

St Martin's CofE Voluntary Aided Primary School

Shady Bower, Salisbury, Wiltshire SP1 2RG

Inspection dates

8–9 May 2019

Overall effectiveness	Requires improvement
Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Requires improvement
Outcomes for pupils	Requires improvement
Early years provision	Requires improvement
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a school that requires improvement

- Since the previous inspection, leaders' actions have not improved pupils' achievement and progress and the quality of teaching well enough. The pace of improvement over time is not fast enough.
- Pupils' progress and attainment in key stage 2 in reading has been too low and is not improving rapidly.
- Teaching does not help pupils who fall behind with their reading in key stage 1 to catch up quickly.
- Teachers do not have high enough expectations of the most able pupils. As a result, these pupils do not make enough progress across the school.
- Middle leaders do not use their checks on pupils' learning to ensure that all teaching is good.
- Teaching does not deal with pupils' misconceptions or build on what they already know. This hinders the progress that pupils make.
- Attendance remains too low. Despite some improvements, too many pupils do not attend school regularly.
- Leaders and governors have not evaluated the impact of additional funding for disadvantaged pupils precisely. As a result, disadvantaged pupils do not achieve as well as they should, especially in reading.
- Teaching is not closing gaps in pupils' mathematical knowledge effectively. Pupils do not solve problems or deepen their understanding of mathematics well.
- Leaders and governors do not use information about pupils' achievements well enough to make sure that all pupils make strong progress.

The school has the following strengths

- Children in the early years settle well to school life and enjoy learning.
- The acting head teacher is working determinedly with governors and local authority officers to bring about improvements.
- The teaching of phonics is effective. More pupils in key stage 1 are now able to read fluently as a result.
- Leaders promote pupils' spiritual, moral, social and cultural development well.

Full report

What does the school need to do to improve further?

- Improve the effectiveness of leadership and management by:
 - ensuring that senior leaders make more rapid and sustained improvements to teaching, learning and assessment
 - ensuring that middle leaders monitor and improve standards in their areas of responsibility
 - developing leaders' use of the school's assessment system across the curriculum, so that leaders check the progress of individuals and groups and evaluate the effectiveness of teaching
 - taking effective action to improve attendance and reduce persistent absence.
- Improve the effectiveness of governance by:
 - making sure that governors have a full and accurate overview of the impact of the pupil premium funding on the progress and attendance of disadvantaged pupils
 - developing governors' monitoring roles, so that they can hold leaders to account more stringently.
- Improve the quality of teaching, learning and assessment by ensuring that teachers:
 - improve the progress that pupils, including disadvantaged pupils, make in reading across the school
 - plan learning which meets the needs of pupils and builds on what they already know and can do
 - improve the progress that most-able pupils make across the curriculum
 - improve the teaching of mathematics, so that pupils apply their knowledge to solving problems and reasoning
 - respond to pupils' emerging needs, errors and misconceptions in lessons, so that all pupils make good progress.

External reviews of the school's use of pupil premium funding and of governance should be undertaken, in order to assess how these aspects of leadership may be improved.

