

# Old Cleeve Church of England First School

## Inspection report

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<b>Unique Reference Number</b>	123772
<b>Local Authority</b>	Somerset
<b>Inspection number</b>	359513
<b>Inspection dates</b>	19–20 January 2011
<b>Reporting inspector</b>	Grahame Sherfield HMI

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

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<b>Type of school</b>	First
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	3–9
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	149
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Peter Rowe
<b>Headteacher</b>	Ian Bradbury
<b>Date of previous school inspection</b>	9 July 2008
<b>School address</b>	Washford Watchet Somerset TA23 0PB
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## Introduction

The school is part of the Quantock Federation with Danesfield Church of England School and St Peter's Church of England First School, two other local schools. Separate inspection teams inspected the two first schools simultaneously.

This inspection was carried out by one of Her Majesty's Inspectors and one additional inspector. The inspectors visited ten lessons and observed eight teachers. They held meetings with governors, staff, pupils and parents. Inspectors looked at key documents, such as the school's plans for improvement and the minutes of meetings of the governing body, as well as 73 questionnaires returned by parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The progress pupils make by the end of Year 4.
- The extent to which teaching is improving.
- The impact of the federation on senior leadership, the leadership of subjects and on the quality of the curriculum.
- The improvement in the effectiveness of the Early Years Foundation Stage since the previous inspection.

## Information about the school

Old Cleeve is a small and growing school serving a village community and draws an increasing number of pupils from a little further afield. All pupils are of White British heritage. The proportion of pupils with special educational needs and/or disabilities is broadly average and the percentage known to be eligible for free school meals has increased and is now average.

There have been some changes in the leadership of the school since the last inspection. The executive headteacher took up his post in September 2008, and in May 2010, the associate headteacher of this school and of one other federation school was appointed associate headteacher of the Quantock Federation. The Nursery and before- and after-school provision are managed by the governors.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**1**

**The school's capacity for sustained improvement**

**1**

## Main findings

Old Cleeve has improved significantly and is now an outstanding school. Pupils greatly enjoy learning from the outstanding curriculum within the exceptionally caring environment created and maintained by the executive headteacher, associate headteacher and their staff. Pupils' personal development is outstanding. Almost all parents and carers who returned the inspection questionnaire are exceptionally supportive of the school. One praised the 'safe and caring environment for learning' while another described the staff as 'happy, helpful and supportive'.

Children make good progress in the Early Years Foundation Stage and this is maintained in Years 1 and 2. Progress by the end of Year 4 is good and improving. Inspection evidence and the school's data show that attainment is above average in English and mathematics by the time pupils move to the middle school. The accelerating progress is the result of careful checking by staff to eliminate underachievement and the school's success in improving teaching. There is an increasing proportion of outstanding teaching, where real excitement in learning is created by teachers' enthusiasm and expertise. However, pupils are not yet making exceptional progress as excellent teaching is not embedded across the school. Teaching overall is currently good, with occasional missed opportunities to check, consolidate and advance pupils' learning sufficiently, both during and at the end of lessons.

Pupils' behaviour is outstanding. Safeguarding procedures are excellent and pupils report they feel very safe. They have a very good understanding of the importance of diet and exercise in a healthy lifestyle. Pupils make a very good contribution to the school community through taking on day-to-day responsibilities and through the school council, where they frequently take the lead in making suggestions to improve the school site or to raise money for a range of charities. There are very strong community links, including with the church, and pupils participate in a wide range of community activities. Pupils have a factual knowledge of other cultures and faiths but limited opportunities to develop a real understanding these in the context of other parts of Britain.

The strong leadership of the executive and associate headteachers has established a widely shared commitment to continuous improvement. Self-evaluation is accurate, with clear and appropriate priorities for future action. Governance is excellent. Pupils' progress is improving strongly and challenging targets are used well to raise standards in English and mathematics by the end of Year 4. There has been significant improvement in the curriculum and in the Early Years Foundation Stage. Consequently, the capacity to improve further is outstanding.

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

- Press ahead with the drive to improve the quality of all teaching to the level of the best, ensuring that all staff check and consolidate pupils' learning effectively.
- Provide opportunities for pupils to develop a better understanding of Britain as a multicultural society.

