

Inspection of St Andrew's Church of England Primary School

Littlemoor Road, Preston, Weymouth, Dorset DT3 6AA

Inspection dates: 4–5 February 2020

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

What is it like to attend this school?

Pupils are part of a family at this school. Staff relentlessly follow the school's motto to 'make a difference'. Pupils know that staff care for them and about their learning. Pupils learn to play and work well together. Disadvantaged pupils and those with special educational needs and/or disabilities (SEND) learn well and with their peers. Pupils enjoy their lessons. Many say they love this improving school.

Pupils' behaviour is often excellent. Staff ensure that positive relationships are promoted well. Everyone has high expectations of pupils' behaviour. Staff apply the school's behaviour policy consistently and fairly. Bullying is very rare and dealt with effectively. Sensible adjustments are made for those with SEND. Low-level disruption is very rare. Pupils' attitudes to learning improve, especially as they get older. Pupils say they feel and are safe.

Some pupils still do better than others. Leaders have ensured that learning is effective for most pupils. Pupils with SEND or who are disadvantaged often excel, because teachers adapt sequences of lessons to meet their needs. However, the curriculum is not as well designed for those who are most able. Some most able pupils say they could be challenged more.

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

Ethical leadership is at the heart of the strengths of this school. Senior leaders know their school and the community exceptionally well. They have utilised this knowledge to improve the school in a well-considered way. Leaders have secured the support and enthusiasm of all. Staff, like pupils, feel valued. Leaders develop staff to be effective when teaching, leading subjects or when supporting groups of pupils, depending on their roles. Consequently, the curriculum has been improved rapidly. There are now many strengths, including in English, mathematics and science.

The local governing board provides robust challenge. They have guided senior leaders to be even more effective. Governors regularly visit the school to check that leaders' views are accurate. Trust leaders contribute to the school's journey. In particular, when the trust has brokered external support, this has been effective in helping leaders understand what difference they have made. However, although improving, trust reports are not precisely focused on the key priorities for leaders. This can hamper leaders' progress rather than accelerate it in the way intended.

The leadership of SEND provision is very effective. The special educational needs coordinator (SENCo) works closely with experts to develop policy and practice. Teachers now take much greater responsibility for the progress of pupils with SEND. Parents of pupils with SEND speak positively about their experience. Many parents say teachers meet their children's needs well. Pupils with SEND learn alongside their peers. They make strong progress towards their individual targets.

Leaders have a clear rationale for the curriculum. They recognise the importance of broadening pupils' experiences and use of language. Therefore, they have planned a curriculum around themes that link to what pupils need to learn. This approach has been particularly useful in engaging pupils' enthusiasm. For example, pupils' writing is more fluent because they write about themes and experiences from their class topics. However, some subjects are still not where leaders want them to be. In particular, there can be large gaps between learning certain subjects. This means pupils do not consistently remember what they have been taught in some parts of the curriculum.

The teaching of reading is well developed. Leaders have ensured that staff deliver early reading consistently and effectively. Children learn about sounds from the moment they enter the pre-school. By the time they reach Reception, staff have assessed clearly which pupils need extra support to achieve the flying start they expect. Teachers deliver learning that is well structured and exciting. Consequently, pupils learn their sounds quickly. They can blend sounds to read well. This is increasingly reflected in the results pupils achieve in the phonics screening tests. Staff work hard to engender a love of reading. Many pupils said that their teachers make reading fun. Teachers are increasingly learning to be storytellers and bring tales to life.

Pupils benefit from wider curriculum opportunities. Trips, visitors and clubs build pupils' confidence and develop their character. Equality of opportunity is promoted very well. Pupils of all abilities are included fully in school life. They take on varying responsibilities. Pupils' spirituality is nurtured through worship and celebrations. They learn about cultures and beliefs around the world. As a result, pupils understand, appreciate and respect difference in the world and its people. They are well prepared for life in modern Britain.

The early years curriculum is implemented well. Early years leaders energetically look to continuously improve. They are ambitious for all but particularly for the most disadvantaged. Staff work to deliver leaders' vision with enthusiasm. They are knowledgeable about the areas of learning they teach. For example, they are expert in teaching early reading and mathematics. Children are encouraged to make the most of every learning moment through play and when learning from their teachers. However, the indoor environment is more effective in promoting these opportunities than the outside.

Safeguarding

The arrangements for safeguarding are effective.

