

Seagry Church of England Primary School

Inspection report

Unique reference number	126352
Local authority	Wiltshire
Inspection number	381216
Inspection dates	1–2 May 2012
Lead inspector	Jane Neech HMI

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	38
Appropriate authority	The governing body
Chair	Kevin Pearce
Headteacher	Jill Rowe
Date of previous school inspection	28 February 2008
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Age group	4–11
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Introduction

Inspection team

Jane Neech

Her Majesty's Inspector

This inspection was carried out with two days' notice. The inspector observed five lessons taught by two teachers and three teaching assistants. This included one joint observation with the headteacher of the federated schools. The inspector also observed pupils taking part in a practice session for a music and drama session performance. The inspector held meetings with teachers, two groups of pupils, and parents and carers. A joint meeting took place with the Chair and members of the federation governing body, together with the lead inspector from the partner school. A joint telephone discussion was held with a representative from the local authority and the lead inspector of the partner school. The inspector scrutinised a range of school documentation and looked at 25 questionnaires received from parents and carers, seven from staff and 18 from pupils. The inspector took account of the responses to the on-line Parent View survey in planning the inspection. The inspector observed the school's work, and looked at a range of documentation, including safeguarding policies and procedures, information about pupils' attainment and progress, the school's self-evaluation, development planning and minutes of the federated governing body's meetings.

Information about the school

The school has been federated with Somerfords' Walter Powell Church of England Voluntary Aided Primary School since September 2008. The school shares the federation headteacher and governing body. Separate inspection teams inspected the two schools simultaneously.

Seagry Church of England Primary School is much smaller than the average-sized primary school. The school serves the village of Upper Seagry and surrounding villages. The proportion of pupils known to be eligible for free school meals is below national figures. The proportion of pupils supported by school action plus or with a statement of special educational needs is below the national average. Most pupils come from White British heritages. Pupils are taught in two classes. In one class, Early Years Foundation Stage children and Key Stage 1 pupils are taught together. All year groups in Key Stage 2 are taught in the second mixed-age class. There is an independently managed pre-school setting on site that is subject to a separate inspection. In 2011 the results of National Curriculum tests taken by pupils in Year 6 met the government's floor standard, which sets the minimum expectations for attainment and progress. The school has gained the Healthy Schools Award.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	2
Leadership and management	2

Key findings

- This is a good school where pupils' academic achievement is good, as is their personal development. Parents and carers hold the school in high regard. One parental comment, typical of many, was that the school 'goes out of its way to support children'. The school is not outstanding because the performance of pupils in mathematics is not always as consistent as in English.
- Pupils, including disabled pupils and those with special educational needs, make good progress. Numbers of pupils in Year 6 are very small each year. This makes statistical comparisons with national data difficult as each pupil can represent over 20% of the school's total results. School data, pupils' work in lessons and in books over time show that standards by the end of Key Stage 2 are generally above average. Current assessment information shows that pupils make stronger progress in English than in mathematics because of the challenge provided by sharper progress targets, linked to National Curriculum levels, set in literacy lessons.
- The good teaching captures pupils' enthusiasm for learning. Through the federation, staff share expertise and this contributes to making lessons interesting. Occasionally, the teaching in the Early Years Foundation Stage provides less opportunity for children to plan their own learning, particularly when using the outside area.
- Pupils' behaviour and attitudes to learning are good. This is because the school develops individuals' confidence. As a result, pupils readily work together in lessons. Pupils report that there are few incidents of unacceptable behaviour during the school day. A key strength is the family atmosphere so that older pupils willingly take responsibility for younger pupils.
- The headteacher and governors of the federation take a rigorous approach to monitoring school performance. This includes the accountability of teachers for the achievement of pupils so that effective progress has been maintained since the last inspection. However, the strategic analysis of attainment and progress data by leaders is not always sharp enough to enable the federated governing body to provide further challenge and support in building on the current good outcomes for pupils.

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What does the school need to do to improve further?