## Outcomes for individuals and groups of pupils

**1**

Pupils get on extremely well with each other and with the staff. They sustain their concentration very effectively in lessons, often settling to work without the need for any adult direction. Pupils respond very well when teachers generate real excitement about their learning. For example, in a Year 2 class, pupils particularly enjoyed their teacher's engaging reading of a version of a 'Jack and the Beanstalk' story that was different from one they had explored before. With the help of very good questions, asked at well-judged intervals, they built their understanding and reinforced previous learning. In a Year 3 class, pupils much enjoyed their work in pairs where they modelled body language and facial expression to explore characters in fairy tales.

A key strength of the school is the careful tracking of the progress pupils make. This process is rigorous and involves careful consideration of each individual pupil and the progress that they should be making. When children join the school, their skills are at levels expected for their age. Data and inspection evidence for Year 2 show an improving trend in attainment in reading, writing and mathematics and evidence also shows a growing proportion exceeding expected levels in English and mathematics by the end of Year 4. Pupils with special educational needs and/or disabilities make similar progress to their peers. This is a result of the careful analysis of their progress and the well-planned additional support they receive where necessary.

Pupils are polite, caring, enjoy their lessons and value the wider opportunities the school provides. With their above average attainment in literacy and numeracy, they are equipped well for the next stage in their education and their future economic well-being.

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*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>1</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>1</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

## How effective is the provision?

Teachers have established very good relationships in the classrooms. Lessons are planned well and activities carefully designed to build on previous learning and to meet the varying needs of the pupils. Although it is not consistent in all lessons, teachers often ask good questions to check pupils' understanding and invite them to share their thinking so that they can learn from each other. For example, they may ask pupils how they have worked out the answer to a problem in mathematics. Teaching assistants make a good contribution in supporting pupils' learning. Marking of work is good and provides a clear indication of how well pupils have addressed the objectives underpinning their work and how work might be improved. The best teaching observed was characterised by excellent use of subject knowledge and pupils' very high level of engagement in their learning. Sometimes, where teaching was less strong, the underlying purpose of activities undertaken was not stressed sufficiently.

The school has a powerful commitment to providing memorable experiences in order to bring learning to life. The curriculum makes an outstanding contribution to pupils' personal development and plays a good and strengthening role in developing pupils' skills in literacy, numeracy and information and communication technology. Pupils benefit greatly from specialist expertise from other schools in the federation in lessons in a number of subjects, for example in physical education, the performing arts and a modern foreign

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language. There is an excellent range of extra-curricular activities and these are very well attended.

The school is very inclusive and welcoming. Pupils are well known by all staff and those in need of a little extra support and attention are very well cared for in the friendly atmosphere. Pupils facing challenging circumstances have their needs met extremely well so that they can take full advantage of what the school offers. When pupils move to another class, for example from Reception into Year 1, or to the middle school at the end of Year 4, arrangements to support them are exceptionally good. Rigorous and thorough approaches have been successful in promoting good attendance. Before-school provision makes a positive contribution to preparing pupils for learning.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>1</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

Senior leaders have highly effective systems for monitoring and evaluating the school's work within the arrangements made across the federation. The ambition for the continuing improvement of the school is widely shared and staff morale is high. Middle leaders have had good opportunities to develop their skills, often on national programmes, and Old Cleeve has benefited from additional subject expertise provided by middle school staff. They have a firm grasp of strengths and areas for improvement and discharge their responsibilities very effectively. The governing body makes a strong contribution to the strategic direction of the school and very effectively holds its leadership to account for the standards achieved. Governors' monitoring of the work of the school is sharply focused and carefully planned as a result of their close scrutiny of information provided.

The school works effectively to ensure that all groups of pupils, including those with special educational needs and/or disabilities and the more able, make similar progress to others. This shows it is effective in promoting equal opportunities for all pupils to achieve as well as they can. It also ensures that discrimination against any group is avoided at all times. The school makes a good contribution to community cohesion overall. It is a highly cohesive community with very strong links with the local area. It has an established link with a school in Spain but has, as yet, been unsuccessful in its efforts to build a relationship with an establishment in a multi-cultural area in another part of Britain.

