gave them reassurance before they all meet at secondary school in September.

Quality of provision

Teaching and learning

Grade: 2

Teaching is good, with many outstanding features, and in some lessons it is excellent. Planning is thorough and takes into account pupils' differing attainment so that they work at just the right level. The pace of most sessions is very good, with pupils given excellent opportunities to reflect on their learning and to come up with ideas for solving problems. They try their hardest to do well and have great fun.

Staff use questioning extremely effectively to assess pupils' learning and offer further challenges to help them think harder. Accurate marking helps pupils to understand how they can improve their work. Progress is regularly assessed to provide challenging

targets for pupils' learning, although not all pupils could remember them. Teachers deal with pupils' errors successfully by helping them to find their own way to the correct answer. Praise is used very skilfully to enable pupils to understand exactly what they have done well.

The teamwork between teachers and teaching assistants is outstanding. This close working arrangement enables pupils with a range of learning needs to make even better progress. Staff use a wide range of resources, including video and interactive whiteboards, to support and motivate pupils. Although computers are used as often as possible their reliability limits their effectiveness.

Curriculum and other activities

Grade: 1

The curriculum is outstanding. The youngest children have an excellent programme of learning experiences both in class and outside. They make exciting visits, including a day at the garden centre, to provide inspiration for their class garden. The school has successfully extended its programme to ensure the needs of the additional year groups are catered for since becoming a primary school. The curriculum makes an outstanding contribution to pupils' personal development. They are given extensive opportunities to work on exciting activities and have an exceptional range of out-of-school clubs which include recorders, choir, orchestra, French, tag rugby and craft club. Almost two thirds of Key Stage 1 pupils and the majority of those in Key Stage 2 participate in clubs. Pupils work on a wide range of creative arts projects which include performing at the Royal Albert Hall and in the latest school production of 'RATS'. These activities and educational visits motivate the pupils greatly and they readily discuss their experiences with tremendous enthusiasm.

Care, guidance and support

Grade: 1

The school's care, guidance and support for the pupils are outstanding. The Foundation Stage teacher has established excellent procedures for introducing new children and their families to school life, including close liaison with local pre-schools. Pupils feel extremely safe at school, and have great trust in the adults who work with them. Procedures for child protection are very well established, and are fully understood by all staff. Health and safety procedures are well developed and rigorous. The school works very closely with parents and outside agencies to make certain pupils have access to high quality support. Parents appreciate this and think that their children are very well cared for. Procedures for improving pupils' progress through careful assessment and monitoring are thorough and ensure that individuals and groups of pupils achieve as well as possible. The school is very successful in providing an environment where pupils are developed as well-rounded individuals, who are confident, secure, and valued as children.

Leadership and management

Grade: 1

The leadership and management of the school are outstanding. The headteacher, supported by her deputy, has provided a very clear educational direction for the school. Parents say that the headteacher creates a school of openness and excellence. This is characterised by the very well-paced management of change from a first to a primary school, extensive consultation with all those involved and high but achievable expectations. The Foundation Stage is extremely well managed, with outstanding systems in place to ensure children have the best start. The school's ability to evaluate its strengths and weaknesses is excellent.

Subject leaders have an exceptionally clear understanding of how to improve standards in their subject across the school through their accurate assessment and monitoring procedures. These rigorous systems could be further enhanced by developing their monitoring of planning. The senior management team has a very good understanding of what the school is doing well and what needs to be addressed to ensure continued improvements. Considerable effort is made by the school to consult parents. Feedback from questionnaires is valued highly and used very effectively to address areas for improvement.

The governors know the school exceptionally well, and are able to provide excellent support and challenge. They are fully involved in the life of the school, for example observing lessons, and the chair of governors also runs the gardening club. The school manages and monitors its budget very skilfully, taking great care to align it fully with its plans for improving pupils' progress and raising standards.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
--	-----------------------	--------------

Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	1	NA
How well does the school work in partnership with others to promote learners' well-being?	1	NA
The quality and standards in foundation stage	1	NA
The effectiveness of the school's self-evaluation	1	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	2	NA
The standards ¹ reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	1	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	1	NA
The attendance of learners	2	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	1	NA
The extent to which learners adopt healthy lifestyles	1	NA
The extent to which learners make a positive contribution to the community	1	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	1	NA
How well are learners cared for, guided and supported?	1	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	1	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	NA
How effectively and efficiently resources are deployed to achieve value for money	1	NA
The extent to which governors and other supervisory boards discharge their responsibilities	1	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Thank you very much for helping us to feel so welcome in your school, for answering our questions and sharing your work with us. As you know, we visited every class, went into some music sessions and talked to your teachers, your headteacher and the chair of governors. I would like to tell you what we thought about your school.

Here are some of the best things we found:

you behave extremely well and try your hardest in lessons

you enjoy school and have great fun especially at the out of school clubs and activities; music and sports seem to be your favourites

we were pleased to hear that your ideas and opinions are listened to, particularly about the school grounds

your teachers and other staff look after you brilliantly and are especially helpful if you have a problem with your learning

you know about healthy eating, taking exercise and keeping yourselves safe

you are involved in loads of activities in the local area and work really well together on projects

your headteacher, the staff and governors know how they can help you to improve your learning and provide lots of interesting activities.

This is what could be done to make your school even better:

your computers need sorting out so they work each time you need to use them in lessons

We hope you continue to have a great time at St Andrew's.