

St George's CE Primary School

Pound Lane, Semington, Wiltshire, BA14 6LP

Inspection dates

5–6 February 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils of all abilities achieve well and make good progress from their starting points. They are keen to learn and work hard in lessons to please their teachers and share learning with their friends.
- Teaching is good because teachers plan stimulating activities which match the needs of all groups of pupils. They know their pupils well, so activities help all to succeed.
- Pupils develop good reading and writing skills. They thoroughly enjoy reading and talk happily about the books they like to choose and their favourite authors.
- Pupils enjoy coming to school and are keen to learn. They say that they feel very safe and are cared for very well. Behaviour is consistently good and pupils are respectful of each other and adults.
- The imaginative curriculum provides a wide range of opportunities for pupils to develop their knowledge, understanding and skills, and promotes their spiritual, moral, social and cultural development well.
- The headteacher, middle leaders and governors have a clear and accurate understanding of the strengths of the school and how it can be further improved. All are committed to making the school better still.

It is not yet an outstanding school because

- Pupils do not achieve as strongly in mathematics as they do in English, because they do not have enough opportunities to do practical work and investigate and solve problems.
- In some lessons, teachers talk and direct activity too much and do not give pupils enough opportunity to work things out on their own. Pupils are not given time to act upon any advice that is given by staff to improve their work.

Information about this inspection

- The inspector observed teaching and learning in 10 lessons taught by four teachers. In addition, he made a number of shorter visits to other lessons.
- The inspector listened to pupils read in Years 1 and 2, attended assembly and scrutinised pupils' work.
- Meetings were held with pupils, the Chair of the Governing Body and senior leaders.
- A discussion was held with a representative from the local authority.
- The inspector looked at the documents relating to safeguarding, the performance management of staff, the tracking and assessment of pupils' attainment and progress, records on behaviour and safety and the monitoring of teaching and learning. He looked at the school's spending in relation to the pupil premium funding.
- The inspector took account of the views of 22 parents in the on-line (Parent View) survey and the school's own survey of the views of parents and pupils. He scrutinised nine questionnaires completed by staff.

Inspection team

Richard Blackmore, Lead inspector

Additional Inspector

Full report

Information about this school

- This school is much smaller than the average-sized primary school.
- Almost all pupils are White British.
- The proportion of pupils eligible for the pupil premium (pupils supported by additional funding) is well below average.
- The proportion of pupils supported at school action is average.
- The proportions of pupils supported at school action plus or with a statement of special educational needs are below average.
- The school meets the current government floor standards, which are the minimum expectations for pupils' progress and attainment.
- There are three classes for pupils: Reception and Year 1; Years 2 and 3; Years 4, 5 and 6.
- There are breakfast and after-school clubs on the school site which are managed by the governing body and formed part of this inspection.
- There is no alternative provision used by the school.

What does the school need to do to improve further?

- Improve the quality of teaching to outstanding by:
 - giving pupils more opportunities to improve their work using teachers' comments
 - ensuring pupils are encouraged to work more independently and tackle more tasks for themselves.
- Improve pupils' progress in mathematics by:
 - providing more opportunities for pupils to practise their mathematical problem-solving skills, including when using mathematics in other curriculum subjects
 - raising the profile of mathematics through displaying pupils' work throughout the school and showing more clearly how calculation strategies can be used.

Inspection judgements

The achievement of pupils is good

- Cohorts vary in this small school and most children start school with skills that are below those typically expected for their age. They are happy, safe and well motivated because the teacher celebrates pupils' achievements effectively, demonstrating how the pupils can be successful in their work. As a result of improvements in provision and the quality of teaching, the youngest children now do well, making good use of both the indoor and outside areas.
- The school's own tracking data, work in pupils' books and that displayed on walls confirm the good progress pupils continue to make as they move through the school. Pupils make good progress in their reading and most reach standards which are close to the national average by the end of Year 6.
- While children have good opportunities to develop their ideas through talk to improve their reading and writing skills, they do not have enough encouragement or opportunity to practise their mathematical skills through interesting practical activities. As a result, progress in mathematics is slower than pupils' progress in English.
- Although boys' attainment was higher than that of the girls in 2012 this is not a consistent trend, and boys and girls make equally good progress across the school. This is because teachers ensure that interest levels during lessons remain high for both groups because of the well-chosen resources used by staff to make tasks exciting.
- Disabled pupils and those with special educational needs attain higher standards than similar pupils across the country and make good progress from their starting points. This group of pupils benefits from carefully selected programmes that are delivered well, quickly developing pupils' skills, addressing misunderstandings and any underachievement.
- Pupils eligible for free school meals who receive the pupil premium reach average point scores which are above similar pupils across the country. They attain broadly in line with pupils nationally who are not in receipt of the pupil premium. They do well because their individual difficulties are quickly identified and good support and intervention from school staff and outside agencies are swiftly put in place.

