

# St Martin's Church of England Voluntary Aided Primary School

Shady Bower, Salisbury, SP1 2RG

**Inspection dates** 11–12 April 2013

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
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.

- Most pupils are achieving well.
- Children in Reception have a successful start to their school life and make good progress.
- Good progress continues through Years 1 to 6 and attainment by the end of Year 6 is broadly average.
- Pupils benefit from good teaching and there are examples of outstanding practice.
- Teachers and teaching assistants convey clear expectations of learning and establish very positive relationships with pupils.
- In most lessons, teachers set demanding tasks which are well suited to pupils' needs.
- Pupils are enthusiastic and keen learners.
- Behaviour is good in the classroom and around the school.
- In some lessons, pupils show exemplary attitudes and behaviour.
- Pupils feel safe and well cared for by staff.
- An established headteacher provides good leadership and educational direction.
- Other key leaders contribute well to improving teaching and raising achievement.
- Governance has improved since the last inspection and provides effective challenge and support.

### It is not yet an outstanding school because

- Sometimes, learning tasks are over directed by the teacher and opportunities are missed for pupils to plan and organise their own work.
- Occasionally, pupils' learning does not move on quickly enough in lessons.
- Despite the school's efforts to promote good attendance, it remains below average.

## Information about this inspection

- The inspector observed teaching and learning in 12 lessons, including some joint observations with the headteacher.
- He held discussions with the headteacher, staff, parents and carers, a representative from the local authority, members of the governing body and pupils.
- The inspector took account of the 12 responses to the online survey (Parent View) and the findings of the school's own survey.
- Eighteen questionnaires from staff were analysed.
- The inspector examined school policies, information about pupils' attainment and progress, teachers' plans, pupils' work and the school's planning for improvement.

## Inspection team

Derek Watts, Lead inspector

Additional inspector

## Full report

### Information about this school

- This is a smaller-than-average-sized primary school.
- About two thirds of the pupil population are White British. Other pupils come from a range of other ethnic heritages, including Any Other White background, Bangladeshi and Mixed White and Black Caribbean.
- An increasing proportion of pupils speak English as an additional language. Some arrive at school speaking little or no English.
- The proportion of disabled pupils and those who have special educational needs supported through school action is well above average. The proportion supported through school action plus or a statement of special educational needs is also well above average.
- A well-above-average proportion of the pupils are eligible for the pupil premium, which provides additional funding for pupils in local authority care, those known to be eligible for free school meals or those from service families.
- The number of pupils who join and leave the school at other than the normal starting and leaving points is much higher than average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

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

- Increase the amount of outstanding teaching and ensure that all teaching is at least good by making sure that:
  - pupils have suitable opportunities to plan and organise their own learning and decide how to record and present their work.
  - learning in all lessons moves on at a quick pace.
- Extend strategies to raise attendance to at least average levels.

## Inspection judgements

### The achievement of pupils is good

- Children enter the Reception class with knowledge and skills lower than those typically expected for their age, particularly in communication and language skills. They make good progress in the areas of learning because of good teaching and the exciting range of activities provided.
- In a Reception lesson seen during the inspection, children made outstanding progress in investigating pushes, pulls and movement with different objects and vehicles. They explored with colours by painting teddy bears with colourful clothes. In physical development, children worked well in pairs in practising balancing and different forms of travel. They successfully mirrored a sequence of movements made by their partner.
- Most pupils in Key Stages 1 and 2 make good progress and by the end of Year 6, attainment is broadly average in reading, writing and mathematics.
- Pupils who join the school in Reception and remain until Year 6 tend to reach higher standards than those who are only at the school a short while. Nevertheless, new arrivals, including those who speak little or no English, often make good progress because they receive effective teaching and well-targeted support.
- Disabled pupils and those who have special educational needs make similar progress to their peers.
- Pupils eligible for pupil premium in Year 6 in 2012 attained lower standards than the other pupils in English and in mathematics. The difference was considerable with disadvantaged pupils being around 18 months behind the others in both subjects. Closer checking reveals that nearly half of these pupils had not been with the school for very long.
- Records show that in other year groups, the attainment gap between those eligible for pupil premium and other pupils is narrowing quickly.
- The more-able pupils make good progress because they are usually set challenging and demanding activities.
- Pupils make good progress in speaking and listening. This is because of well-planned opportunities for them to discuss their learning.
- In reading, pupils benefit from the good teaching of reading skills and the wide range of attractive books on offer. They read at home independently or with members of the family. Good reading habits are well established.
- Since the last inspection, the school has improved pupils' writing. They write for different purposes and in different styles. Their writing is often interesting and imaginative. Grammar, punctuation and spelling are developing well.
- Pupils make good progress in mathematics and apply their numeracy skills well to new situations. For example, pupils in a Year 5 and 6 class made outstanding progress in estimating and measuring. Their learning moved on as they make rapid gains in solving problems relating to capacity.

### The quality of teaching is good

- The good teaching and effective support from teaching assistants contributes well to pupils' good progress and achievement.
- There are examples of outstanding practice. In outstanding lessons, pupils were inspired and motivated by the teacher's enthusiasm and strong subject expertise. They responded well to the high expectations conveyed and rose to the challenge of the interesting tasks provided. The pupils were highly productive and they made rapid gains in their learning.
- Teachers successfully promote pupils' spiritual, moral, social and cultural development. They create a positive classroom atmosphere for pupils to learn and establish strong relationships. Pupils are cooperative and show consideration and respect for others.
- In the Reception class, children are provided with an interesting range of activities inside and

outside the classroom. There are plenty of opportunities for children to explore, be creative and learn independently. Adults provide good-quality teaching and guidance.