Inspection judgements

Effectiveness of leadership and management

Requires improvement

- Leaders have not brought about good teaching, learning and assessment, or improved pupils' outcomes well enough. Together, the acting head teacher and associate headteacher have a clear and accurate view of the school's strengths and weaknesses. Leaders know that the pace of improvement has not been rapid enough.
- Leaders of mathematics and English are enthusiastic and knowledgeable about their subjects. They have identified priorities for improvement and have provided training for their colleagues. However, they have not provided teachers with the precise support and guidance needed to make sure that teaching is consistently good.
- Leaders have adjusted the curriculum so that reading is taught every day. They have provided training for staff which is improving teachers' questioning and ensuring that pupils read more demanding materials. This is leading to steady improvement. Nevertheless, the approach is not consistent across classes. Leaders know that the changes need more time to embed, so that all pupils make good progress.
- Leaders do not use teachers' assessments of pupils' progress and achievement well enough to make sure that pupils make strong progress across the school. The information is not reviewed sharply, so that leaders and teachers can intervene quickly if pupils fall behind. Consequently, pupils, including the most able, do not always make the progress that they should.
- The outcomes for pupils with special educational needs and/or disabilities (SEND) are too variable across the school. Leaders' checks on the quality of provision are not ensuring that teaching always meets pupils' needs.
- However, leaders provide effective support for the social and emotional needs of pupils with SEND. This includes providing additional help for their social development through activities such as Forest School. This is improving pupils' confidence and making the school more accessible for pupils with additional needs
- Leaders have not identified disadvantaged pupils' barriers to learning precisely. This means that they do not always match support in class closely enough to pupils' needs. As a result, disadvantaged pupils do not make consistently good progress, especially in reading.
- Leaders use the primary physical education (PE) and sport funding well. They have increased pupils' rates of participation in sporting competitions and extra-curricular clubs. In addition, they have provided professional development for teachers to improve the quality of teaching in PE.
- Pupils' spiritual, moral, social and cultural development is a strength. Pupils learn to understand other faiths and cultures and told inspectors that the school's diversity helps them to respect and appreciate others' views. They benefit from strong teaching of art as well as the opportunity to learn a musical instrument. They gain an understanding of democratic processes through the democratic election of school councillors and classroom monitors. They describe how the school's curriculum teaches them how to get on well together.

- The curriculum is broad and balanced. Subjects such as science and art enthuse and interest pupils. Leaders have recognised that they need to make sure that all subjects are planned well enough to build the knowledge and skills that pupils need to succeed in each subject area. However, subject leadership in the foundation subjects is currently not effective.
- Staff, including those in the early stages of their careers, are positive about recent changes and the collaborative approach to school-wide improvements.

Governance of the school

- Governors are committed to improving the school. However, they do not receive the precise information that they need to check that leaders' actions are improving teaching and pupils' progress.
- With the support of the local authority, governors are undertaking training and know their statutory duties. They now have a more accurate view of the school's effectiveness and are clear about the strengths and weaknesses of the school's work.
- Over time, governors have not held leaders to account sufficiently for the impact of additional funding on disadvantaged pupils' achievement and attendance.
- Governors oversee the school's safeguarding arrangements effectively.

Safeguarding

- The arrangements for safeguarding pupils are effective.
- There is a strong culture of safeguarding within the school. Staff are well trained and alert to signs of harm to pupils. Staff vetting checks are thorough, and records are meticulously maintained.
- Leaders contribute well to plans for pupils who are at risk of harm. They liaise well with external professionals and are proactive in seeking and providing support at the earliest stages of concern.
- Pupils say that they feel safe in the school and know how to stay safe in a range of situations, including online. Most parents and carers agree that the school is a safe place.

Quality of teaching, learning and assessment

Requires improvement

- The quality of teaching varies across classes and subjects. Too often, teachers do not use assessment well enough to match work well to pupils' abilities. As a result, teaching does not consistently promote positive attitudes to learning and persistent effort in all lessons and tasks, including for the most able pupils.
- Teachers do not always spot pupils' misconceptions effectively in lessons or question pupils well to check their understanding. As a result, some pupils do not make enough progress in class and subsequently lose interest in their learning.
- Teaching assistants usually provide effective support for pupils with SEND, individually and in small groups. However, the work that teachers set these pupils is not always

matched to their specific targets well enough. At times, pupils with SEND are required to complete tasks which are too difficult for them.

