

Severn View Academy

Bisley Old Road, Stroud, Gloucestershire, GL5 1NL

Inspection dates

17–18 June 2014

| Overall effectiveness | Previous inspection: | Not previously inspected |
|--------------------------------|----------------------|--------------------------|
| | 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 make good progress and achieve well in reading, writing and mathematics. The standards they reach in these subjects are rising quickly.
- Teaching is typically good. The content of lessons interests and engages pupils so they learn well. Good marking is helping pupils know how they can do even better.
- Since becoming an academy, the Principal has created an ethos where good behaviour is flourishing. Pupils trust the adults who care for them and they feel safe.
- Children in the Early Years Foundation Stage make very good progress and achieve well.
- Pupils who are eligible for additional funding and those who receive support with their learning make good progress from their starting points.
- The Principal demonstrates strong leadership and is determined that only the best education is good enough for her pupils. All staff share this ambition and commitment to keep improving. This is helping the academy to achieve its goal of being the 'beacon on the hill'.
- The governors know the academy's strengths. They hold leaders to account for continued improvement. This has resulted in pupils achieving well.
- The standard of artwork is outstanding. This is making a very positive contribution to developing pupils' spiritual, moral, social and cultural development.

It is not yet an outstanding school because:

- Some pupils do not take enough care with the presentation and handwriting in their written work. Teachers, on occasions, accept untidy work and poor handwriting. The quality of some written work is then not of a high enough standard.
- Targets and timescales in improvement plans are too long. They lack termly checks so that leaders and governors can regularly monitor the difference their actions are having on further improvements.

Information about this inspection

- Inspectors observed eight lessons. Four observations were carried out jointly with the Principal of the academy. Inspectors observed one school assembly and visited the breakfast club and after-school club.
- Meetings and discussions were held with the Principal, senior teachers, members of the governing body including the Chair of the Governing Body, and a representative from the academy sponsor, Academy Enterprise Trust (AET).
- Inspectors met with pupils to discuss their work and views about behaviour. An inspector heard a group of Year 1 and Year 2 pupils read. The inspector observed pupils at break time and lunchtime.
- Inspectors took account of four responses to the Ofsted online questionnaire, Parent View, and 11 staff questionnaire responses.
- Inspectors observed the academy’s work and looked at a range of documents, including the academy’s plans for improvement, information on pupils’ progress, lesson plans and records relating to behaviour and attendance.

Inspection team

Catherine Leahy, Lead inspector

Her Majesty’s Inspector

Jane Neech

Her Majesty’s Inspector

Full report

Information about this school

- Severn View Academy is sponsored by the Academies Enterprise Trust (AET).
- This academy is smaller than the average-sized primary school with four mixed-aged classes.
- Almost all pupils are of White British backgrounds.
- The proportion of pupils supported through the pupil premium is above average. This is additional funding for pupils known to be eligible to receive free school meals, those in local authority care and pupils with a parent or carer in the armed forces.
- The proportion of disabled pupils and those with special educational needs supported at school action is average. The proportion of pupils supported at school action plus or with a statement of special educational needs is above average.
- The academy meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The academy has a daily breakfast club and after-school club which are run by the governing body.
- The academy has a nursery and children's centre on its premises which are managed separately. They are not subject to this inspection. Their most recent inspection report can be found at www.ofsted.gov.uk
- In September 2012, Severn Academy became a sponsor-led academy, becoming part of the Academy Enterprise Trust.

What does the school need to do to improve further?

- Improve pupils' handwriting and presentation so that standards in writing continue to rise by:
 - drawing up a set of guidelines which all pupils understand for presenting their written work
 - ensuring teachers place greater emphasis and expectations on pupils to produce a high-quality of presentation when writing
 - checking that pupils' handwriting is neat, legible and correctly formed in all written work.
- Refine the academy's improvement plan by:
 - setting out measurable short-term targets so that leaders and governors can check the difference their actions are making
 - recording when to check progress on actions and who is responsible.