The school has excellent partnerships with a range of external organisations to extend the opportunities for pupils both in their work and in their personal development. Good examples of these are the multi-agency approaches used to support individual pupils as needed and the many activities that help to enrich the curriculum. The school's

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arrangements for safeguarding are outstanding and all necessary policies are used very well.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>1</b>
Taking into account: The leadership and management of teaching and learning	1
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>1</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>1</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>1</b>

## Early Years Foundation Stage

Children make good progress in their learning and recently standards have been above average by the end of the Reception Year, particularly in personal, emotional and social development. Their good progress is supported by comprehensive procedures for observation and assessment which staff use very well to plan activities that meet children's needs.

All welfare requirements are met, and children are happy and very well cared for in the warm and stimulating atmosphere. Staff know the children well and behaviour is excellent. Children get on very well with each other, have very good relationships with the staff and enjoy their learning. There is an excellent balance between adult-led and child-selected activities. The use of the outdoor area makes a strong contribution to ensuring that children experience a wide range of imaginative activities across all the areas of learning.

Provision has improved in the Early Years and the strong team of Nursery and Reception staff work very well together. This close collaboration ensures a smooth transition between the classes that parents and carers value highly. The Early Years Foundation Stage leader has a clear and accurate view of the priorities for development as a result of the careful tracking of children's progress. For example, she has identified a relative weakness for some children in creative development and knowledge and understanding of the world and has good plans to extend investigative and creative work beyond the school environment. An excellent partnership with parents and carers includes materials provided from the outset to help them to support their children's learning, supported by workshop sessions. Opportunities for parents to share information about their children with the staff



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are very good, particularly through the 'Share Our Stories' sessions on Fridays that were featured as a case study in recent local authority materials.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>1</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

## Views of parents and carers

A higher proportion of parents and carers than is usually found returned the questionnaire. The very large majority of parents and carers who responded have positive views on all aspects featuring in the Ofsted questionnaire. All respondents were happy with their children's experience at the school overall, with children's progress and how the school keeps them safe. Several other aspects were endorsed by almost all respondents, for example the quality of the teaching, children's enjoyment of school and how their needs are met.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Old Cleeve CE First School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 73 completed questionnaires by the end of the on-site inspection. In total, there are 149 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	44	60	28	38	1	1	0	0
The school keeps my child safe	46	63	27	37	0	0	0	0
My school informs me about my child's progress	34	47	35	48	2	3	0	0
My child is making enough progress at this school	43	59	30	41	0	0	0	0
The teaching is good at this school	51	70	21	29	1	1	0	0
The school helps me to support my child's learning	36	49	34	47	1	1	0	0
The school helps my child to have a healthy lifestyle	38	52	32	44	3	4	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	47	64	22	30	1	1	0	0
The school meets my child's particular needs	43	59	29	40	1	1	0	0
The school deals effectively with unacceptable behaviour	34	47	33	45	0	0	1	1
The school takes account of my suggestions and concerns	31	42	39	53	2	3	0	0
The school is led and managed effectively	42	58	24	33	5	7	0	0
Overall, I am happy with my child's experience at this school	49	67	24	33	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



21 January 2011

Dear Pupils

**Inspection of Old Cleeve CE First School, Watchet TA23 0PB**

Thank you for your involvement in the recent inspection, particularly for the friendly and open way in which you talked to us. We enjoyed visiting your school very much.

You go to an outstanding school and we think you are right to be proud of it. Here are the main things we found out.

- You make good and improving progress in your work and you enjoy the outstanding curriculum.
- You behave very well and enjoy the good teaching, which is getting better.
- The children in the Nursery and Reception classes get off to a good start.
- You told us the school cares for you exceptionally well and you feel very safe.
- The governors, the executive headteacher, the associate headteacher and the other staff have been successful in improving the school and are determined to make it even better.

There are two things we have asked the school to do to keep improving.

- The teaching in the school is good, and some is outstanding. We want the school to ensure that even more teaching is outstanding to help you to keep improving your progress.
- Life in some other parts of Britain is very different from Washford and the surrounding area. We have asked the school to help you learn more about life in areas where there are several different cultures. You can help by showing your usual enthusiasm when these aspects are explored.

Thank you again for your involvement in the inspection and we wish you every success for the future.

Yours sincerely

Grahame Sherfield

Her Majesty's Inspector

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