



# St George's Church of England Primary School, Semington

Inspection Report - Amended

---

**Unique Reference Number** 126353  
**Local Authority** Wiltshire  
**Inspection number** 293533  
**Inspection date** 12 September 2006  
**Reporting inspector** Diane Wilkinson

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

---

<b>Type of school</b>	Primary	<b>School address</b>	Semington
<b>School category</b>	Voluntary controlled		Trowbridge
<b>Age range of pupils</b>	4-11		BA14 6LP
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01380 870243
<b>Number on roll (school)</b>	66	<b>Fax number</b>	01380 870243
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Julia Holt
		<b>Headteacher</b>	Ruth Farrell
<b>Date of previous school inspection</b>	1 March 2001		

---

<b>Age group</b> 4-11	<b>Inspection date</b> 12 September 2006	<b>Inspection number</b> 293533
--------------------------	---	------------------------------------

---

## **Amended Report Addendum**

Report updated to resolve formatting inconsistency

---

© Crown copyright 2006

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

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.

## **Introduction**

The inspection was carried out by two Additional Inspectors.

## **Description of the school**

St George's is a small village primary school of three classes containing mixed- age groups. Pupils come from a white European background and all are fluent in English. Attainment on entry is around that usually found. The proportion of pupils with learning difficulties and disabilities is slightly below average, but varies significantly between year groups. The proportion of pupils who joined the school after the Reception year is high.

## **Key for inspection grades**

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

## Overall effectiveness of the school

### Grade: 3

St George's is a satisfactory and improving school. Since the last inspection improvement has been hampered by long-term staff absences, considerable turnover of staff and governors and fluctuations in pupil numbers. More recently, the school has benefited from particularly good leadership by the current headteacher. She has been instrumental in creating a stimulating and supportive environment where pupils are well cared for and progress is improving. Parents recognise her hard work; as one wrote, 'I am very pleased with the way the headteacher has brought the school forward.' Improvement since the last inspection has been satisfactory, but the headteacher's good leadership, a shared sense of purpose among the school community and recent developments mean the school is well placed to improve further.

Pupils enjoy school and feel safe and well cared for. They say the school's motto of 'Learning, sharing and caring' is evident in its work. Pupils' personal development is a strength. They are friendly, polite and helpful, form good relationships and behave well. Pupils gain confidence and maturity and value the way they are consulted through the work of the school council. Good links with parents and the local community provide significant benefits for pupils, particularly in the outdoor environment.

The quality of education, including that for children in Reception, is satisfactory. Staff stability and growing pupil numbers have allowed the school to re-organise classes and employ extra teaching assistants, which is already enhancing learning. Teaching is satisfactory, but improving, and higher-attaining pupils are now given appropriately challenging work. Overall progress is satisfactory, although it is good in Years 5 and 6 as a result of good teaching. Standards in Reception and in Years 1 to 6 are broadly average, although standards in reading are above average throughout the school. Mathematics standards for 11-year-olds are also better than those usually found. In all year groups, standards in writing, although improved, are not yet high enough because pupils could do even better.

The systems the headteacher has put in place to monitor the effectiveness of the school's work and to track pupils' progress provide comprehensive and accurate information about how well it is doing. There is clear identification of where further work is needed and strategies have been put in place to address weaknesses. Although improvements have been made, more needs to be done to raise standards in writing and to improve the progress of pupils in Years 1 and 2. As a result, the school has been too generous in how well it grades its overall effectiveness. The school also recognises that assessment data could be used more effectively, especially by subject leaders, to help bring about further improvement.

### What the school should do to improve further

- Raise standards and achievement in writing.
- Make better use of the information from monitoring and assessment to improve progress, particularly in Years 1 and 2.

## **Achievement and standards**

### **Grade: 3**

Achievement, including for pupils with learning difficulties and disabilities and the higher attainers, is satisfactory. In last year's national tests, pupils exceeded the realistic targets set except in writing.

Reception children make sound progress from their average standards on entry. The majority reach the standards expected for their age. Pupils in Years 1 and 2 make satisfactory progress to reach average standards. In Years 3 to 4, progress is satisfactory and is good for pupils in Years 5 and 6.

## **Personal development and well-being**

### **Grade: 2**

Pupils' personal development, including spiritual, moral, social and cultural development, is good. Children in Reception make good progress in this aspect of their development. Pupils like their teachers, enjoy school and attendance levels are above average. A small number of pupils find it difficult to concentrate in lessons, but the vast majority behave well and are attentive. Relationships are good and pupils particularly like the system of choosing a 'secret friend,' which they say works really well. Pupils report that adults are very good at sorting out any problems that may arise. Spiritual development is good and is enhanced through assemblies, particularly those led by a local church member, which pupils enjoy very much. The school council is effectively involved in school development and, for example, carried out a survey to find out what support pupils thought they needed to improve standards in writing.

