

# Milborne St Andrew First School

## Inspection report

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<b>Unique Reference Number</b>	113672
<b>Local Authority</b>	Dorset
<b>Inspection number</b>	325858
<b>Inspection date</b>	28 April 2009
<b>Reporting inspector</b>	Diane Wilkinson

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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<b>Type of school</b>	First
<b>School category</b>	Community
<b>Age range of pupils</b>	4–9
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	78
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	George Legg
<b>Headteacher</b>	Thomas Leech
<b>Date of previous school inspection</b>	24 May 2006
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Hopsfield Milborne St Andrew Blandford Forum DT11 0JE
<b>Telephone number</b>	01258 837362
<b>Fax number</b>	01258 837170

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<b>Age group</b>	4–9
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## Introduction

- The inspection was carried out by two additional inspectors. The inspectors evaluated the overall effectiveness of the school and investigated the following issues:
- How well placed the school is to maintain the rise in progress and standards seen in recent years.
- The progress of the more able older boys, especially in writing and mathematics.
- Progress in science in Years 1 and 2.

Evidence was gathered from lesson observations, analysis of school tracking and assessment data, planning, monitoring and development documents, together with discussions with the headteacher, management team, members of the governing body and pupils. Discussions were also held with representatives from the local authority and Dorchester area schools. The views of parents were gathered from discussions and from the returns of the Ofsted questionnaire.

Other aspects of the school's work were not investigated in detail, but the inspectors found no evidence to suggest that the school's own assessments, as given in its self-evaluation form, were not justified, and these have been included where appropriate in this report.

## Description of the school

Milborne St Andrew is a small village first school in which most pupils are taught in mixed-age classes. Almost all pupils are from a White British background and none is at the early stages of learning English. The proportion of pupils with learning difficulties and/or disabilities which includes moderate learning and behavioural, emotional and social needs is well above average, significantly so in some year groups. The school runs a considerable number of before- and after-school clubs. It holds the Activemark and Investors in People awards and also has Healthy School and Rights Respecting School status.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 1

Milborne St Andrew is an outstanding school in which pupils make excellent progress in both their academic and personal development. Pupils love coming to school because of the high quality education and care they receive. As one parent wrote, 'This is a fantastically happy school. My children literally run up the hill to school every day.' Standards on entry to the school are slightly below those expected, especially in some important early literacy skills. Staff are very skilled at pinpointing exactly where any individual child has difficulties in learning and at putting in place especially effective strategies to address this. As a result, by the time pupils leave, standards are well above those expected for nine-year-olds. Standards have risen very well since the school's last inspection and continue to do so. This is particularly evident in the high standards now achieved by the younger pupils in mathematics and the very good rise in science standards this year. Excellent programmes of work to engage boys in writing and mathematical activities are helping those who are more able to achieve their potential. Nevertheless, the school is keen for them to do even better. The effect of the high quality support is evident in the fact that pupils who have learning difficulties and/or disabilities achieve as well as their classmates, with nearly all reaching at least average standards. Gifted and talented pupils also have many opportunities to successfully take their learning to a higher level. The excellent accommodation and resources are used to particularly good effect by staff to create an excellent learning environment for pupils. The grounds have been especially well adapted to encourage interesting activities, for example there is a pond area for carrying out scientific or environmental investigations, a covered outdoor area for Reception children and an orienteering course. Lessons are really interesting and fun because the activities are meaningful to pupils and motivate them especially well. The extra activities on offer, including the many after-school clubs, special learning weeks and a very good range of visits and visitors, greatly enhance pupils' learning and enjoyment. Parents and pupils alike commented very favourably on the recent 'World Fortnight' and 'French Day' both of which gave pupils an outstanding understanding of the global community. Excellent attention is given to tailoring lessons to meet pupils' needs and to extend their learning particularly well. Teachers have high expectations of what pupils can achieve and set them very challenging targets. They frequently refer to these targets in lessons and in marking so pupils know exactly what they need to do to improve. There is a very strong ethos for learning in all classrooms so pupils are keen to do their very best. They engage in excellent discussions with their teachers and each other so their understanding of new work develops very quickly. Teachers are very skilled at using resources, especially computers, to help pupils learn and pupils themselves are extremely competent in using them to find out information, for example on the internet. Excellent opportunities are provided to support both teachers and classroom assistants in their professional development. As a result, the latter make a very good contribution to pupils' learning, especially those who have learning or behavioural needs. Pupils develop into exceptionally mature and thoughtful young people. This is especially evident in the way they work and play very happily together and commit themselves to their work. Parents are unanimous in their praise for the school's support in achieving this, with one parent rightly commenting that this resulted in, '...bright, enthusiastic, well-behaved, polite and well-adjusted children'. It is evident also in pupils' work with the school council, contribution to school charters, involvement in local events and representing the pupil voice as an associate member of the governing body. Through these opportunities pupils make an outstanding contribution to school and community life. They have an excellent awareness of other cultures and of their rights and responsibilities as global