- Ensure that all pupils make as much progress in mathematics as in English by:
 - in mathematics lessons, using more assessment information and sharper targets linked to National Curriculum levels
 - providing an even greater level of challenge.
- Build on current planned developments for the Early Years Foundation Stage outdoor area so that children have more opportunities to plan their own learning.
- Further sharpen the analysis of data and information relating to individual pupil progress and attainment so that:
 - strategic planning contains specific, measurable targets
 - the governing body can better hold leaders to account in continuing to improve school performance further.

Main report

Achievement of pupils

Seagry Primary School has maintained its journey of improvement since the last inspection. All groups of pupils make similar progress over time. In the Early Years Foundation Stage, children make good progress relative to their starting points, which are generally in line with typical expectations. A key strength in the achievement of children is the way they communicate well. For example, one child talked about how the caravan that she was drawing was 'attached' to the car. Another child, describing a picture of a butterfly, started a sentence with 'imagine what would happen if you turned this round'. Parents and carers report that their children settle quickly into school as a result of the good induction arrangements. By the time children reach the end of the Reception Year they achieve well.

In Key Stage 1 and Key Stage 2 pupils read well. Standards in reading by the end of both key stages are above average. Pupils know how well they are doing in reading and several have reading ages that are well above their chronological age. Pupils talk enthusiastically about the characters in their books and why they like certain authors. Older pupils discuss how the author hooks the reader into the story, by providing characters with which the target audience can identify. Parents and carers report that they are pleased with their children's progress in reading. Younger pupils use their knowledge of the sounds letters make (phonics) to work out unfamiliar words. Pupils notice how words ending with the same groups of letters sound similar. This helps pupils to write and spell words correctly. Consequently, the work on phonics is having a positive impact on the good standards reached by pupils in literacy.

Pupils achieve particularly effectively in English. In a Key Stage 2 literacy lesson, which focused on preparing a story planner, pupils applied their targets for writing well to their work. Consequently, those older pupils working at levels well above national

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expectations, produced work of a high standard. For example, one pupil explained that he would begin his story with a 'prologue'. Another explained in detail how writing an adventure is like building a house, starting with the foundations and building up the tension in the story.

Pupils show resilience in their learning when solving mathematical problems. In a numeracy lesson, Year 5 and Year 6 pupils worked adeptly at devising their own methods of solving word problems. Higher achieving pupils relished the opportunity to work out percentages, explaining their methods well. However, the progress for pupils in mathematics is not yet as strong as that in literacy. School assessments and work in pupils' books show that pupils in Year 6 are on track to achieve or exceed expected standards.

Quality of teaching

A key strength of teaching is the way that social aspects of learning are promoted so that relationships between adults and pupils are effective. This means that pupils feel confident to try out new learning and contribute their thoughts and ideas. Teaching assistants play an important part in supporting pupils' learning. Parents and carers of disabled pupils and those with special educational needs, quite rightly, praise the work of the school in supporting their children's learning so their children achieve well. Parents and carers report that staff are very approachable and appreciate the advice and help given to them on how to support their children's learning at home.

The teaching of reading and the structured teaching of phonics are good, as seen by the confidence with which pupils read. Teachers' planning in English and mathematics is well matched to the needs of each year group in the mixed-aged classes. For example, in a literacy lesson for Key Stage 2, the teacher reminded different year groups to focus on their writing targets when completing their work. At the end of the lesson the pupils were challenged to check their work for evidence of achieving their targets, such as using connectives relating to time. Marking helps pupils improve their work. However, in mathematics, targets in lessons are not always sharply linked to National Curriculum levels, so that sometimes pupils are not sufficiently challenged and make less progress than in English.

The inspection evidence agrees with parents' and carers' comments that their children are well taught. The good teaching observed during the inspection and the school's evidence of the quality of teaching over time confirm the school's view of lessons and explains the pupils' good progress. The school is aware that the planning of learning opportunities outside for children in the Early Years Foundation Stage is, at times, less well developed because direct access to a separate Reception outdoor area is not yet in place.