The designated safeguarding lead (DSL) is knowledgeable and caring. She knows about safeguarding processes and the families the school serves. Systems and processes are clear and established. Records are kept well. The DSL is tenacious in her interactions with other agencies. She ensures that families receive the support that they need when they need it.

Staff are aware of the contextual challenges of working in a coastal town. Leaders, including governors, ensure that staff have appropriate training. Staff follow policy and process diligently. All work hard to look after and support the pupils in their care. Consequently, the school is safe for pupils.

Safer recruitment processes are well established. Appropriate checks are made on the suitability of staff before employment. Checks are dated and signed appropriately on a single central register.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders have worked hard to improve the curriculum. All the core subjects and some of the foundation subjects are already well planned and well implemented. However, a few subjects are still not implemented as well as others. In particular, some of the foundation subjects are not taught regularly. This means that pupils have long gaps between learning some subjects, such as in art and modern foreign languages. Leaders should ensure that plans to address this are accelerated so that pupils learn more and remember more of the curriculum. Trust leaders should ensure that their challenge and support are precisely focused on what leaders should do to tackle this area of improvement.
- Leaders have rightly focused on ensuring that the curriculum is better since the school became an academy. They have taken effective action to significantly improve pupils' learning in English, mathematics and science. Current curriculum plans are very well developed to support those who have SEND or who are disadvantaged to achieve well. However, leaders have rightly identified that the challenge for most-able pupils is more variable. Therefore, leaders should ensure that new strategies to challenge most-able pupils are implemented consistently across all curriculum plans.
- Provision in the early years has many strengths. Leaders have constructed a well-considered curriculum in the early years to help pupils who have difficulty with language. Consequently, the indoor learning environments are very effective. However, outdoor learning spaces are not as enticing or interesting for the children. Therefore, leaders should accelerate their plans for improving the outdoor learning areas for early years children.

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 the school and 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

Unique reference number	144470
Local authority	Dorset
Inspection number	10125230
Type of school	Primary
School category	Academy converter
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	338
Appropriate authority	Board of trustees
Chair of trust	Graham Exon
Headteacher	Sarah Patterson
Website	www.standrewswey.dsat.org.uk
Date of previous inspection	Not previously inspected

Information about this school

- St Andrew's Church of England Primary School converted to become an academy school on 1 July 2017. When its predecessor school, of the same name, was last inspected by Ofsted, it was judged to require improvement overall.
- St Andrew's Church of England Primary, which is a larger than average school, joined the Diocese of Salisbury Academy Trust when converting to become an academy.
- The local pre-school that shared the same site as the school has now been integrated into the whole school's provision. The school is now registered to have pupils from two to 11 years old.
- Governors run an after-school club for pupils between the ages of five and 11.
- The school has a Christian denomination. The academy has not yet had a section 48 inspection of its religious distinctiveness. The predecessor school was inspected under section 48 in December 2015. Therefore, the next section 48 inspection is due in the current calendar year.
- The large majority of pupils are from White British backgrounds. A very small number speak English as an additional language.

- The proportion of pupils who have SEND is above the national average. There are double the proportion of pupils with an education, health and care plan.
- The proportion of pupils known to be eligible for support from the pupil premium is in line with the national average.

Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

- We met with senior and middle leaders, including the headteacher, the deputy headteacher, who is also the DSL, the assistant headteacher and the key stage 1 'pod' leader who is also the SENCo. We also met with seven representatives of the local governing board, including the chair of governors. We met with three representatives from the trust, including the chief executive officer, and spoke to a trustee over the phone. We discussed leaders' evaluations, priorities for improvement and how the trust delegates authority to leaders at different levels.
- We did deep dives into five subjects: English and early reading, mathematics, science, art and history. We met with senior and subject leaders, teachers and pupils. We also visited lessons and scrutinised pupils' work and talked to pupils. We listened to some pupils read from Years 1, 2 and 3.
- We also met with leaders to discuss the wider curriculum, safeguarding arrangements, how they manage behaviour and records of bullying and behaviour incidents. Inspectors analysed 61 responses to Parent View, Ofsted's online parent survey, 34 responses to the pupil survey and 33 responses to the staff survey.
- We analysed school documentation, including minutes of the local governing board, reports completed by trust leaders, the school's self-evaluation, leaders' plans for improvement and tracking information about pupils' behaviour, attendance and exclusions. We also scrutinised policies and procedures relating to safeguarding, and how leaders use their pupil premium grant and the sports fund.

Inspection team

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