

Inspection of a good school: Spetisbury C of E Primary School

High Street, Spetisbury, Blandford Forum, Dorset DT11 9DF

Inspection dates:

7 and 8 February 2023

Outcome

Spetisbury C of E Primary School continues to be a good school.

What is it like to attend this school?

Leaders are respected role models for pupils. They enable, along with all other members of staff, an atmosphere of calmness and warmth to pervade through the school. Pupil leaders speak with heartfelt sincerity about their school, and all pupils appreciate the opportunities that are offered to them.

Staff say pupils are happy and safe, and parents agree. Pupils behave well in class and when playing together in the playground. They concentrate and work hard in lessons. Pupils' character development is strong and there is a genuine sense of comradery as they interact with each other and adults. Pupils listen attentively to each other, making sure everyone gets a chance to say what they want. Pupils are clear that bullying is exceptionally rare, but friendship fallings-out can happen. While pupils try to sort many problems out among themselves admirably, they know their teachers will be happy to help them if needed.

As one Year 6 pupil said, 'Spetisbury is a school I love to tell my friends about who don't come here. Learning is an amazing experience as the teachers listen and give us plenty of time.'

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

Leaders want every pupil to love reading and understand what they read. They have ensured that an effective reading curriculum is in place. All teachers follow the reading programme carefully so that each child progresses at the right speed. For those pupils who are taking a little longer to master phonics, teachers identify the support needed to catch up. Listening to quality texts is a key part of the school day, and pupils speak about the books they hear with enthusiasm.

Mathematics is a strength of the school. Pupils use the calculation policy to help them understand the exact methods to use when solving different problems. There is a relentless focus on all pupils being able to articulate their mathematical thinking. For

example, pupils practise rewording problems in a range of different ways to prove their understanding of a mathematical concept.

Each subject's curriculum includes the key vocabulary, knowledge and skills that pupils will learn. Classroom staff check how well all pupils are learning these elements both during and after lessons. In the core subjects, teachers use this assessment information well. However, in other subjects, the learning sequence has only been established recently, and as a result, assessment is not well developed.

Pupils with special educational needs and/or disabilities benefit from extra support and appropriate adaptations in lessons. Leaders provide targeted support at the start of the school day that prepares pupils well for their lessons later in the day.

Leaders have high expectations for behaviour and pupils respond well. Every member of staff says pupils are well-behaved, and parents and pupils agree. Leaders have helped pupils to play games sensibly and safely. At social times, pupils now play a diverse range of games and are supervised well. On the rare occasion that a pupil demonstrates more challenging behaviour, leaders work with parents and outside agencies to improve behaviour and develop self-confidence.

Pupils speak about differences in society with natural ease. Younger pupils talk about how they need to be kind to everyone, while older pupils show a very mature understanding of the protected characteristics. Many pupils speak with pride about how the school supports those who experience challenging circumstances.

Pupils learn much from the school's partnerships with schools and groups in China, Burundi and Ukraine. Pupils' learning sparked their interest and they initiated events to raise money and awareness. Pupils develop empathy for others through this work. Pupils are also deepening their understanding of environmental issues by developing a school garden. Some pupils have helped the local council to do a 'big litter pick'.

The positivity and support offered by leaders to colleagues is much appreciated. This has helped develop a team, whose members want to do their best for each pupil.

Safeguarding

The arrangements for safeguarding are effective.

Leaders, including governors and trustees, have clear systems and practices in place to protect children from harm. In school, there is a strong safeguarding culture that all members of staff contribute to. Staff receive regular training and updates are thorough. This enables them to be able to quickly identify when there may be a concern for a child. Staff make detailed records showing the actions they take to support the child. Leaders make prompt referrals to wider services when needed. Leaders ensure the full completion of checks on adults appointed to work in the school.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders have recently made considerable changes to what pupils will learn in the foundation subjects. As a result, not all pupils have yet acquired the subject-specific vocabulary, knowledge and skills in all subjects. Leaders need to ensure that teachers now implement the intended curriculum effectively, and routinely check how well pupils are learning essential knowledge.

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 an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the predecessor school, Spetisbury C of E VA Primary School, to be good in May 2014.

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 information from Ofsted Parent View 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.

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	141061
Local authority	Dorset
Inspection number	10227060
Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	190
Appropriate authority	Board of trustees
Chair of trust	Rosemary Tong
Headteacher	Andrew Brown
Website	www.spetisbury.dsat.org.uk
Date of previous inspection	21 February 2017, under section 8 of the Education Act 2005

Information about this school

- Spetisbury C of E Primary School is part of the Diocese of Salisbury Academy Trust, which it joined in January 2020.
- The school is designated as having a religious character. Its last Statutory Inspection of Anglican and Methodist Schools took place in May 2019, when it received a good judgement overall.
- The school does not currently use any alternative provision.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- The inspector held meetings with the headteacher and other senior leaders. The inspector met with the chief executive officer of the trust, the director and regional director of education, and representatives from the school's local governing body and the board of trustees.

- The inspector carried out deep dives in these subjects: early reading, mathematics and music. For each deep dive, the inspector discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- The inspector reviewed the arrangements for safeguarding by scrutinising safeguarding records, interviewing staff, and through discussions with pupils.
- The inspector considered the views of parents shared through Ofsted Parent View. They gathered the views of pupils and staff through surveys, interviews and discussions conducted throughout the inspection.
- The inspector reviewed a range of the school's documentation, including self-evaluation reports, minutes of governing body meetings and behaviour incident logs.

Inspection team

Chris Parker, lead inspector

His Majesty's Inspector

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