

# Misterton Church of England First School

## Inspection report

---

<b>Unique Reference Number</b>	123769
<b>Local Authority</b>	Somerset
<b>Inspection number</b>	359512
<b>Inspection dates</b>	12–13 October 2010
<b>Reporting inspector</b>	John Carnaghan

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

---

<b>Type of school</b>	First
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4–9
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	64
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Dr T Lowe
<b>Headteacher</b>	Mrs C Wills
<b>Date of previous school inspection</b>	6 December 2007
<b>School address</b>	Misterton Crewkerne, Somerset Crewkerne TA18 8LZ
<b>Telephone number</b>	01460 72745
<b>Fax number</b>	01460 72745
<b>Email address</b>	office@mistertonfirst.somerset.sch.uk

---

<b>Age group</b>	4–9
<b>Inspection dates</b>	12–13 October 2010
<b>Inspection number</b>	359512

---

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 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 1234 234, or email [enquiries@ofsted.gov.uk](mailto: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 documentation 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'.

Royal Exchange Buildings  
St Ann's Square  
Manchester  
M2 7LA

T: 0300 1234 234

Textphone: 0161 618 8524

E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)

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

© Crown copyright 2010

## Introduction

This inspection was carried out by two additional inspectors. They observed seven lessons, taught by three teachers and held meetings with parents, governors, pupils and staff. They observed the school's work, and looked at its policies, records and assessments as well as 38 parental questionnaires.

◆ The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- Children's progress in the Early Years Foundation Stage to evaluate if it is as good as in the rest of the school.
- The effectiveness of the new leadership arrangements. The extent to which attainment is rising.
- The extent to which attainment is rising.

## Information about the school

Misterton Church of England First School is much smaller than average, but is growing in size and this term has added a Reception class. Pupils are predominately from White British backgrounds and almost all speak English as their first language. The proportion of pupils with special educational needs and/or disabilities is very small; the largest group of these pupils has moderate learning difficulties. The school has new leadership arrangements. The new headteacher was appointed in September 2010 and divides her time between leading Misterton and another nearby school. The school has plans to federate with two other nearby primary schools.

**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?**

**2**

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

**2**

## Main findings

Misterton Church of England First School provides its pupils with a good education. Effective leadership and management, with excellent involvement from the governing body, have ensured that recent changes in its organisation and leadership have not disturbed the good provision and progress of pupils. This is a safe school, where pupils are exceptionally well cared for. Adults' very good knowledge of each pupil's needs and good teaching together create an environment where pupils are happy and thrive. Pupils like school very much and the outcomes of the survey of those in Key Stage 2 were wholly positive. Parents are also content with the school, one commenting, 'I am very pleased with the teaching and support my child is receiving at Misterton School'.

Lessons are enjoyable and pupils' interest is maintained by the varied and challenging curriculum. Projects involving all ages working together are a notable feature and the curriculum benefits from developing liaisons with partner schools. The curriculum has a strong focus on the immediate locality but there are too few direct links with contrasting environments. Marking of pupils' work is thorough but pupils' targets are too generalised to be fully effective. Planning of lessons is most thorough and maintains a strong focus on learning, carefully emphasising at the end of each session the progress made and what comes next.

These strengths mean pupils learn well and their attainment is rising. By the end of Years 2 and 4, attainment for all groups, including the few pupils with moderate learning difficulties, is above average. Given their starting points, this means pupils' achievement is good.

Due to an increase in its roll, the school has recently opened a third class, exclusively for Reception age children. The room is suitable but the outside area lacks stimulation and equipment. The area cannot function optimally as it has only one adult present much of the time. In consequence, progress is only satisfactory. However, efficient financial management, particularly by the governing body, has provided the funding for the planned improvements in provision intended for the Early Years Foundation Stage.

The school has maintained the good attainment and provision noted in the previous inspection. Comprehensive changes to leadership have been accomplished with virtually no disturbance to the smooth management of the school, a great credit to the staff and the governing body. New leaders have quickly developed an accurate understanding of the school and have already initiated the drive for improvement in important areas, in particular, the Early Years Foundation Stage. Revised plans for the future are ambitious and pertinent and widely shared amongst staff. The school has a good capacity for sustained improvement.

**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

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

- By May 2011, improve outcomes for children in the Early Years Foundation Stage by:
  - developing a secure, stimulating, well-resourced outside learning area.
  - increasing the quality and quality of other resources.
  - providing more time for teaching assistants to work in the Reception class.
- By September 2011, develop links with schools and institutions in contrasting environments so that pupils develop a wider sense of diversity within the United Kingdom.
- By January 2011, provide pupils with simple individual targets so that they are aware of their next steps in learning.

