

West Chinnock Church of England Primary School

Inspection report

Unique Reference Number	123820
Local Authority	Somerset
Inspection number	359524
Inspection dates	30–31 March 2011
Reporting inspector	Joy Considine

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	42
Appropriate authority	The governing body
Chair	Nigel Gann
Headteacher	Kathy Foot
Date of previous school inspection	4 June 2008
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Introduction

This inspection was carried out by one additional inspector. During the inspection, five lessons taught by three teachers were seen as well as some small group activities led by teaching assistants. Discussions were held with staff, governors, parents and groups of pupils. The inspector observed the school's work, and looked at documentation including the school's development plan, the tracking of pupils' progress, minutes from the governing body meetings and policies including those relating to safeguarding and the curriculum. In addition, questionnaires from 41 parents and carers, and others from staff and pupils were analysed.

The inspector reviewed many aspects of the school's work. She looked in detail at a number of key areas.

- The progress pupils in all year groups make in reading, writing and mathematics.
- How well the school plans for the development of skills, knowledge and understanding in different subjects so that pupils learn sequentially.
- The extent to which school leaders make the best possible use of resources to enhance provision for pupils.
- The awareness pupils have of the cultures, backgrounds and beliefs of those who live in more diverse parts of the United Kingdom.

Information about the school

The school is much smaller than most primary schools and is situated in a small rural village. Most pupils are of White British heritage with few who speak English as an additional language. There are no pupils known to be eligible for free school meals. The proportion of pupils who have special educational needs and/or disabilities is broadly average. The school is federated with another local school and the headteacher is responsible for both schools. Children in the Early Years Foundation Stage are taught in the Key Stage 1 class. There is a playgroup on site which is not managed by the governing body and was inspected separately.

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

This is a good school. This is mainly due to the dedication of staff and governors and the strength of their leadership. They have a good understanding of the school's strengths and of what more needs to be done. Since the school federated with another local primary school, it has established strong teamwork and staff morale is high. This has enabled school leaders to effectively use resources to enhance the provision for pupils. They have reviewed the school improvement plan and set appropriate priorities for further development. The school has successfully addressed the issues from the last inspection and has good capacity to improve further.

Because the school is small, staff know pupils well and so they are able to meet their individual needs appropriately, particularly in reading and mathematics, where progress is good. Progress in writing is slightly slower in Key Stage 1 because teachers do not always use the information from assessments to plan tasks that are precisely matched to pupils' needs, particularly those who are higher attaining. Consequently, they are insufficiently challenged and teachers do not have consistently high enough expectations of what these pupils can achieve.

Provision in the Early Years Foundation Stage is satisfactory and children make satisfactory progress. They enjoy their activities but have insufficient opportunities to make choices and develop independence and this slows them down. In addition, access to their outdoor area is rather restricted, although the school has plans in place to change this. Currently it means that opportunities to extend their learning outside are rather limited.

The curriculum is good. It is well planned to provide enriching experiences for pupils and enables them to develop their skills sequentially in most subjects. The school's delightful grounds provide pupils with plenty of opportunities to learn outside the classroom. The sensory garden provides a place for quiet reflection as well as an inspiration for drawing, painting and story telling. Classrooms too are bright and attractive with some imaginative displays which provide a stimulating learning environment.

The school provides outstanding care, guidance and support so that pupils can thrive and flourish. Arrangements for ensuring that all pupils are safe and secure are excellent. The school is a focal point within the village and this enables pupils to make an outstanding contribution to the school and the wider community. Older pupils take care of younger ones and organise activities for them at break times. Pupils' behaviour is excellent. Pupils are polite, friendly and they get on well together in lessons and in the playground. Members of the gardening club grow a variety of fruit and vegetables and this, together with a wide range of sports and games available, helps pupils to develop an excellent understanding of the need to stay fit and healthy. Relationships between parents, governors and the school are excellent and help to make pupils feel very safe and secure in school.

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What does the school need to do to improve further?

- Improve the quality of provision in the Early Years Foundation Stage by:
 - improving the access to the outdoor area to provide wider learning opportunities for the children
 - making better use of assessment information to plan learning activities that are better matched to children's developmental needs
 - providing a better balance of activities in which children can make choices and initiate activities for themselves.
- Raise standards in writing, particularly for more-able pupils in Key Stage 1 by:
 - making better use of assessment information to plan lessons that build on and extend the quality of pupils' writing
 - having higher expectations of what pupils can achieve.

