

# Spetisbury CE (VA) Primary School

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

**Inspection dates** 14–15 May 2014

<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.

- Pupils make good progress in every key stage, including the Early Years Foundation Stage, and achieve well.
- Teaching is typically good in each class. This is because senior leaders regularly check to make sure that pupils do not fall behind in their learning.
- Pupils enjoy learning and have positive relationships with adults and each other.
- Teaching assistants are effective in giving good support to pupils, particularly for disabled pupils and those who have special educational needs.
- Teachers often apply pupils' learning to real-life situations, enriching pupils' experience of a wide range of subjects.
- Pupils behave well, both in lessons and around the school. They support each other well and feel safe.
- The headteacher has a clear vision for the school and this is shared by all staff. This results in a positive, caring ethos where all feel welcomed and included.
- Teaching is carefully checked to ensure that it is effective. The governing body plays an important part in supporting the school and providing appropriate challenge.

### It is not yet an outstanding school because

- Pupils are not always fully challenged in all parts of lessons, particularly the more-able pupils.
- Pupils are not given enough opportunities to check whether they have achieved their targets.
- Marking and feedback do not consistently tell pupils what they need to do to improve their work or provide opportunities for them to respond.

## Information about this inspection

- The inspectors visited 12 lessons taught by eight different teachers, and held meetings with governors, staff, groups of pupils and a representative of the local authority. Three lessons were jointly observed with the headteacher.
- The inspectors observed the school's work and looked at planning documents, monitoring records, data on pupils' progress and attainment, and pupils' work.
- The inspectors took account of the 37 responses to Parent View (the online questionnaire), the latest school survey of parents and one individual letter, together with 19 responses to the staff questionnaire, when reaching judgements about the effectiveness of the school.

## Inspection team

David Shears, Lead inspector

Additional Inspector

Roisin Chambers

Additional Inspector

## Full report

### Information about this school

- Spetisbury CE (VA) Primary is smaller than the average-sized primary school.
- The proportion of pupils supported by the pupil premium, which is extra government funding for pupils known to be eligible for free school meals or in local authority care, is below average.
- The proportion of disabled pupils and those who have special educational needs supported by school action is average. The proportion supported at school action plus or with a statement of special educational needs is below average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The proportion of pupils who start or leave the school other than the normal times is above average.
- A pre-school and before- and after-school provision operate on the same site. All these are managed externally and are subject to separate inspection.

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

- Improve the quality of teaching from good to outstanding by ensuring that:
  - all pupils are fully challenged in every part of the lesson so that they make rapid progress, particularly the more able
  - teachers always give guidance on how pupils can improve their work and provide opportunities for pupils to follow the advice given
  - pupils are enabled to check their own targets independently to see whether they have been successful in their learning.

## Inspection judgements

### The achievement of pupils

**is good**

- Children start school with skills and knowledge that are broadly in line with typical four-year olds. They settle well into school and begin to make good progress in their learning. For example, children made good progress in distinguishing between different sizes, and learning comparative language such as shorter and taller, bigger and smaller.
- In Years 1 and 2 pupils build well on their previous learning, so that by the time they finish Year 2, standards are above average. In one lesson, pupils were being challenged in their understanding of subtraction, including taking away 19 by subtracting 20 and then adding on one.
- In Years 3 to 6 pupils continue to learn well. A larger-than-average number of pupils arrives or leaves during this time. For example, one third of the current Year 6 pupils did not arrive at the school until Year 5, with a similar number leaving at the same time. Despite this, pupils make good progress and leave with attainment that is above average. For example, pupils were seen focusing on improving their writing skills by adding a variety of different features to make it more interesting for the reader.
- Those who are in receipt of the pupil premium funding also make good progress in their learning. As a result, the gaps in attainment between these pupils and other pupils in the school have closed in reading and mathematics. In writing, however, those who are in receipt of pupil premium funding are attaining two terms behind their classmates, although the gap is now beginning to close.
- The school correctly identified that there was a disparity in attainment between boys and girls, particularly in reading. As a result, much work has been done to encourage boys to read and the gap has rapidly closed. For example, both boys and girls were seen making outstanding progress in developing their reading skills as a result of highly effective questioning by both the teacher and the teaching assistant. This made pupils think hard about their learning.
- Disabled pupils and those who have special educational needs are supported well in their learning and so make good progress. This is because the work they are given is tailored to meet their particular needs. However, the progress of the more-able pupils is not as strong because they are not always fully challenged in lessons.
- Additional funding for sport is being used well by the school to enhance provision, such as in gymnastics where staff have received further training to increase their confidence. Specialist staff support teachers in delivering physical education (PE) lessons, and pupils are taking more opportunities to engage in physical activities during break times.

