

# Semley Church of England Voluntary Aided Primary School

Semley, Shaftesbury, SP7 9AU

<b>Inspection dates</b>	20–21 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.

- The progress of most pupils is good, with some making outstanding progress, particularly in reading.
- Pupils eligible for the pupil premium often make better progress than that of other pupils.
- Teaching is good because teachers work hard to make their lessons interesting and fun. They are careful to involve all pupils by asking lots of questions.
- Pupils have good attitudes to their lessons and are enthusiastic and engaged.
- Pupils' behaviour throughout the school is good. Pupils play well together and are respectful of the school, the adults in it and other pupils.
- The school provides a very safe and nurturing environment. Pupils and parents recognise this and pupils' attendance is above average.
- The new headteacher has made a good start in identifying the strengths and weaknesses of the school.
- School leaders are committed to providing an inspiring and innovative range of opportunities for pupils. The special events, such as Art Week and Forest Schools, contribute to this.
- Governors know the school well and provide a good level of challenge and support.

### It is not yet an outstanding school because

- In some lessons, the expectations of pupils are not high enough and this means that they do not always produce work of a good enough standard.
- Teachers' marking does not always help pupils to understand what they need to do to improve.
- Middle leaders are not yet having sufficient impact on school improvement by holding teachers to account for the achievement of pupils.

## Information about this inspection

- The inspector observed seven lessons as well as carrying out shorter visits to classes and listening to children read. Most lessons were jointly observed with the headteacher and, in some of these cases, the inspector observed the headteacher giving feedback to the teacher.
- The inspector also met with pupils, both formally and informally, and held meetings with governors and several members of staff. A telephone conversation was held with a representative of the local authority.
- The inspector looked at the work pupils had been doing in their books.
- In addition, the inspector scrutinised a wide range of evidence provided by the school. This included the self-evaluation and development plan, information on how well pupils are doing, minutes of governors' meetings, records of work to improve the quality of teaching and documentation relating to safeguarding.
- The inspector met informally with parents and also took into account the results of the school's parental questionnaire and the 37 responses to the Ofsted online questionnaire (Parent View).

## Inspection team

Martyn Kitson, Lead inspector

Martyn Kitson, Lead inspector

## Full report

### Information about this school

- Semley is smaller than the average-sized primary school. Many year groups have small numbers, which can affect any statistical comparisons of pupils' attainment and progress over time.
- The number of pupils eligible for the pupil premium, which provides additional funding for children in the care of the local authority and pupils known to be eligible for free school meals, is low compared with the national average.
- The proportion of disabled pupils and those with special educational needs supported through school action is average, as is the proportion supported at school action plus or with a statement of special educational needs.
- Almost all pupils are White British, with only extremely small numbers speaking English as an additional language.
- The proportion of pupils joining or leaving the school at different times is greater than that seen nationally.
- The school meets the government's current floor targets, which set the minimum expectations for pupils' attainment and progress in English and mathematics.
- The headteacher has been in post since April 2014.

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

- Increase the amount of good and outstanding teaching by ensuring that teachers:
  - challenge all pupils to do their best so that they know what is expected of them in lessons and over time
  - improve the quality of their marking so that it clearly shows pupils what they need to do to improve
  - follow up the advice given to them after lesson observations and other monitoring activities and have the opportunity to discuss the feedback they are given.
- Improve the impact of middle leaders by:
  - enabling them to take greater responsibility for checking how well teachers are doing
  - helping them to hold teachers to account for the progress of the pupils they teach.

## Inspection judgements

### The achievement of pupils is good

- The level of educational development of children when they enter the school is generally above national expectations. Children make good progress in the Reception class because the provision is good and they usually enter Key Stage 1 at levels that are above national expectations.
- Pupils' attainment at the end of Key Stage 1 is generally above average, although results in 2013 were only average, albeit with a very small cohort. Pupils currently in Year 2 are making good progress and their attainment is once again above average.
- Young pupils read with fluency and expression, helped by the school's promotion of a positive reading culture.
- Standards in Key Stage 2 have risen steadily over the last three years and are now above average. Pupils' overall progress in Key Stage 2 in 2013 was good, and particularly so in reading and mathematics. In English, pupils can express what they think about a particular situation and can use imaginative vocabulary to describe it. In mathematics, pupils are able to discuss their mathematics using appropriate vocabulary and can explain the reasons behind the decisions they make when solving problems with fractions.
- Pupils' progress in writing was not as good in 2013, mainly because the most able pupils failed to reach the higher levels. Pupils currently in Year 6 are making good progress and the recently introduced writing programme is already having a positive effect on pupils' writing.
- Pupils who are eligible for the pupil premium make better progress and attain higher standards than other pupils in all subjects because of the effective use of this extra funding.
- Disabled pupils and those with special educational needs are well supported, enabling them to make progress in line with others.
- Pupils' achievement is not yet outstanding because pupils are not always challenged to do their best.

