

# Inspection of Symondsburry Church of England Voluntary Aided Primary School

Symondsburry, Bridport, Dorset DT6 6HD

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Inspection dates: 10–11 March 2020

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Requires improvement

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

Pupils say they feel 'lucky' to attend their school. They live out their school motto 'You, me, us and everyone' when acknowledging and celebrating their differences and those across the school community. All benefit from access to a wide range of clubs and events, for example cross country, choir and a community opera that involves pupils, staff and parents. Parents are overwhelmingly positive about the support they and their families receive.

Older pupils train as peer mediators. They help pupils sort out problems in the playground. Pupils say that bullying is very rare, but adults always help them. Adults show the utmost care for every pupil. As a result, pupils say they are happy and feel safe.

Pupils understand they can make a difference, no matter how small. Pupils' actions extend beyond the school gates and include a wide range of experiences, such as 'We Day' and the '100 Challenge'. Pupils organise litter picks in the village with their families.

Staff have high expectations of pupil behaviour. As a result, there are very few incidents of poor behaviour. Pupils are always polite. However, when tasks do not meet pupils' needs, pupils lose interest in their learning. Leaders are making changes to improve this.

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

Leaders do everything they can to get children off to a strong start in the early years. The focus on developing children's language skills is paying off. All children are confident and keen to talk about their learning. Parents share information about their child's development. Early years staff use this information well to shape the curriculum so that children make good progress.

Leaders have prioritised reading. Staff training has been effective. Reading books match the letters and sounds children are learning. As a result, children have a good grasp of phonics and use this well in their writing. Teachers make sure that there is extra support for pupils in danger of falling behind. This support is effective and helps pupils to catch up.

Leaders have identified that some older pupils find reading difficult. They have purchased additional books to inspire pupils of all ability levels. In addition, leaders have raised the profile of reading in the school. They have welcomed visitors into the school to share their favourite books to inspire a love of reading in all pupils.

Pupils are achieving more than they have previously. Pupils with special educational needs and/or disabilities (SEND) achieve well. Leaders have taken on board advice from external support, for example how to check the quality of curriculum plans. This work is making a difference. They have introduced 'early bird' mathematics where help

is given the same day to those pupils who need it. Teachers use questioning effectively to test pupils' understanding. This helps pupils to succeed. As a result, pupils across the school know more and can do more in mathematics.

Learning has been organised across the curriculum to promote pupils' personal development. It does this very well. In personal, social and health education (PSHE), staff plan for pupils to gain a strong understanding of life in multicultural Britain. The well-thought-out PSHE curriculum helps pupils to consider and understand that people have different life experiences. As a result, pupils demonstrate empathy for those with lives different than their own.

Leaders have recently reorganised the school's curriculum. Some curriculum areas are more developed than others. Pupils say that they enjoy the new curriculum. They speak enthusiastically about the 'hands on' lessons, for example making volcanoes and recreating Stonehenge. Pupils have developed a detailed knowledge in some aspects of history. However, this knowledge does not link with what pupils have learned previously. Consequently, pupils do not develop a deep and 'joined up' understanding of history as a result.

Leaders, including governors, are passionate about improving opportunities and outcomes for all pupils. They understand which areas of the school need to improve. They ensure that pupils with SEND receive the support they need. Leaders check how well pupils are learning, for example how disadvantaged pupils benefit from extra help.

## **Safeguarding**

The arrangements for safeguarding are effective.

All safeguarding checks are in place to ensure adults working and volunteering at the school are safe to work with children.

Staff complete training and work with a range of agencies to successfully provide early help, for example the Family Partnership Zone. Concerns for pupils are recorded in an online programme and, if necessary, followed up with social care. Leaders pursue concerns if a satisfactory outcome is not achieved for the family.

PSHE and computing lessons are used to teach pupils how to keep themselves safe, for example not sharing photos or passwords online and how to cross a road safely.

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

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

- Teachers need sufficient specialist knowledge of each subject. Leaders must ensure staff have access to appropriate training to further develop their subject knowledge so that pupils develop the depth of knowledge and skills they need to achieve their potential.

- Many curriculum leads are new to their role. Leaders need to ensure they develop curriculum leaders' roles in order to support colleagues to ensure that all subjects are planned equally well and organised for 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 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

<b>Unique reference number</b>	113815
<b>Local authority</b>	Dorset
<b>Inspection number</b>	10122330
<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	104
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Alexandra O'Dwyer
<b>Headteacher</b>	Emma Roberts
<b>Website</b>	<a href="http://www.symondsbury.dorset.sch.uk">http://www.symondsbury.dorset.sch.uk</a>
<b>Date of previous inspection</b>	31 October to 1 November 2017

## Information about this school

- An assistant headteacher was appointed to lead English in January 2020.
- The school was graded as good in the last statutory inspection of Anglican and Methodist schools, in September 2019.

## Information about this inspection

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

- We held meetings with the headteacher, curriculum leaders and the special educational needs coordinator. We also met with representatives of the school's governing body.
- We did deep dives in these subjects: reading, mathematics, history and personal, social and health education. In each of these subjects, we met with teachers, considered curriculum plans, visited lessons, spoke with pupils and considered pupils' written work.

- We reviewed leaders' checks on the suitability of staff to work with children. We looked at attendance information, behaviour logs and safeguarding records. We held discussions with senior leaders about safeguarding.
- We spoke informally with pupils and observed their behaviour at various times during the day, including break and lunchtimes.
- We met several parents at the start of the day, to gain their views of the school. We reviewed responses to the staff questionnaires, Ofsted's online survey, Parent View, and additional free-text comments.

### **Inspection team**

Marie Thomas, lead inspector                                      Ofsted Inspector

Nick Sheppard    Ofsted Inspector

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