Inspection judgements

The achievement of pupils is good

- Standards of attainment and rates of progress are good. The academy rigorously checks how well pupils are doing and puts actions in place if pupils are at risk of falling behind.
- Children begin school with skills and knowledge well below the levels expected for their ages, particularly in language and communication. They make very good progress in the Early Years Foundation Stage and most children enter Year 1 with good levels of development. Close links with the on-site nursery and children's centre are ensuring more children start school ready to learn. They settle into school routines quickly and no time is lost. As a result, they develop their literacy and numeracy skills well.
- Differences in the number of pupils within the often very small year groups lead to variations in results at the end of Key Stages 1 and 2. Nevertheless, by the end of Year 2 and Year 6, pupils reach at least the expected levels for their age in English and mathematics. An increasing number reach the higher levels. This is particularly the case for girls in reading where over 60% reach higher than expected levels at the end of Key Stage 2.
- Progress is good in all year groups. Half of all pupils are making better progress than is expected in English and mathematics, relative to their starting points. The school's data show the current Year 5 and Year 6 are on course to attain the higher levels, particularly in reading and mathematics.
- Pupils learn to use their knowledge of letters and sounds to tackle unknown words. Nearly all pupils in Year 1 reached the standard expected in the phonics check in 2013. As they move up through the school, pupils develop a love of books and they experience a wide range of texts. Pupils benefit from listening to stories read by their teachers every day.
- Achievement in art is outstanding. Pupils study a range of artists' styles. Examples of stunning and highly creative work completed by pupils are displayed around the academy. This is having a positive impact in developing pupils' social, moral, spiritual and cultural awareness.
- Pupils who are eligible for the additional funding through the pupil premium make good progress from their starting points. The academy has wisely chosen to invest in staffing to ensure these pupils receive the support they need. They also attend the well-run breakfast club which enables them to start the day on time, ready to learn. Consequently, the academy's information shows these pupils generally achieve as well as their classmates.
- Disabled pupils and those who have special educational needs make good progress from low starting points. Staff make sure pupils are fully involved in class sessions through high-quality group and individual support. Well-tailored literacy and numeracy interventions are supporting their good progress.
- The relentless focus on improving standards and rates of progress for all pupils is evident. The academy is a place of learning for all families, children and staff. However, the school understands achievement is not yet outstanding because the quality of written work and handwriting is not consistently high for some pupils.

The quality of teaching is good

- Teaching in the academy is good. Teachers boost pupils' confidence and enjoyment in learning by setting them tasks that interest them. Consequently, pupils are highly motivated and eager to achieve well. Pupils in Years 3 and 4 worked intently in pairs to round numbers. The level of challenge increased throughout the lesson enabling pupils to test out their understanding of number and place value.
- Children in the Early Years Foundation Stage learn quickly during the Reception Year. Effective questioning helps these young children think deeply so they learn well. In one lesson, the teacher skilfully developed their language and vocabulary through a class story, 'Pirate dinosaurs'. The children delighted in thinking up new words and phrases to describe the actions

in the story.

- Teachers use their detailed subject knowledge in English and mathematics to plan carefully. This ensures teachers adapt literacy and mathematics activities to suit pupils in the mixed-aged classes. Teachers check pupils' learning during lessons by asking searching questions to test pupils' understanding. They quickly change the activities where needed in the lesson. Most staff plan extra challenges to stretch the most able pupils. This is improving their chances of reaching the higher levels.
- Examples of high-quality marking were seen during this inspection. Detailed comments, linked to the learning objective for the lesson, are provided by the teachers. Pupils are then given time to read and respond to these comments. Pupils value this support and are clear this is helping them understand what they need to do to improve.
- Teaching assistants provide effective support, particularly for disabled pupils and those with special educational needs or pupils eligible for extra funding. They work closely with the teachers alongside pupils to help them understand their work. Parents and carers appreciate the high-quality support their children receive and the very strong relationships between staff and their children. This positive climate for learning is enabling pupils to make increasingly good progress.
- Homework is set each week. Pupils use this opportunity well to develop their number skills and mental recall in mathematics using information technology. Girls say they like the games and boys enjoy the challenge. A lunchtime club supports pupils who choose to complete homework in school and use the academy's impressive range of information and communication technology (ICT) equipment.
- On occasions, staff accept untidy and poorly presented writing because their expectations are not high enough. This means that in some cases pupils are not being sufficiently encouraged to produce the work of which they are capable.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. When the academy opened in September 2012, leaders identified an urgent need to improve pupils' behaviour. Clear systems, which pupils and parents and carers understand, are now in place. Teachers' explanations of how they expect pupils to behave and why this is important have ensured a transformation in pupils' attitudes to learning. Governors comment, 'This academy is now unrecognisable.' Pupils report that poor behaviour and low-level disruption are rare.
- As a result of the improvement in behaviour, pupils are keen to come to school. Attendance has risen to the national average. Steps taken to enable all pupils to attend each day, such as invitations to attend breakfast club, have had a very positive effect. This gives all pupils the best chance to do as well as they can. Attendance is rising for all groups of children. Parents and carers who spoke with inspectors were, without exception, highly appreciative of the work of the academy, particularly the work with those at risk of not doing as well. The few responses to Ofsted's online questionnaire, Parent View, are also positive about the academy.
- The academy's work to keep pupils safe and secure is good. Pupils report there is rarely any bullying or name calling but they are confident to speak to any adult if they feel unsafe. Pupils are knowledgeable about how to keep safe on the internet as this topic is covered each year in their classes.
- Playtimes and lunchtimes are happy and sociable occasions. Pupils say they feel safe in the grounds of the academy due to the new perimeter fencing with electronic gates. Adults are clearly visible in the playground and all staff and pupils relate well to each other. High-quality equipment enriches pupils' playtime experiences.
- Behaviour is not yet outstanding because occasionally some pupils do not always take enough pride in their handwriting and written work.