## Outcomes for individuals and groups of pupils

2

Pupils enter Year 1 effectively prepared for formal education and with attainment that is broadly average. Consistently lively, engaging teaching, along with pupils' readiness to participate fully in lessons ensure good progress throughout Key Stages 1 and 2. National assessments at the end of Year 2 indicate rising attainment, with no significant variations between subjects. The school's very thorough tracking of each pupil provides clear evidence that this improving picture is fully maintained in Years 3 and 4 and pupils leave school with attainment that is higher than expected for their age.

Teaching places a consistent emphasis on progress in lessons. Learning objectives are very clearly outlined by teachers at the start. Closing sessions revisit completed work to clarify and consolidate learning and to check if any areas proved difficult. These strengths promote good progress. In this inclusive school, where regular assessment quickly picks up any anomalies, the good academic and other support available for all pupils ensures that all make similar progress. Given their starting points, achievement for all groups of pupils is good.

Relationships across the age range are very good and older pupils readily help the youngest children at work and play. Pupils say that Misterton is a happy school and that they enjoy learning. One older pupil commented, 'I was happy when I first started here and I'm happy now.' Attitudes are good and pupils develop considerable self-assurance. Behaviour is usually good but over-confidence causes some pupils to be noisy and, occasionally, impolite.

Pupils feel secure in the intimate school environment, relishing the advantages of its small size, where each pupil is very well known. They know how to stay safe and are particularly well informed about the potential perils of the adjacent main road. Pupils throw themselves enthusiastically into all forms of exercise. They particularly enjoy opportunities for competitive sport. They understand the place of exercise and the importance of a balanced diet in growing up as healthy adults.

The school makes good use of the local specialist secondary school to develop pupils' economic understanding. On a more practical level, pupils are given a free hand to plan, build and run stalls at the village fete. Attendance is carefully monitored and is above

**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

average. Pupils are keen to take responsibilities. ♦ Older Pupils help in assembly and administer and present the awards for those pupils who regularly walk to school and raise money for charities keenly. However, there is no representative pupil body where their views can be aired.

Pupils' positive attitudes are a fine testament to their good social and moral development. All ages work happily together when pupils from classes are mixed up for special days, such as the one that investigated and celebrated the Chinese new year. Pupils' multi-cultural understanding is satisfactory, but no better, because there are few direct links with other cultures in this country or across the world.

*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>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</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?**

The curriculum is imaginative and well organised. Planning identifies where links between subjects are beneficial; for example, opportunities for writing across many subjects have contributed to high standards. Special days, where pupils work on particular themes such as recycling, engage pupils' interest well. The school uses links with the local environment expeditiously, such as the visit to a local potato farm and the opportunity for pupils to grow their own vegetables on the school grounds. There are a number of interesting trips but these rarely go beyond the immediate local area. Visitors, from local historians to

**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

drummers, do much to enrich pupils' experiences. After-school clubs add variety to the curriculum and are very popular.

Teaching is consistently interesting and motivating. Positive relationships and firm pupil management mean little time is wasted. Lessons are very well planned with clear learning objectives. Opportunities at the end of lessons allow pupils to consolidate and celebrate learning and to consider future activities. Good planning leads to varied activities, pitched correctly so that all groups of pupils are supported and challenged. Pupils are confident learners whose energy, when effectively channelled, is impressive. Well-qualified and capable teaching assistants play an active role at all times, keeping pupils on task and helping those in difficulty.

Books are well marked and teachers' comments offer praise and friendly advice that motivates pupils. In consequence, pupils' work is well presented. Targets are clearly displayed on classroom walls and most pupils are aware of these. However, targets are too general to be any more than vaguely relevant to most pupils and are rarely referred to in marking.

Accurate, carefully analysed assessment information leads to very well targeted support for all pupils. Pupils, including the few with moderate learning difficulties, speak warmly of the beneficial effect of interventions on their progress and well-being. This ensures great consistency in progress. Every pupil is well known as an individual and they are very confident that they are well looked after in this nurturing environment. The school uses outside agencies judiciously to provide extra support, for example for pupils with behavioural issues or to assist families experiencing difficulties. Transitional arrangements both into and out of school are exceptionally thorough, greatly reducing the anxieties normally associated with such moves

*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>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## **How effective are leadership and management?**

The governing body has made an exceptional contribution to ensuring the school's transition towards a federation and changes in its leadership have not negatively impacted on provision or achievement. The governing body is insightful and well organised and has robust systems that enable it to keep a watchful eye on the school and maintain close links with parents. Its good understanding of, for example, assessment data, enables governors to mount effective challenges when required. The governing body's attentive management of the school's finances has enabled it to increase the number of classes this year and the school is now well placed to improve accommodation and resources in the new Reception classroom. The school provides good value for money.

