

# Inspection of a good school: Forest and Sandridge Church of England Primary School

Cranesbill Road, Melksham, Wiltshire SN12 7GN

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Inspection dates:

20–21 November 2019

## **Outcome**

Forest and Sandridge Church of England Primary School continues to be a good school.

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

Pupils say that they love coming to school. They clearly enjoy learning and are expected to work hard in lessons. They are happy and enthusiastic learners. Skilled teachers make learning engaging and interesting. Pupils are proud of their school.

The school welcomes all and lives by its values of nurture, grow and flourish. Parents and carers appreciate the warm, welcoming and caring atmosphere throughout the school. Staff inspire all pupils, including disadvantaged pupils and those with special educational needs and/or disabilities (SEND), to aim high. Pupils appreciate the extra help staff provide in lessons so that all can succeed.

Pupils behave well in lessons and around school. They told me that they all get along with each other. Staff act as role models and build trusting relationships. Pupils say that staff quickly sort out any poor behaviour. As such, instances of bullying are rare. There are no disruptions in lessons. Staff and pupils are free to focus on developing pupils' learning. Pupils feel safe at school because of the way they are cared for.

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

Leaders have planned an ambitious curriculum. They utilise staff expertise well. Subjects are well organised to help pupils build their knowledge and skills as they progress through school. For example, the computing curriculum is carefully designed to enable pupils to build upon their prior knowledge and skills. Pupils can talk in depth about their learning in computing. They appreciate the additional support provided, so that they can use their computing knowledge and skills beyond the classroom.

Leaders know the school's strengths and weaknesses. They have high expectations of pupils' behaviour. This allows for pupils to learn without any disruption. Subject leaders know their subjects well, and improvements are having a positive impact on pupils'

achievement. Teachers follow curriculum plans closely and feel well supported. Teachers and teaching assistants work effectively together to share ideas and resources. Staff say that they feel trusted and appreciate leaders' support in helping to reduce workload.

Leaders have developed a culture at school that includes everyone. Leaders work well with outside agencies, teachers and parents to support pupils' needs to help them learn. As a result, staff are effective at removing barriers to learning for vulnerable pupils and pupils with SEND.

Early reading and phonics are taught well in the early years and key stage 1. Pupils' achievement in the phonics screening check has improved and is above the national average. Many pupils read a range of high-quality books fluently. However, there are a number of pupils in the early stages of reading who have reading books that do not match the sounds and words they know closely enough. This hinders their progress.

A love of reading permeates the school. Teachers ensure that pupils read a wide range of books and poetry by different authors. Pupils enjoy reading books they are learning about in lessons. This helps them to deepen their understanding further of the subject content.

Children play happily and enjoy learning in the early years. The Nursery provision gives children a flying start to school life. They make a confident start to numeracy and learn through songs and games. Children are motivated to learn by stimulating and well-planned activities indoors and outside.

Mathematics is led well. Leaders have changed the approach to teaching mathematics. The changes are popular with staff, and pupils typically say that they love mathematics. Pupils enjoy solving problems and challenges in lessons. However, some pupils in key stage 2 cannot always recall basic mathematical facts when completing more complex problems.

The school provides pupils with positive experiences that go beyond the taught curriculum. Pupils take part in many clubs and trips. They love all the extra-curricular activities going on beyond their normal lessons. Pupils and parents appreciate the regular outdoor learning experiences.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff are well trained to keep pupils safe. Adults know what to do if they are concerned about any pupil's well-being. Staff teach pupils how to keep themselves safe when using the internet, which is a part of the planned computing curriculum.

Leaders carry out necessary checks on employees who come into school, to make sure that they are suitable to work with pupils. Leaders are persistent when following up actions with other organisations. Leaders ensure that pupils who regularly visit alternative educational settings are safe and well cared for.

Governors and senior leaders check regularly that school safeguarding procedures are being applied stringently.

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

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

- In mathematics, pupils are learning appropriate work as they move through school. However, some pupils in key stage 2 are not able to recall basic mathematical facts that pupils should know. This hampers their progress. Teachers need to ensure that pupils have the required mathematical knowledge and skills so that pupils can apply this when they move on to more complex mathematics.
- Phonics is taught well, and most children are developing effective reading skills in the early years and in key stage 1. However, a minority of pupils struggle to read fluently. This restricts their ability to access the full curriculum. The school must ensure that these pupils have regular opportunities to practise their phonics. Leaders need to ensure that words and sounds in reading books match more closely the sounds that pupils already know. This will help pupils to use the knowledge they gain during their phonics lessons to achieve success when reading.

## **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 a section 8 inspection of a good school or non-exempt outstanding school. We do not give graded judgements on a section 8 inspection. However, if we find some evidence that the school could now be better than good or that standards may be declining, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will convert the section 8 inspection to a section 5 inspection immediately.

This is the first section 8 inspection since we judged Forest and Sandridge Church of England Primary School to be good.

## **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 Ofsted Parent View information 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## 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>	143500
<b>Local authority</b>	Wiltshire
<b>Inspection number</b>	10111589
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	462
<b>Appropriate authority</b>	Board of trustees
<b>Chair of governing body</b>	Simon Lawrence
<b>Headteacher</b>	Anna Willcox
<b>Website</b>	<a href="http://www.forestsandridge.co.uk">www.forestsandridge.co.uk</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- Since 2015, the school has expanded to two-form entry.
- The school became an academy in December 2016.

## Information about this inspection

- During the inspection, I met with the headteacher, deputy headteacher, the leader responsible for SEND, subject leaders, teachers and governors.
- I met with the chief executive officer (CEO) and regional director of the White Horse Federation Trust.
- I met with groups of pupils from across the school, both formally and informally.
- I reviewed documentation which included the school's register of checks carried out on new employees and safeguarding records.
- I observed pupils' behaviour at breaktimes and discussed behaviour and bullying with pupils, teachers and senior leaders.
- I spoke to parents at the start of the school day and took account of 112 responses to the Ofsted Parent View survey and 104 free-text comments. I also considered 45 responses to the staff survey. There were no responses on the pupils' survey.

- I considered reading, mathematics and computing as part of this inspection. For these subjects, I spoke with the headteacher, met with curriculum leaders, teachers and pupils, undertook an analysis of pupils' work and visited lessons. I heard pupils read from key stage 1 and key stage 2.

### **Inspection team**

Richard Lucas, lead inspector

Ofsted Inspector

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