The quality of teaching is good

- The quality of teaching has improved since the previous inspection and is now good. Teachers make lessons interesting and pupils learn quickly. They set work which is hard enough for all pupils. Teachers ask questions which encourage pupils to explain their ideas and use their answers to adapt work during lessons when necessary to make it challenging.
- Children in the Early Years Foundation Stage are given a good balance of interesting and exciting activities to choose from, both indoors and out. For example, they enjoyed learning as teachers skilfully guided them through the pronunciation of a range of sentences about themselves in French. In the after-school club pupils enjoy the extensive range of creative, educational and physical activities which are very well planned by staff.
- Teachers have high expectations of pupils. They use a variety of methods and ways to challenge, motivate and interest pupils and ensure that they develop a range of skills. Pupils and teachers use information and communication technology skilfully, and teaching assistants are deployed effectively to assist pupils' learning.
- The skills of teaching assistants are well used by teachers to support pupils of all abilities to make good progress. The effectiveness of this good teamwork is seen in the similar progress made by all groups of pupils. It also explains why pupils with special educational needs usually meet or exceed the national average for their group. This includes extra help within classes and individual or small group teaching outside the classroom which ensure that these pupils make good progress.
- Occasionally, teachers talk for too long before allowing pupils to work independently, and

sometimes they over direct pupils and do not give them enough opportunities to work things out for themselves. In these lessons, pupils are more passively involved and the pace of learning is slower.

- During lessons and assemblies, pupils are fully involved in their learning with sessions moving along at a rapid pace so that they learn quickly. Teachers' good subject knowledge and imaginative planning ensure rapid progress for all groups of pupils and the effective development of spiritual, moral, social and cultural skills and knowledge. For example, questions in an assembly challenged pupils to reflect on the impact of fighting on communities throughout the world. One pupil showed a high level of empathy, sensitively describing how 'civilians would get hurt'.
- Pupils' work is regularly marked and this marking helpfully tells pupils how successful they have been in their work. It is used less well to tell pupils how to improve their work and teachers give pupils too little time to act upon any advice they give.

The behaviour and safety of pupils are good

- Pupils behave well in and out of the classroom. Their positive attitudes to lessons and towards each other, coupled with the robust way staff tackle discrimination, make the school a happy place to learn. Relationships between pupils are very positive throughout the school and they are polite and friendly to staff and visitors to the school.
- Behaviour records show that there have been no recent exclusions and there are few incidents of poor behaviour.
- Pupils say that bullying is rare, but if it does occur it is swiftly dealt with by staff, one pupil saying, 'They will help you a lot.' Through the curriculum, pupils have developed a good understanding of what bullying is and how to deal with it. They are aware of different kinds of bullying, for example cyber bullying.
- Pupils greatly enjoy school, are eager to learn and are punctual to lessons. As a result, attendance is above average. Attitudes to learning are mostly good and, when given the opportunity, pupils relish opportunities to find out for themselves. There are occasions when pupils do not respond positively in lessons, usually because they have been listening for too long at the start of lessons.
- Behaviour is consistently good, including at the breakfast and after-school club. This is the result of the successful use of the school's behaviour management policy which is applied well by all staff. Pupils understand the school's golden rules and when and why the staff use the red and yellow card system of warning pupils of unacceptable behaviour.
- Pupils say they feel very safe in school, a view shared by all the parents who responded to Parent View. This is helped by older pupils who enjoy their responsibilities for helping the school run smoothly. For example, they take very seriously their role of looking after the younger pupils in assembly.

The leadership and management are good

- The headteacher's determination and effective management have raised pupils' achievement and accelerated their progress through well-planned developments in teaching. Since the previous inspection, subject leaders have taken on greater responsibility for checking and improving pupils' learning and progress. The headteacher, staff and governors make sure that all pupils from every background have equal opportunity to succeed from their different starting points.
- The school leaders and governing body have a clear picture of the school's strengths and relative weaknesses, have developed high expectations among all staff and strengthened the staff team. The school's view about its own performance is therefore accurate and offers clear and

appropriate areas for development.

- Teachers are very aware of their accountability for pupils' progress. This is linked effectively to the process of appraisal and performance management. These well-planned arrangements for managing teachers' effectiveness are linked to salary progression. Good-quality training for teachers and teaching assistants have brought about improvements in the quality of teaching.
 - Safeguarding requirements are met. Staff are well trained in risk assessment, child protection and safety procedures. Pupils are well informed about how to keep safe when using new technologies such as email and mobile phones.
 - The school has a strong sense of community. There are strong relationships between the school and parents due to frequent and helpful communications. This is shown in the highly positive way parents talk about the school and the strong support they have for school leaders and staff. The school has developed partnerships with a range of outside agencies to support pupils' academic and personal skills.
 - The well balanced curriculum provides an exciting range of opportunities to promote learning in a variety of imaginative ways that involve pupils. For example, there is a good range of enrichment activities, including sport, trips and visits. The curriculum promotes and enhances pupils' spiritual, moral, social and cultural development, although pupils' awareness of other cultures is more limited.
 - The local authority has provided a range of support to this improved school. Teachers and middle leaders have received good training and this has positively impacted on pupil progress and the quality of teaching.
 - **The governance of the school:**
 - Members of the governing body are knowledgeable about the school through regular visits, links with subject leaders and a well-planned timetable for their development and training which has recently included improving their understanding of performance data. Consequently, they challenge senior leaders well, over, for example, how well resources are used to get best value for money and checking that pupil premium funds are spent appropriately. Governors are well informed about the attainment and progress of all year groups on a termly basis and have a clear picture of how well pupils do in relation to national attainment. They ensure that the school meets its statutory responsibilities, including those for safeguarding. They use the school's targets for staff to raise pupils' achievement by holding teachers to account. Governors are knowledgeable about the quality of teaching, the arrangements to improve the performance of staff and how teachers are rewarded.
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What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	126353
Local authority	Wiltshire
Inspection number	402393

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	68
Appropriate authority	The governing body
Chair	Lynn Cook
Headteacher	Laura Hilliard
Date of previous school inspection	9 December 2009
Telephone number	01380 870243
Fax number	01380 870243
Email address	admin@st-georges-semington.wilts.sch.uk

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