- The teaching of mathematics across the school is not consistently good. Teachers are developing pupils' recall of number facts and their accuracy in calculation. However, pupils' workbooks show that there are weaknesses in pupils' ability to solve problems and apply their knowledge. The sequencing of learning does not help pupils to deepen their understanding before moving on to a new topic.
- The teaching of early reading is improving. Phonics is taught well, and most pupils in key stage 1 use their knowledge of sounds to tackle unfamiliar words. This is improving pupils' progress in understanding what they read. A small number of less-able pupils still do not receive effective support to catch up with their peers and to understand their reading.
- In key stage 2, recent improvements to the teaching of reading are beginning to improve pupils' comprehension. In some lessons, teachers develop pupils thinking by asking carefully planned questions which probe understanding and help pupils to explain ambitious vocabulary. For example, in one lesson pupils were able to explain how the negative mood of a character was shown by the use of the metaphor: 'the sky isn't always blue'.
- In some reading lessons, however, teachers do not effectively build on what pupils already know and can do. Teachers also do not challenge some pupils, including disadvantaged pupils and the most able, to read widely enough and to extend their knowledge of authors and styles.
- Guidance offered to pupils to improve their writing is not used well enough to address weaknesses in spelling, punctuation and grammar. The most able pupils do not always write at the higher standards that they are capable of across the school. Teachers' expectations of the standard of pupils' handwriting have, however, risen, and pupils write at length more frequently.
- In subjects other than English and mathematics, pupils' books show that teaching does not build pupils' knowledge and skills effectively over time. The teaching of art is highly effective.

Personal development, behaviour and welfare

Requires improvement

Personal development and welfare

- The school's work to promote pupils' personal development requires improvement.
- Teaching does not always promote pupils' development as learners well. Where teaching is not well matched to pupils needs, some pupils become inattentive or lose interest in their learning easily.
- The school promotes pupils' emotional well-being effectively. Staff teach pupils how to manage their emotions and to show consideration for others. Additional pastoral guidance supports the well-being of pupils who need extra help.

- The school encourages pupils to stay fit and well. They enjoy taking part in physical activities such as the 'golden mile' and know the importance of healthy eating.
- Pupils support the school's values of tolerance and inclusion. Relationships between pupils and staff are strong. Leaders encourage pupils to take on additional responsibilities and contribute to the wider community, by leading fundraising activities and representing the school at events such as carol concerts.
- Pupils have a good understanding of how to stay safe, including when online.

Behaviour

- The behaviour of pupils requires improvement.
- Leaders have revised their procedures to improve pupils' attendance and to reduce the number of pupils who do not attend school regularly and have introduced positive measures to reward good attendance. However, published information and the school's current records show that attendance still remains lower than the national average. Although improving, rates of attendance are not rising rapidly enough.
- Pupils conduct themselves well throughout the school day. The school is a calm and orderly environment. Pupils behave well in the school's breakfast club.
- Leaders have helped pupils at risk of exclusion with individualised support and by adapting the curriculum to meet their needs. The number of fixed-term exclusions is decreasing.
- Pupils say that they feel safe and that incidents of misbehaviour are rare. Most pupils and parents are confident that adults deal swiftly and robustly with allegations of bullying. School records confirm leaders' proactive approach to preventing poor behaviour and bullying.

Outcomes for pupils

Requires improvement

- The proportion of pupils who achieve the standards expected of them in reading, writing and mathematics at key stage 2 is too low. It has been below the national average in recent years. Older pupils currently have gaps in their knowledge, skills and understanding, especially in mathematics.
- Teaching does not currently challenge the most-able pupils to achieve as well as they should. As a result, too few pupils attain at a high standard in key stage 1 and key stage 2.
- The proportion of disadvantaged pupils who attain at the standard expected of them is too low and still below that of other pupils nationally and in the school. No disadvantaged pupils have achieved the higher standards at key stage 2 for the last three years.
- In 2018, the progress of disadvantaged pupils in reading and mathematics was well below that of other pupils nationally. Current pupils' workbooks show that their progress is still not consistently good.
- Pupils' knowledge and skills are not developed well enough in foundation subjects, especially science, history and geography.

- Attainment at key stage 1 has been below national averages for a number of years. Current work shows the progress of pupils in key stage 1 is improving towards that of other pupils nationally.
- The proportion of pupils achieving the expected standard in the phonics screening check is close to the national average. Pupils of middle and higher ability are making stronger progress with their reading as a result. A small number of pupils require further support to catch up in their understanding of phonics and to develop their understanding of reading.
- Work in pupils' books shows that those with SEND do not make consistently good progress. Pupils do not always have the knowledge that they need to move on to more complex tasks.
- Pupils in key stage 2 read with fluency, and their understanding and interpretation of texts is improving. More-able pupils across the school do not read widely enough from a range of high-quality texts. Pupils who need support in key stage 1 are not making the strong progress required so that they catch up.

