



# Seend Church of England Aided Primary School

Inspection Report

**Unique Reference Number** 126414  
**LEA** Wiltshire  
**Inspection number** 282110  
**Inspection dates** 29 September 2005 to 29 September 2005  
**Reporting inspector** Anthony Shield RISP

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

<b>Type of school</b>	Primary	<b>School address</b>	School Road
<b>School category</b>	Voluntary aided		Seend
<b>Age range of pupils</b>	4 to 11		Melksham, Wiltshire SN12 6NJ
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01380 828334
<b>Number on roll</b>	110	<b>Fax number</b>	01380 828334
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mrs H Stafford-Charles
<b>Date of previous inspection</b>	7 February 2000	<b>Headteacher</b>	Mr Steven Bennett

<b>Age group</b> 4 to 11	<b>Inspection dates</b> 29 September 2005 - 29 September 2005	<b>Inspection number</b> 282110
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## Introduction

The inspection was carried out by two additional inspectors.

## Description of the school

The school is smaller than the average primary school. There are no pupils eligible for free school meals, reflecting the advantaged background of most pupils. The percentage of pupils with learning difficulties is broadly average. Most of these have moderate learning problems, although a small number have emotional and behavioural difficulties. The vast majority of pupils are from White British backgrounds. In 2003, the school received awards for Investor in People, Healthy Schools and School Achievement.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 2

This is a good school that gives good value for money. Its strengths include the good attitudes and behaviour of pupils, and the good relationships between children and adults. This is because of the careful attention which the school gives to the pupils' personal development. Very good progress during Years 3 to 6 in particular, ensures these pupils attain well. Pupils often exceed their targets as a result of good teaching. The curriculum is broad and well balanced and pupils are given sensitive care and guidance.

In the Foundation Stage children now make good progress, although the school's tracking shows that progress in the Reception Year has been satisfactory though less good in recent years. This means that pupils currently in Years 1 and 2 are reaching the levels expected of them, but should be doing better.

Leadership and management are good. The headteacher, who started only three weeks before the inspection, already has a clear grasp of what needs to be done. He approaches his role with energy and commitment. Along with a number of changes to the governing body and a new member of staff, the school is poised to move forward strongly. Improvement since the last inspection has been good and the school is well placed to make further improvements.

### What the school should do to improve further

- ensure progress in the Reception Year and in Years 1 and 2 continues to improve in reading, writing and mathematics.

## Achievement and standards

### Grade: 2

Children's knowledge, understanding and skills are broadly in line with the levels expected of them when they start school, although a few children are more advanced. Protracted staff absence over the last two years has affected the progress of children through the Foundation Stage/Year 1 class. This problem is now resolved and the progress of these children is now good. However, this has adversely impacted on the progress of pupils in the current Years 1 and 2. While most pupils achieve their targets, few exceed them. Achievement at this stage in all subjects is satisfactory but not as high as it should be. The school has rightly identified this as a key priority for improvement and has taken appropriate action.

By the end of Year 6, standards are above average in English, mathematics and science, and over half the pupils achieve the higher Level 5. Pupils make very good progress during Years 3 to 6 and often exceed the targets set for them. Boys and girls achieve equally well. The school is justifiably proud of the boys' achievements in writing in particular. Pupils with learning difficulties also achieve well.

## Personal development and well-being

### Grade: 2

Pupils' personal development is good. Pupils behave well, are kind and considerate of others. They are keen to do well at school. Their spiritual, moral, social and cultural understanding is well developed, although pupils' awareness of what it means to live in multi-cultural Britain is more limited, despite the school's work in this area. Pupils enjoy school and particularly like the teachers and meeting their friends. Attendance levels are above average.

Pupils are very conscious of the need to adopt a healthy lifestyle. Many enjoy fruit snacks at morning play and understand the importance of drinking water during the day. They talk with enthusiasm about the many sporting activities available to them after school, such as tag rugby and football, which encourage them to enjoy exercise. Pupils in all years willingly take on responsibility and make a good contribution to the smooth running of the school. This includes taking registers to the office, helping in assemblies and working on the school council. Pupils often discuss work in groups and this, together with the increasing emphasis placed on developing speaking and listening skills in class, is helping pupils to develop skills that will prepare them for the world of work.