- Teachers ensure that lessons have a clear purpose so pupils understand what they are expected to learn.
- Essential reading skills are effectively taught through a well-structured programme. The recently implemented new scheme for the teaching of reading and writing is working well and has been enthusiastically received by pupils. Teachers and support staff have benefited from good training in this area.
- Teaching assistants are well deployed and make a valuable contribution to pupils' learning, particularly for those who need additional help with early language skills and literacy.
- In most lessons, teachers make effective use of the information about pupils' attainment to plan their teaching and to match activities to pupils' different abilities. As a result, pupils are challenged well and make good gains in acquiring knowledge and deepening their understanding.
- In some lessons such as mathematics and science, tasks and the recording of work are over directed by the teacher. When this happens, opportunities are missed for pupils to plan and organise their own learning and decide how best to record their results.
- Occasionally, pupils' learning does not proceed at a quick enough rate. This can happen when teachers' introductions are too long and the pupils are not actively involved in their learning.
- The marking of pupils' work is constructive and helpful. Good work is acknowledged and comments effectively guide improvement.

### **The behaviour and safety of pupils** are good

- The school has successfully maintained and built on the good behaviour and safety identified in the previous inspection. Parents and carers state that their children are safe and well looked after. The inspection findings support these positive views.
- Children in the Reception class settle well into the school because of the warm and very positive relationships established with adults. They enjoy the activities offered as they learn and play well with the other children.
- Throughout the school, pupils show enthusiasm and interest in their learning. They are courteous, cooperative and relate well to others. They show consideration and respect for others and have a good understanding of different cultures and faiths.
- Pupils are well behaved in lessons and around the school. In the Year 5 and 6 class, pupils' attitudes to learning and their conduct were often exemplary.
- The school's clear records of incidents show that behaviour is typically good over time. There has only been one exclusion since the previous inspection.
- Pupils have good understanding of bullying and the different forms it can take, including persistent name-calling and physical bullying. However, some were less knowledgeable about cyber-bullying. Pupils reported to the inspector, 'We sometimes have bullying.' However, pupils, and parents and carers, stated that bullying was swiftly and effectively dealt with by the staff.
- Promoting good attendance is a considerable challenge for the school. A few families take their children away for extended time abroad. Furthermore, a high number of pupils move on and remain on the school's register as absent until they are located in their next school. These factors have an adverse impact on the school's overall attendance. A few families are not fully supporting the school's drive to raise attendance, which remains below average.

### **The leadership and management** are good

- The headteacher provides good leadership and educational direction for the school. With her

staff, she has created a positive and purposeful school environment for pupils to learn and develop. Several people, particularly parents and carers, commented on the school's positive, welcoming and supportive ethos.

- Teamwork among the staff is strong, and leaders and staff work well together in promoting good achievement, successful teaching, and good behaviour and safety. Despite the school's efforts, achieving good attendance has been a less successful aspect of the school.
- The school's work is systematically and thoroughly checked. As a result, key leaders and governors have an accurate overview of the school's strengths and where areas need improvement.
- Key leaders, including the deputy headteacher and leaders of English, mathematics, Early Years Foundation Stage and special educational needs, all play an effective role in checking performance and improving their areas of responsibility.
- The local authority has an accurate overview of the school's performance and provides good support. For example, the local authority mathematics team recently carried out a review of achievement and teaching in mathematics to support the school's improvement drive.
- Good emphasis is placed on developing teaching. Senior leaders observe classroom practice and provide constructive feedback to teachers. There are effective procedures for the appraisal and development of staff. Targets set to help staff improve their practice are well linked to pupils' progress and to the school's improvement priorities.
- An interesting range of subjects and topics are provided to promote good achievement and enjoyment for pupils. Art and music are strengths in the school's curriculum. A variety of additional clubs and visits enrich the curriculum.
- All pupils have complete access to the activities provided and the staff strive to ensure that different groups of pupils do as well as they can. Discrimination is not tolerated.
- Pupil premium funding has been properly planned and allocated. Additional support and new learning resources have been provided to help eligible pupils who are at risk of falling behind in literacy.
- The response to Parent View, the school's own survey and the discussions with parents and carers indicate that the vast majority of parents and carers are pleased with the care and education provided for their children. Parents and carers are particularly impressed with the support that is shown to families experiencing difficulties.
- **The governance of the school:**
  - Governance has improved since the last inspection. Members of the governing body possess a wide range of expertise and skills, and these are effectively used to benefit the school. Governors have a good understanding of the school's performance and the community it serves. They have a clear overview of pupils' attainment and progress, and how these compare to schools nationally. Governors also have an accurate view of the quality of teaching. This good knowledge of the school enables them to challenge senior leaders and hold the school to account. Governors understand recent requirements relating to the management of staff performance and ensure that pay and promotion are linked to the progress that pupils make. They check how well the pupil premium funding is spent and the impact the actions have on pupils' achievement. Governors attend a range of appropriate training to increase their effectiveness. They ensure that all safeguarding procedures meet requirements.

## 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

<b>Unique reference number</b>	126413
<b>Local authority</b>	Wiltshire
<b>Inspection number</b>	413162

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

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary Aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	149
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	The Reverend Canon Michael Goater
<b>Headteacher</b>	Vanessa Pile
<b>Date of previous school inspection</b>	6–7 July 2010
<b>Telephone number</b>	01722 554300
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