An effective personal, social and health education programme helps pupils develop a good understanding of how to ensure their own health and safety. Pupils make a very good contribution to the local community and are gaining a secure understanding of the multi-cultural aspect of British society. The range of skills pupils develop to help them in future life, including learning to work together in teams, is satisfactory.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Teaching and learning are generally satisfactory, and good in Years 5 and 6. One parent wrote, 'I am very impressed by the way the school deals with my children's individual needs in Class 3.' A whole-school initiative to focus lessons on meeting the needs of all pupils is helping to improve the quality of teaching. As a result, higher-attaining pupils are now set more challenging work and make satisfactory progress. However, this initiative is still not firmly established in all lessons.

The growth in pupil numbers has allowed the school to employ extra teaching assistants, who provide good support, particularly for Reception children. Throughout the school,

reading is effectively taught but there is recognition that further improvements are needed in the teaching of writing. In particular, not all teachers expect pupils to present their work carefully enough and pupils do not have sufficient opportunity to write creatively, which limits the progress they make. Good teaching in the oldest class helps pupils make good progress, particularly in mathematics.

## **Curriculum and other activities**

### **Grade: 3**

The curriculum satisfactorily meets the needs of pupils. Children in Reception are provided with a range of activities appropriate for their age. Throughout the school, more attention is being given to teaching writing, although its impact is not yet seen in pupils' work, especially in Years 1 and 2. In all year groups, pupils do not have enough opportunities to write creatively. Opportunities for reading, using information and communication technology (ICT) to help learning, applying mathematical skills and investigating are plentiful. Pupils enjoy a rich variety of extra-curricular activities. Pupils' participation helps promote their enjoyment of school and enhances their personal development. Good links with other schools and local organisations enhance learning, particularly for physical education.

## **Care, guidance and support**

### **Grade: 3**

Care, guidance and support are satisfactory. The school has successfully created an attractive and safe environment that supports pupils' learning. The result is a happy school where pupils feel that they can seek help from adults whenever they need to. Guidance and support for pupils' personal development, such as through the 'Golden Time' reward system, are good. Good attention is paid to pupils' health and safety and all necessary checks are rigorously carried out.

The school has a comprehensive record of pupils' standards of work and their rate of progress. It recognises that further work needs to be done in using this information to enhance pupils' learning. In particular, teachers are not consistently using challenging targets to promote better progress. As a result, academic guidance is not as clear or rigorous as it could be.

## **Leadership and management**

### **Grade: 3**

Leadership and management are satisfactory. The headteacher provides particularly good leadership and has improved the systems for monitoring and evaluating the school's work, which has increased the rate of development. Consequently, teachers, governors and other adults share a clear vision of the school's strengths and weaknesses and have begun to implement agreed plans for improvement. Over the last year, changes have included improving the learning environment, adding new playground equipment and refurbishing the toilets. The school has successfully improved the

progress of higher attainers and raised standards in mathematics. More still needs to be done in writing. Subject co-ordinators have had a great deal of support over the last year to enable them to monitor, evaluate and plan their subject area, although they do not consistently use assessment data in their efforts to improve standards.

The school has forged a number of effective partnerships in the local area to support pupils' learning and consults well with pupils and their parents. Governance is satisfactory. Governors are highly supportive of the school and its headteacher. Although governors know the school's strengths and weaknesses well, they do not have a rigorous enough focus on ensuring that the school does all that is needed to improve pupils' standards.

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).**



## Inspection judgements

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

### 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>	3
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	3
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	3
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	3

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	2
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	3
<b>How well are learners cared for, guided and supported?</b>	3

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

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

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

Thank you for welcoming us to your school and being so friendly and helpful. I particularly want to thank the school council, who gave up their lunch time to talk to me. You and your parents think your school is a safe and happy place to be and we agree with you.

Your school is satisfactory and improving and this is what we thought was good about it:

- You like your teachers and enjoy school.
- You do well in your personal development, are friendly and polite, behave well and become mature and confident.
- You have a good headteacher, who is working hard to help your school improve.
- Adults take good care of you and help you if you are hurt or upset.
- You all do well in reading and the oldest pupils do well in mathematics.
- Teachers listen to your suggestions and these help to make your school better, for example, through your ideas for the playground.
- Staff work well with your parents and local organisations to improve your school.

What we have asked your school to do now:

- Carry on helping you to do better in writing. You can help by taking care to write neatly all the time and trying to make your stories more exciting and interesting.
- Use the information they have about how well you are doing to help you do even better. You can help by trying to do your very best.

Thank you again for all your help and good luck for the future.