## Quality of provision

### Teaching and learning

#### Grade: 2

Teaching and learning are good, and as a result pupils enjoy learning and make good progress. Pupils achieve the targets set for them, and older pupils often exceed them. Teachers' planning is of a high quality and is firmly based on careful assessments of individual pupils' progress. As a result, tasks are set at the right level for every pupil.

High expectations for pupils of all abilities are evident, and a challenging pace of learning encourages pupils to think on their feet. Typical of this approach was a numeracy lesson with Years 3 and 4, when pupils were given timed targets to achieve the tasks set within a game format. Pupils enjoy this brisk and enjoyable approach to learning. This encourages them to do their best at all times.

Lessons are well organised and targets are used effectively to boost achievement. Some exemplary marking of pupils' writing was seen in pupils' books in the Years 5 and 6 class. Pupils' personal targets are regularly checked and amended and teachers make careful and detailed comments on their work. As a result every pupil knows how to improve. Questioning skills are sometimes effectively used to encourage pupils to express their ideas. A good lesson in Years 1 and 2 showed how well the teacher used drama to encourage pupils' confidence in developing their speaking. Not all teaching encourages pupils to develop their speaking and listening skills.

## **Curriculum and other activities**

### **Grade: 2**

The curriculum is good. It is firmly based on national guidance for work in the Foundation Stage and the National Curriculum, and pupils find the work planned for them interesting. There is good provision for pupils to develop their understanding of personal, social, health and citizenship issues. This has a particularly positive impact on pupils' understanding of how to stay healthy and safe. The opportunity for pupils to learn a musical instrument also enhances the overall provision. All groups of pupils are well provided for. Pupils in mixed aged classes are challenged effectively and pupils with learning difficulties and disabilities are well catered for.

There is a wide range of interesting activities planned outside lessons which make learning exciting. These include visits and visitors, residential trips for older pupils and a number of out of school clubs. These are all much appreciated by the pupils and the take up of clubs is good.

## **Care, guidance and support**

### **Grade: 2**

The quality of care and welfare of pupils is good. As a result, pupils feel safe and have confidence in their teachers. Pupils spoke warmly of both their teachers and support staff; they always feel there is someone to turn to for help, and the playground is a friendly and safe environment. The very few incidents of bullying are dealt with quickly and effectively, and the sensitive handling of issues such as these in circle time enables pupils to discuss them openly.

Through the class and school councils, pupils are encouraged to make a contribution to school life. The provision of a water cooler, for example, was made as a result of a school council initiative. Child protection procedures are good and risk assessments and health and safety are carried out conscientiously prior to any school visit.

## **Leadership and management**

### **Grade: 2**

Leadership and management are good. The recently appointed headteacher has a clear grasp of the school's strengths and areas for further development which are shared well with the governors and staff. His energy and insight are giving fresh impetus for further improvement. There is a good sense of teamwork. The school has good systems for reviewing its work. And governors are fully involved. Legal requirements are met. The school's improvement plan is a useful document to move the school forward. There is a growing awareness of how staff at all levels can develop their leadership role. Together with some new governors and staff, the school is very well placed to move forward strongly and with confidence.

Parents are very supportive and committed to the school's development. Their opinions are valued and their views are often acted on. For instance, more detailed information

on how pupils were allocated to each class has been provided as a result of concern expressed by parents.

Regular procedures for checking on teaching are in place and written feedback ensures good practice is shared. Assessment data is well used to track how well pupils are doing. Weaknesses, for example in standards in Years 1 and 2, have been carefully analysed and effective plans are in place to tackle them.

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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

<b>How well do learners achieve?</b>	2	NA
The standards <sup>1</sup> reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2	NA
<b>How well are learners cared for, guided and supported?</b>	2	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

## **Text from letter to pupils explaining the findings of the inspection**

Thank you for welcoming us to your school. We liked meeting you and your teachers and watching you learn. We particularly enjoyed talking with you. We know you will be interested in what we thought about your school.

What we liked most about your school

We thought you worked hard and were very well behaved and polite. You take good care of each other.

The teachers make your lessons interesting and fun and as a result, you make good progress.

There are lots of different activities for you to get involved in, both in lessons and after school.

You get on very well with your teachers and this helps to make the school a happy place to be.

Your teachers take very good care of you and help you to grow up into sensible and thoughtful children.

What we have asked your school to do now

Continue to improve your work in the youngest classes in Reception, Year 1 and Year 2.

Thank you once again for your help during the inspection. Good luck in the future!