Early years provision

Requires improvement

- Leaders have an accurate view of the strengths and weaknesses of the provision and an action plan which has identified key areas for improvement. Recent professional development from the local authority has helped adults in the setting to improve the quality of their observations and assessments. This work is recent and so is only just beginning to have a positive impact on children's progress.
- Children join Reception Year with skills and knowledge broadly below those typical for their age. The proportion who attain a good level of development at the end of their Reception Year has been too low in recent years, and too many children have not been well prepared for Year 1 as a result. Children are beginning to make stronger progress as a result of higher expectations from the staff now in place. However, boys, girls and disadvantaged pupils are not all progressing equally well in the current Reception Year.
- The staff team makes thorough and regular assessments of children's work and learning. Parents appreciate the information which is shared with them. Teaching staff read with children regularly and help parents to hear their children read at home.
- The information that adults collect about children's achievements is being used with increasing precision to plan next steps in learning which build on what they know and can do. However, records of children's learning show that teaching does not challenge the most able children well enough to help them to exceed a good level of development.
- The teaching of phonics and early reading skills is effective. Children use their phonic knowledge to read and spell words. Inspectors observed children using numbers well, combining numbers to make totals and doubles.
- Children settle well to their learning and their behaviour shows that they feel safe. They listen to adults' instructions and to each other well. In the indoor environment, teachers plan a range of resources to help children to develop their learning and play cooperatively together.

- In the outdoor play areas, children's progress is more limited. The small number of activities planned rely on direct adult instruction and do not engage children to explore new ideas for themselves. As a result, children lose interest and concentration quickly and their play does not lead to them to learn effectively.

School details

Unique reference number	16413
Local authority	Wiltshire
Inspection number	10088309

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	165
Appropriate authority	The governing body
Chair	Claudine Dunning and Mark Hart
Headteacher/Principal/Teacher in charge	Helen Fielder
Telephone number	01722 554300
Website	www.stmartinsprimaryschool.com
Email address	admin@st-martins.wilts.sch.uk
Date of previous inspection	1–2 February 2017

Information about this school

- The school is a smaller-than-average-sized primary school.
- The acting headteacher and acting deputy headteacher took up post in January 2019.
- An associate headteacher has worked with the school since April 2019
- The proportion of disadvantaged pupils who are supported by the pupil premium is above the national average.
- The proportion of pupils who speak English as an additional language is above the national average.
- The proportion of pupils with SEND is above the national average.
- The school is a voluntary-aided Church of England primary school in the Diocese of Salisbury. At its last section 48 inspection in 2015, it was judged as outstanding.

Information about this inspection

- Inspectors spoke to parents at the start of the school day.
- The inspectors observed teaching and learning in all classes with senior leaders.
- Inspectors looked at pupils' work in lessons and reviewed pupils' workbooks with leaders.
- Inspectors heard pupils from key stage 1 and key stage 2 read aloud.
- Inspectors talked with a group of pupils to seek their views about the school.
- Inspectors met with senior leaders and the early years leader. One inspector met and spoke on the telephone with representatives of Wiltshire local authority.
- Inspectors met with the chair of governors and a group of governors.
- Inspectors reviewed a range of documentation, including the school's evaluation of its own performance; information about pupils' achievement; records relating to pupils with SEND and disadvantaged pupils; records of leaders' monitoring checks; records relating to safeguarding, behaviour and attendance; records of governors' visits to the school; records of governing body minutes; and the school's website.
- One inspector visited the breakfast club.
- Inspectors considered 13 responses to the online survey Parent View, and 10 free-text responses. Inspectors took account of the eight responses to the staff questionnaire and the 52 responses to the pupil survey.

Inspection team

Claire Mirams, lead inspector

Ofsted Inspector

Bradley Murray

Ofsted Inspector

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In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

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