

# Inspection of Wareham St Mary Church of England Primary School

Streche Road, Wareham, Dorset BH20 4PG

---

Inspection dates: 11 and 12 May 2022

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</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?**

Everyone is proud to be a part of Wareham St Mary's School. The Christian vision and values are threaded through school life. Developing pupils' characters is a key aim of leaders.

Staff are ambitious for every child. They want all pupils to reach their potential and offer a wealth of opportunities for each child to succeed.

All members of the school share a firm understanding of the high expectations for behaviour. Pupils and staff talk clearly about the use of the school's behaviour system. There is rarely any low-level disruption and pupils say that teachers deal swiftly with this if it should happen.

There is a positive and caring culture within the school. Everyone treats one another with respect. Pupils say there is no bullying at the school. They can talk about difference. One child said, 'it doesn't matter what's on the outside, it matters what's on the inside'.

Parents are overwhelmingly supportive of the school. Many describe it as a place where pupils 'flourish' and 'thrive'. They appreciate the care and nurture staff give to pupils.

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

Leaders have designed an ambitious curriculum. It has been deliberately built so that pupils experience a wide range of cultures, artists and remarkable people of different genders and orientations. This is so they can understand and appreciate people and other influences that shape their local and global world.

The curriculum is well sequenced. Knowledge is broken down in each subject. This helps teachers to be clear about what pupils need to learn and when. In early reading, teachers use the curriculum plans to ensure pupils secure their knowledge of sounds over time. As a result, they are able to segment and blend unknown words when reading. They read books that match the sounds they are learning. Teachers identify accurately any gaps in pupils' phonic knowledge and put support in to make sure they catch up quickly.

The teaching of mathematics, including in the early years, ensures that pupils build understanding over time. They are able to use their prior knowledge to ask questions, reason and solve problems. Pupils' mathematical vocabulary is developed through careful questioning and adults using important terms. As a result, pupils are able to discuss their mathematical thinking clearly, using specific words.

Leaders foster a love of reading for pupils. Teachers read frequently to pupils. They can talk about a wide range of books they have enjoyed reading. Younger children enjoy taking home books they have listened to in the classroom.

Pupils, including those with special educational needs and/or disabilities (SEND), have their needs well met. Leaders use clear processes to identify these pupils' needs. They support teachers to adapt the curriculum, which means all pupils learn well.

Leaders provide pupils with a wealth of opportunities and experiences for personal growth. All pupils enjoy the opportunity to learn in the forest school. Right from the early years, pupils learn to take responsibility and build independence. The curriculum offer is enriched by a variety of popular clubs. Pupils understand equality and are supported to understand life in modern Britain. Older pupils say they appreciate the work staff do to help them prepare for high school.

Governors and the trust know the school well and provide effective challenge and support. They receive accurate information from leaders which helps them to understand what is going well and what needs to improve.

Staff are positive about leaders' support for them. They appreciate the opportunities for professional development and leaders' pastoral care. Staff morale at the school is high.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders ensure there is a culture of safeguarding pupils. They know their pupils and families well. They build positive relationships and enable information to be shared appropriately. Leaders work well with external agencies to get help and support for pupils when they need it.

Staff receive a rigorous induction when starting at the school. Regular training ensures that they know what signs of abuse to be vigilant for and how to log any concerns.

Pupils learn about risk and how to keep themselves safe. Leaders ensure that pupils are knowledgeable about specific local risks and shape the curriculum and pupils' experiences to give them opportunities to learn about these too.

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

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

- Leaders have implemented the curriculum. However, this is not always delivered as leaders intend. In some subjects, including phonics, there is too much variety in the way pupils experience the curriculum and this reduces learning at times. Leaders must ensure teaching strategies are consistent across subjects and year groups.
- Although subject leaders have sequenced the knowledge they want pupils to learn in each subject, they do not know how well this is being delivered. As a result, they cannot be confident that pupils are making the progress they intend. Senior leaders need to develop subject leaders' ability to accurately monitor and evaluate their subjects so that they can secure high-quality implementation across the curriculum.

## 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.

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>	142167
<b>Local authority</b>	Dorset
<b>Inspection number</b>	10211739
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	182
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Louise Ellis
<b>Headteacher</b>	Nicole Davids
<b>Website</b>	<a href="http://www.warehamstmary.dorset.sch.uk">www.warehamstmary.dorset.sch.uk</a>
<b>Date of previous inspection</b>	1 – 2 May 2018, under section 5 of the Education Act 2005

## Information about this school

- The school is a Church of England Primary school within the Diocese of Salisbury.
- The school joined the Coastal Learning Partnership Trust in March 2020.
- The headteacher was appointed to her current role in April 2022.

## Information about this inspection

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

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- The inspectors carried out deep dives in these subjects: early reading, mathematics, design technology and history. For each deep dive, the inspectors 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 inspectors held meetings with the headteacher, lead practitioner from the trust, special educational needs coordinator, pastoral leader, curriculum leaders and teaching and support staff.
- The lead inspector met with the chief executive officer and the lead practitioner of the trust.
- The lead inspector met with members of the governing body and spoke with a representative from the Diocese of Salisbury.
- The lead inspector met with the designated safeguarding leaders to discuss how they keep pupils safe in school. They considered the school's recruitment procedures, staff induction and training, records of concerns and their engagement with external agencies. The inspectors also spoke with staff and pupils throughout the inspection.
- The lead inspector listened to pupils read to an adult.
- Inspectors observed pupils' behaviour in lessons and around the school site. In addition, they met with pupils informally and formally to hear their views.
- Inspectors considered responses to Ofsted's online questionnaire, Ofsted Parent View, including free-text responses. Inspectors also took into consideration responses to the staff and pupil surveys.
- Inspectors examined a range of documentation provided by the school, including the school's self-evaluation document, evaluation reports and documentation relating to safeguarding.

### **Inspection team**

Angela Folland, lead inspector

Her Majesty's Inspector

Richard Vaughan

Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2022