citizens gained through the work to achieve Rights Respecting School status. The school works very hard to encourage good attendance and is especially keen to discourage term-time holidays to raise levels even further. This is a very caring school that values each individual. Many parents wrote of the excellent level of care provided by staff, including those who work in the school office or maintain the excellent accommodation. The school fully complies with government guidelines for safeguarding pupils and those most at risk receive exceptionally good support. In particular, there are excellent links with a number of agencies which provide support and guidance in a range of areas. Pastoral care is a strength and ensures the school is a safe and secure place for pupils to learn. Pupils are helped to develop an excellent awareness of how to keep themselves healthy and safe. For example, there are outstanding opportunities to take part in a wide range of sports and daily exercise is promoted especially well. From the time children enter Reception a very careful check is kept on how well each is doing so that staff can intervene swiftly and successfully when progress slows.

The headteacher is an outstanding leader who is particularly successful in encouraging and nurturing staff to achieve their full potential. As a result, all make a major contribution to school development. This is most notable in the excellent support given by the deputy headteacher to the monitoring of pupils' progress. These strengths are underpinned by excellent relationships throughout the whole school community ensuring that all are working very successfully towards improving the quality of education. The school has forged outstanding relationships with parents and a range of other schools and agencies which benefit pupils' education and welfare especially well. Of particular note is its membership of the Dorchester Area Schools Partnership which brings excellent benefits in supporting staff development, enriching the curriculum and providing expert guidance and support for pupils. The school takes its new responsibility for promoting community cohesion very seriously and has made a good start in securing this. There are outstanding systems in place for monitoring the school's work so that staff and governors are very clear about what still needs to be done. The strategies put in place to address these areas are particularly effective and have led to excellent improvement in all aspects identified at the last inspection. These strengths give confidence that the school is exceptionally well placed to improve further. Governors are very knowledgeable and supportive and fulfil their statutory duties well making a major contribution to the quality of financial management. The chair of governors is an excellent leader, giving very good support to new members who are still developing their expertise in monitoring the school's work.

## **Effectiveness of the Early Years Foundation Stage**

### **Grade: 1**

Children get an excellent start to their education because of the very good liaison with parents and the local pre-school groups and the outstanding attention given to their individual needs and welfare. Activities are especially well planned to motivate young children, with puppets often being used to engage their interest and new learning set out as a challenge or investigation which children are very keen to do. For example, during the inspection, children were designing patterns for flower beds for 'Mary, Mary quite contrary' to use in her garden. Children's personal development and oral language skills are given high priority, which has considerable benefits in supporting their learning. They are very skilled at engaging in discussions with adults, which helps them to easily understand new work. Children are exceptionally good in carrying out tasks on their own or in a small group where very carefully chosen resources help them to explore new things with very little adult input. Children's own ideas are encouraged at all times. For example, they helped decide which resources should be used in the excellent outdoor area and

where they should be placed. Staff are especially good at helping children to celebrate their success so that they very much enjoy learning and want to do well. This results in progress being very good and standards being above average by Year 1. The provision is exceptionally well led and managed by the deputy headteacher and the class teacher.

### **What the school should do to improve further**

- Build on and extend the procedures put in place to raise attendance levels, especially through discouraging term-time holidays.

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**Annex A**

**Inspection judgements**

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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**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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	1
The capacity to make any necessary improvements	1

**Effectiveness of the Early Years Foundation Stage**

How effective is the provision in meeting the needs of children in the EYFS?	1
How well do children in the EYFS achieve?	1
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	1
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	1

**Achievement and standards**

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

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



## Personal development and well-being

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

## The quality of provision

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

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination eliminated	1
How well does the school contribute to community cohesion?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

**Annex B****Text from letter to pupils explaining the findings of the inspection**

29 April 2009

Dear Pupils

Inspection of Milborne St Andrew First School, Blandford Forum, DT11 0JE

Thank you for welcoming us to your school and being so friendly and helpful. I particularly want to thank the pupils who gave up their time to speak to us. We very much enjoyed our day with you and were very impressed by many of the things we saw. We think your school is excellent and are delighted that you and your parents agree.

- Here are some of the things we found out were especially good about the school:
- You enjoy school very much and make very good progress. The standards you reach by the end of Year 4 are well above those expected at this age.
- You are very friendly, polite, mature and thoughtful young people. Your behaviour is excellent and you all get on very well together.
- Teaching is outstanding because staff plan really interesting things that help you to do your best.
- Staff have made the very best use of the excellent accommodation to help you learn. We particularly liked the pond area and the outdoor play area for Reception children.
- Staff take very good care of you and give you excellent advice on how to improve.
- You have an excellent headteacher and he is very well supported by staff and governors to make sure you have a really good education.
- Here is what we asked your school to improve:
- Although attendance levels have improved they could improve even further, especially if fewer of you took holidays in term time. You can help by making sure you try very hard to attend as much as you can.

Thank you again for all your help and good luck for the future.

Yours faithfully

D Wilkinson

Lead inspector