**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

The governing body's work on safeguarding is thorough. The school has effective safeguarding arrangements because it has clear policies and strategies in place that are regularly reviewed. Pupils show good awareness of these issues and appreciate that they can work and play in a safe environment where adults look after them very well.

The new headteacher has quickly gained an accurate picture of the school, based on effective self-evaluation and careful analysis of accurate and detailed assessment data. Revised plans for the future identify the correct priorities and provide straightforward strategies to address them. New arrangements to ensure continuity of leadership and management when the headteacher is not on site are most effective. Staff work together very cohesively, helping ensure good continuity of provision through recent changes. The school's work to ensure consistency in teaching is effective. However, not all changes to the Early Years Foundation Stage were fully thought through. With the realisation of what needs to be done in the area, rapid changes are now underway. The school's strong commitment to inclusion means it identifies gaps in pupil performance and quickly closes them, ensuring good equality of opportunity and no discrimination.

The school is very welcoming to parents and carers and goes out of its way to seek their views. For example, there was extensive consultation last year when the future of the school was under consideration. Parents' positive views are one outcome of this. As a small school, Misterton knows the benefits of partnerships and seeks to maximise them. Very strong links with partner schools are at an early stage but have already led to sharing of training and good practice. Strong liaisons with local middle and secondary schools have benefitted the curriculum in areas such as sport and business.

The school understands its context very well, is very cohesive internally and works well with the village and church to promote community cohesion locally. It has started to check up on what it offers, but this audit has been patchy. However, the school is now aware that it has insufficient links with institutions in contrasting environments, both at home and abroad.



**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

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<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>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</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>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Children start school with the skills and aptitudes expected for their age. Very good induction arrangements, including an excellent programme of briefing meetings for parents and children, means newcomers quickly settle into the newly established Reception class. Children quickly grow in confidence and soon make choices about their activities. They make sound progress in their learning and are happy. They get on well with one another and adults and rightly feel safe at school. Children are lively and active in the classroom and behaviour is largely satisfactory, although sometimes they become excitable, needing reminding to quieten and calm themselves. By the end of the Reception Year, attainment is broadly average.

Adults know the requirements for this age range and plan adequately to meet them. Some activities are rather uninspiring, which is partly due to a lack of interesting resources. Teaching promotes good relationships but does not always set high expectations of behaviour or promote good classroom routines, such as not shouting out. Lessons can be fun, particularly the adult-led elements, such as when children attempted to throw bean bags into numbered hoops outside, using the outcomes to do simple calculations. Assessment is thorough and provides a precise picture of each child's development and progress.

New accommodation arrangements mean that outside areas are not fully suitable for this age range. The area is bare and unwelcoming and has no retaining fence or cover as protection from the elements. This means that, despite the best efforts of staff, children cannot freely access outdoor learning. Staff are well trained, but the hours available for additional adult support mean that opportunities to support children's learning are not as frequent as the school would like. ♦The leadership team are well aware of shortcomings

**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

that are partly due to the newness of this separate Early Years Foundation Stage and have convincing plans and have committed funds to improve matters.

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

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

## Views of parents and carers

Parents and carers strongly support the school. Their views in the inspection questionnaires were almost universally favourable. Of those who returned the questionnaires, all were happy with their child's experience at the school. Given recent changes to the leadership, it is notable that no concerns were raised in this area. A few parents think that their child is not well prepared for the future but inspection evidence indicates that their preparation is good.

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

Ofsted invited all the registered parents and carers of pupils registered at Misterton Church of England 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 38 completed questionnaires by the end of the on-site inspection. In total, there are 64 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	27	71	9	24	0	0	0	0
The school keeps my child safe	33	87	5	13	0	0	0	0
My school informs me about my child's progress	18	47	15	39	0	0	0	0
My child is making enough progress at this school	18	47	10	26	2	5	0	0
The teaching is good at this school	20	53	13	34	1	3	0	0
The school helps me to support my child's learning	23	61	10	26	2	5	0	0
The school helps my child to have a healthy lifestyle	24	63	12	32	0	0	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)	19	50	9	24	4	11	0	0
The school meets my child's particular needs	24	63	12	32	0	0	0	0
The school deals effectively with unacceptable behaviour	19	50	15	39	0	0	0	0
The school takes account of my suggestions and concerns	23	61	6	16	3	8	0	0
The school is led and managed effectively	15	39	17	45	0	0	0	0
Overall, I am happy with my child's experience at this school	29	76	7	18	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	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 March 2010 and are the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn and spring terms 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. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## 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.



**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 1234 234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).**