### The quality of teaching is good

- Teaching is good and some is outstanding, resulting in pupils now making good progress in reading, writing and mathematics.
- Teachers have good relationships with pupils and know what support individual pupils need to make progress. They work hard to make sure their lessons get the pupils' interest and plan different activities for pupils in their classes with different needs. This reflects the school's good promotion of equality of opportunity.
- Teachers use a range of strategies to make their lessons interesting and effective. For example, in one lesson, the teacher used artist Andy Goldsworthy's black holes as a stimulus for pupils to write imaginatively about how they would feel about falling into a black hole.
- In lessons, pupils have many opportunities to ask questions or to take part in discussions and they take advantage of these opportunities to further their learning.
- Extra support is provided by additional adults in the classroom and the school uses the expertise of parents and members of the local community to enhance the lessons that are planned for pupils.
- In the Reception class, children benefit from a stimulating classroom. Teachers provide many opportunities for children to learn on their own and so develop a love of learning, and this helps them to make good progress. Detailed records are kept of children's progress.
- Some teachers do not always make it clear to pupils what they are capable of achieving, particularly the most able pupils who are not always given work challenging enough to ensure that they do their best.
- Teachers' marking does not always show pupils clearly enough what they need to do to improve.

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

- The behaviour of pupils is good. There is virtually no disruptive behaviour in lessons that could prevent other pupils from making progress. Pupils are engaged and well motivated to succeed, due to the positive attitudes to learning they have developed.
- Pupils' attitudes to school are very positive and their conduct, both during and outside lessons, is good. This helps them to make good progress. They relate well to each other and respond well to their teachers and other adults in the school. There have been no exclusions in the last three years.
- Pupils conduct themselves sensibly around school and demonstrate courtesy and good manners. They clearly enjoy being at school and children's laughter is a regular feature of this school.
- Bullying is rare. Pupils are confident about approaching an adult if they have a concern and know that bullying is effectively dealt with if it should occur. They know about cyber bullying and have been told how to deal with it.
- The school's work to keep pupils safe and secure is good. The school provides a safe non-discriminatory environment, and parents and their children agree. Pupils know about e-safety and keep it in mind when using computers.
- Pupils' attendance is above average and has been improving due to the school's firm approach. Pupils are punctual, with only a small number of latecomers to lessons.
- The school keeps accurate and detailed records of incidents of poor behaviour. However, the school does not analyse this data to establish trends or to explore ways of reducing the number of incidents.
- The school has not systematically canvassed the views of pupils so is not fully aware of what pupils think of their school and what changes they would like to see implemented.
- Parents are almost unanimous in their support for the school and are fulsome in their praise.

**The leadership and management are good**

- The school's leadership team has a vision for the school that is shared by all staff, governors and parents. There are clear plans for improving the school and building on the successful changes that have already been made.
- The new headteacher has accurately identified the school's strengths and weaknesses and this is reflected in the current improvement work the school is carrying out. The headteacher and her team know how well each pupil is doing and arrange for additional support where necessary.
- The school has rigorous procedures for making sure teachers are effective in the classroom. However, the school focuses too much on lesson observations and does not supplement this with other ways of checking whether teachers are effective. Also, leaders do not always check whether teachers are responding to the advice given to them.
- The school sets challenging targets for teachers and there are now clear links to pay. The recent underperformance of some past teachers has been robustly attended to.
- The school has a lively and creative curriculum that children find appealing. It is enriched by special events such as themed weeks and visits linked to what pupils are studying. Pupils are taught about other faiths and cultures and have a good appreciation of art and music.
- The school is making good use of the new primary sport funding by providing specialist sports coaching and by training teachers in specific aspects of physical education and dance. The funding is already having an impact in terms of pupils' greater participation in sporting activities and teachers being better able to teach physical education themselves.
- Middle leaders are keen to contribute to school improvement but do not yet have sufficient impact on pupils' achievement because they are unable to hold teachers to account.
- The local authority has provided basic support to the school, ensuring that it continues to

improve and make progress.

■ All safeguarding arrangements meet statutory requirements.

■ **The governance of the school:**

- Members of the governing body are committed to improving the school and have a good understanding of the school’s self-evaluation and of the quality of teaching.
- Governors inform themselves about how well the school is doing through regular visits that include reviewing performance data and updates from the headteacher on school performance. They fully grasp this information, and know which groups of children are performing well, for example, and how the new primary sport funding is being used. They are increasingly holding the headteacher to account for the work of the school and they understand how teachers’ pay is linked to their performance.
- Governors attend regular training on all aspects of their role, manage the budget efficiently and fulfil all their statutory duties.

## 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>	126439
<b>Local authority</b>	Wiltshire
<b>Inspection number</b>	439606

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>	121
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Lady Harriet Egerton
<b>Headteacher</b>	Mrs Julia Stokes
<b>Date of previous school inspection</b>	24 June 2009
<b>Telephone number</b>	01747 830427
<b>Fax number</b>	01747830427
<b>Email address</b>	admin@semley.wilts.sch.uk



Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit [www.parentview.ofsted.gov.uk](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

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, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2014