Behaviour and safety of pupils

Pupils' behaviour is good at all times and friendship between pupils of all ages is strong. Pupils, parents and carers say that bullying in any form is rare. Pupils have a

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good awareness of the different forms of bullying, including physical harassment and cyber bullying. There is a strong moral code in school which stems from adults' high expectations and so pupils know what is expected of them. Pupils report that lessons over time are rarely interrupted by incidents of poor behaviour. Therefore, in lessons, pupils learn well together and show consistently good attitudes to learning. Pupils are courteous and polite. In a music session, delivered by a visiting professional, pupils listened intently and responded well by singing enthusiastically. It is clear from the attractive displays of pupils' work and the quality of resources that pupils respect their school and look after the resources well.

Attendance and punctuality are both good. The school works effectively with parents and carers and since the last inspection the school has maintained above average attendance.

Leadership and management

Since the previous inspection the leadership of the federation has maintained the good outcomes for pupils by focusing on embedding the good teaching and learning. The impact of professional development opportunities across the federation has meant that staff have access to wider training and expertise, as well as a range of curriculum opportunities for pupils. Staff know individual pupils and respond to their needs. Parents and carers recognise this as a strength, as well as opportunities through belonging to a cluster of small schools, such as for sports' tournaments. There are effective arrangements for managing teachers' performance and this has ensured that pupils' good achievement over time has been maintained. Leaders have a secure awareness of the school's current areas for development and this, together with the improvements made since the last inspection, means that there is strong capacity for sustained improvement.

As a result of the school's positive approach to valuing individuals, the school promotes equality and tackles discrimination well. Pupils are encouraged to present their ideas to their classmates when standing for school council posts. There is a high level of respect for school councillors who take their responsibilities seriously, such as working with the local council on equipment ideas for the adjoining park area. By the time pupils leave to go on to the next step in their education they are well prepared, confident and articulate young people.

The broad and balanced curriculum provided is good because it offers pupils a range of activities where they can develop and apply their skills, such as communication, literacy and numeracy skills, and information and communication technology. Added to this, the curriculum promotes pupils' understanding of different cultures through work related to achieving the International School Award. Pupils' spiritual awareness is fostered through their responses to art and music as well as visits to local churches.

Policies and procedures for safeguarding are consistent across the federation. Parents and carers appreciate how the school competently integrates issues related

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to safety into every aspect of its work so that safeguarding arrangements are robust. The federated governing body has a good understanding of the school's strengths and areas for further development. However, the analysis of data by school leaders is not always sharp enough and does not consistently lead to specific, measureable targets being identified in strategic planning. This, in turn, limits the role of the governing body in holding the school to account.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Floor standards	the national minimum expectation of attainment and progression measures.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



3 May 2012

Dear Pupils

Inspection of Seagry Church of England Primary School, Chippenham SN15 5EX

Thank you for welcoming me to your school on my recent visit. I came to see how well you are learning. I enjoyed talking to you about what it is like to be a pupil in your school. Thank you for reading to me and talking to me about your work. This letter is to tell you what the inspection found.

You, your parents and carers, and your headteacher, told us that Seagry Primary School is a good school, and you are right, it is. You are well taught and you make good progress in English and mathematics. You read well. The younger ones know how to work out new words using your knowledge of the sounds letters make. Some of the older ones achieve highly in your writing and in mathematics. However, progress for everyone is not quite as strong in mathematics as it is in English. Many of your parents and carers told me that you behave well every day in school. I agree that your behaviour is good. The adults in school ensure that you feel safe, and you do. You enjoy your learning and come to school regularly and on time, so that your attendance is high.

The staff and the leaders of the federation want to make your school even better, so that it is outstanding. I have suggested that they focus on:

- giving you your own targets in mathematics lessons so you make as much progress in mathematics as you are making in English
- for those of you in the Early Years Foundation Stage, making sure you can use the outside when you want to, to plan your own learning
- making clear plans for the future, based on how well you are learning now, so that the federated governing body can make sure the school is helping you to do even better.

For you, the most important things are to carry on enjoying your learning and working hard at everything you do.

Yours sincerely

Jane Neech
Her Majesty's Inspector

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