### The quality of teaching

**is good**

- Pupils make good progress because teaching is effective. Teachers plan lessons that are designed to engage and enthuse pupils. Good use is made of technology, such as interactive whiteboards, to enhance learning. Consequently, pupils say that they enjoy learning and have positive attitudes towards their work.
- Teachers have a clear indication of the levels that pupils are working at and this, coupled with their good subject knowledge, ensures that work given to pupils is pitched at the right level. They skilfully make connections in learning between different subjects so that pupils know how it can be applied in different areas of life.
- Teaching assistants are used well to give effective support for pupils. This is particularly true for disabled pupils and those who have special educational needs. As well as giving good support, they also ask pertinent questions to challenge and stimulate pupils to further learning. Further help is given through a range of sessions that give support specifically for learning or behaviour. The school is able to demonstrate that these sessions are effective.
- Classroom displays are used well by pupils to remind them of their learning and to help them in

their work. Both the classroom and outdoor areas are effectively used by children in the Early Years Foundation Stage to support their learning. In particular, the quality of the outdoor area has improved since the last inspection.

- While pupils make good progress, it is not outstanding because sometimes lessons do not fully challenge pupils in lessons. This is particularly true for the more able. Sometimes this is because the most challenging work is not given to them early enough in lessons, limiting the potential for rapid progress.
- Marking and feedback are consistently used to evaluate pupils' work and teachers encourage pupils with positive comments. However, there are not enough indicators to pupils about how they could improve their work or opportunities for pupils to respond to these. Consequently, opportunities are sometimes missed to extend learning further.
- Pupils are still reliant on teachers to tell them when they have achieved a target, rather than being enabled to check this for themselves. This is beginning to be explored in Year 6.

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

- The behaviour of pupils is good. Pupils confirm that behaviour in classrooms is good. They have positive attitudes towards their learning and are eager to please teachers by working as hard as they can.
- While pupils recognise that there are occasional 'fall-outs' in the playground, they know that this is quickly resolved. They have a good understanding of what constitutes bullying and say that this does not happen in school. Both parents and staff who have given their views agree that behaviour is good and that pupils feel safe. Effective support is given to pupils who find good behaviour difficult, and as a result it is improving.
- Pupils enjoying having particular responsibilities in school, such as being a representative on the school council, distributing milk or fruit, and looking after the school pets.
- The school's work to keep pupils safe and secure is good. There is a good range of opportunities for pupils to learn about how to keep themselves safe. These include activities such as cycling proficiency, knowing about Childline, understanding the dangers associated with smoking and, most recently, being aware of the dangers of the internet and how to keep themselves safe when using it.
- Attendance at the school has been broadly in line with the national average. However, pupils were able to make the links between good attendance and good progress and this has meant that attendance has improved this year.
- The behaviour of pupils is not yet outstanding because they are not yet fully involved in assessing their own targets and challenging themselves fully in lessons.

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

- The headteacher has a strong vision for the school, which is shared with all staff. This means that the staff and governors work well together to ensure that pupils make good progress. Senior leaders are accurate in their self-evaluation of the school and have identified the correct areas that need to change in order to improve the school further. The improvement of pupils' writing skills, a key issue from the previous Ofsted inspection report, and the closing of the gap in progress between boys and girls have demonstrated the capacity of senior leaders to improve the effectiveness of the school further.
- Senior leaders rigorously check the quality of teaching and learning, and this information is used to inform pay decisions for teachers. The school has been quick to tackle less effective teaching and this has now been eradicated.
- Leaders of English and mathematics are effective and have correctly identified areas for further development. Leaders of subjects other than English and mathematics are developing well. They have clear action plans for improvement and are monitoring their areas of responsibility by

looking at teachers' planning, checking to see that all areas are covered and that there is a clear development of pupils' skills. There are plans to extend this further by giving them opportunities to observe teaching in their subjects.

- There is a strong focus on a creative curriculum that links areas of learning together and this enriches the educational experience of pupils. This includes opportunities to take part in visits, including residential trips. The provision of sport is a particular strength. A key feature of the curriculum is the promotion of Christian values that support the spiritual, moral, social and cultural development of pupils. The school checks to ensure that all pupils have equal opportunities and that there is no discrimination.
- Checks are made to ensure that no pupils are falling behind in their learning. Any pupils who are at risk of underachieving are identified and given extra support to help them improve.
- The school has good relationships with parents and this is reflected in the positive responses from them on Parent View. Nearly all parents would recommend the school to others.
- The local authority provides good support for the school through an improvement partner. This has included sharing observations of teaching and accessing training through the local authority.

■ **The governance of the school:**

- The governing body has an accurate picture of the school's strengths and areas for development. It is well informed by the headteacher and this means that it has a clear view of how the school is performing compared to other schools nationally. It uses this information to ask challenging questions so that it can help the school to improve further. Its next step is to be able to analyse external data for itself. Governors are informed about the quality of teaching and how this relates to teachers' pay, and they ensure that the performance management of the headteacher is completed. The governing body is aware of how both the pupil premium funding and the sport funding are used and there is evidence that this is already having an impact. The governing body recognises the need to find more ways to engage with parents. Governors make sure safeguarding arrangements meet current national 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>	113826
<b>Local authority</b>	Dorset
<b>Inspection number</b>	439627

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>	168
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Maureen Davey
<b>Headteacher</b>	Jane Minett
<b>Date of previous school inspection</b>	June 2009
<b>Telephone number</b>	01258 452107
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