The leadership and management are good

- The vision and strong drive of the Principal have led to improvements in all areas of the academy's work. Leaders, staff and governors share in this vision to provide the best education so that no pupil is discriminated against. This has earned her the respect and trust of the staff and parents and carers. The staff questionnaires are overwhelmingly positive about the leadership of the school. Staff are proud to teach at this academy.
- The school's sponsor, Academies Enterprise Trust (AET), contributes well to the education of pupils. It knows the school's strengths and holds leaders to account for pupils' achievement. Middle leaders from the academy take part in training with local AET schools. This has increased their subject knowledge in mathematics and improved their work with disabled pupils and those with special educational needs. Teachers are now using information kept on pupils' progress more effectively to plan their next steps in learning.
- The procedures to manage staff performance are robust. All staff targets are closely linked to ensuring that pupils make good progress. This has raised achievement. Underperformance is tackled robustly so that teaching is consistently good.
- Subjects are taught through a range of interesting topics such as 'Global detectives'. These topics are brought to life through planned trips and visits to places of interest such as Warwick Castle. Pupils' spiritual, moral, social and cultural development is promoted well. Pupils in Year 6 visited the Houses of Parliament in London during the inspection and were thrilled to watch a live debate in action. Pupils learn about other religions in religious education. Displays in the academy provide further information for pupils to broaden their understanding of other faiths.
- The sports funding is used effectively to provide specialist coaches to run sessions at lunchtimes. As a result, pupils play and socialise well at lunchtimes. Further sessions are offered during 'Thrilling Thursday' to extend the range of activities on offer such as activities to develop their healthy lifestyles. The physical education subject leader checks the quality of this work and its impact. Opportunities to compete against local schools have increased. This has helped pupils develop confidence and self-esteem.
- Pupils are encouraged to take on roles of responsibility. Pupil Academy Leaders support their friends at lunchtimes and check pupils are behaving well. As a result, pupils say they enjoy their break times.
- The academy fosters very good relationships with vulnerable pupils and their families. Parents and carers appreciate this support. The school has strong links with local services and ensures all pupils have access to the services they need. All pupils attend trips, including the recent residential to the Isle of Wight. Consequently, equality of opportunity is at the heart of the academy's work.
- Additional government funding is used effectively so that pupils achieve well. The investment in extra staffing is also supporting disabled pupils and those with special educational needs well. Consequently, pupils' attendance and behaviour have now improved and all pupils have an equal chance to achieve well in this inclusive school.
- All safeguarding policies and procedures meet statutory regulations and are effective. The academy carries out the necessary checks on staff to ensure their suitability to work with children. All staff have the required training. The academy sponsor, AET, has provided practical support by improving site security.
- The academy has effective robust systems for checking the quality of its work. The drive to improve planning, teaching and marking is also having a positive impact on raising standards. Leaders check teaching and pupils' work to identify actions to improve progress. The academy has drawn up plans for improvement which focus on improving outcomes for all pupils. However, some timescales to achieve these outcomes are too long. Targets lack termly checks so that leaders and governors can regularly monitor the difference their actions are having.
- **The governance of the school:**
 - Governors have been instrumental in working closely with the Principal and leaders to drive forward the actions needed to improve the academy. They share the Principal's belief that

each pupil deserves the best possible education. Governors provide both challenge and support for the academy. Although this academy is independent of the local authority, the governing body benefits from a local authority advisor who is a member of the governing body. All governors receive up-to-date information and training. As a result, they are well placed to question school leaders effectively. They are knowledgeable about the rates of progress over time in each year group and the standards reached by the pupils compared to national statistics. Governors monitor the quality and impact of teaching and scrutinise data about pupils' progress. The governing body makes informed decisions about staffing, salary progression and the budget to support further school improvement. Clear links are established between the quality of teachers' performance and their pay with the result that teaching continues to improve.

- Governors understand the needs of different groups of pupils. They are clear how the pupil premium funding is being used and the success achieved in closing the gap in attainment between these pupils and their peers. The use of the sports funding is discussed in governing body meetings. Governors check that an increasing number of pupils are taking part in sporting activities and benefiting from learning new skills.

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 | 138782 |
| Local authority | Gloucestershire |
| Inspection number | 440075 |

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

| | |
|--|---------------------------------|
| Type of school | Academy sponsor-led |
| School category | Primary |
| Age range of pupils | 4–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 74 |
| Appropriate authority | The governing body |
| Chair | Tony Cleaver |
| Principal | Claire Wirth |
| Date of previous school inspection | Not previously inspected |
| Telephone number | 01453 766328 |
| Fax number | 01453 766328 |
| Email address | contactus@severnviewacademy.org |

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. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email 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, or look for the link on the main Ofsted website: 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.

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
W: www.ofsted.gov.uk

© Crown copyright 2014