Outcomes for individuals and groups of pupils

1

Pupils enjoy learning and they respond enthusiastically when presented with challenges that make them work hard. Owing to the very small size of year groups, it is not possible to make accurate judgements on trends in performance over time or to make fair comparisons with pupils nationally. However, in lessons, most pupils' attainment is above average in reading and in mathematics. Although attainment in writing is broadly average, there are some examples of higher quality. For example in a literacy lesson, one Year 4 pupil wrote, 'Eyes glistening like coal, black gems in the African breeze,' when writing a poem about lions. There was also some work in history that was particularly impressive. However, this quality is inconsistent across the school. Scrutiny of pupils' work shows that there are variations between the classes and that pupils' progress in writing at Key Stage 1 is slower than that at Key Stage 2. Pupils who have special educational needs and/or disabilities make good progress given their starting points because they receive good support from skilled teaching assistants.

Pupils have excellent attitudes to school and to each other, and this is demonstrated by their good attendance. Their behaviour is outstanding in lessons and in and around the school. They feel safe and say that there is no bullying and that adults care very well for them. They enjoy taking responsibility for jobs around the school and taking part in decisions affecting them through the school council. These, together with their good progress, make a good contribution to their economic well-being. Their spiritual, moral, social and cultural development is good. Pupils are aware that not everybody enjoys the same privileges that they have. They currently sponsor the education of a child in Africa and they regularly initiate collections for charities. They spoke sensitively about visitors to school such as wheelchair users and members from communities that are different to their own.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	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
The extent to which pupils feel safe	1
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

¹ 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 are enthusiastic and have created a climate for learning in which all pupils feel valued and so they are keen to learn. Teaching is good overall with some that is outstanding in Key Stage 2. Some teachers are skilled at linking subjects together so that pupils can apply their skills in other subjects. For example, in one lesson pupils had to use an Ordnance Survey map to plan a visit to a local country park. They had to calculate the distance and the time it would take them to walk there by applying their mathematical skills to a real-life problem-solving context. They thoroughly enjoyed the challenge and through discussion were able to suggest how these calculations could be made. Teachers mark pupils' work well with helpful comments to show what they have done well and what they need to do to further improve their work.

The curriculum is well planned to take into account pupils' needs and interests and makes good use of resources available locally. It is mainly built around a theme or topic so that pupils can apply their literacy and numeracy skills when learning about other subjects. For example, in Key Stage 1, pupils had been learning about toys from the past and they enjoyed drawing pictures of them. The school makes good use of partnerships to provide opportunities that pupils would not otherwise have. They use the Schools Sports Partnership particularly well to provide additional sporting activities. School staff provide a range of extra-curricular activities including chess and Spanish. The exciting Imagineering Club enables pupils to use technology to create models with moving parts. Older pupils

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run a dance club at lunchtimes which is open to all pupils. A wide range of visitors and visits to places of interest, such as the London Eye, also adds to pupils' enjoyment and learning.

The school knows all pupils and their families extremely well and goes the extra mile to support those pupils who need additional help from time to time. Pupils who have special educational needs and/or disabilities are well supported through carefully planned programmes of work that help them to make good progress. Their progress is carefully monitored to ensure that this is amended when needed. The school places extremely high priority on ensuring that pupils are very safe and secure and arrangements for child protection are outstanding. Pupils are extremely well supported when they transfer to the next stage of their education

These are the grades for the quality of provision

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

How effective are leadership and management?

School leaders are ambitious and have a clear vision of how they want the school to develop. They are very aware of the need to harness the strengths of partnerships and the community to ensure that all pupils have access to the range of opportunities available in larger schools. Despite the relatively recent federation, staff, governors and parents have already forged strong working relationships to secure high-quality education for all pupils. One member of staff wrote, 'This is a special place to work and I really appreciate the fantastic support we receive from the community.'

There is an effective monitoring cycle in which the headteacher observes the work of staff and sets targets for improvement closely linked to professional development. To date other teachers have not been involved in this process as they had not received training. This has already been remedied and plans are well advanced for the literacy leader to take more responsibility for the monitoring of this area. Governors are fully involved in all aspects of the school's work and provide a good balance of support and challenge to school leaders. They review school policies and are beginning to evaluate the effectiveness of these policies more robustly.

The safeguarding of pupils is given very high priority and is outstanding. Risk assessments are carried out diligently and robustly and safe recruitment procedures are followed rigorously. The school prides itself on its commitment to ensuring that every pupil has equal access to what the school provides. It is aware that not all pupils make equal progress in some subjects and is taking steps to eliminate any remaining differences. Discrimination on any grounds is not tolerated. The school makes a good contribution to community cohesion. Whilst links in the local and international communities are strong

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those that serve to raise pupils' awareness of the cultural diversity in the United Kingdom are not yet fully developed.

These are the grades for leadership and management

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

Early Years Foundation Stage

Children in the Early Years Foundation Stage make satisfactory progress. They are happy and they enjoy school and settle quickly in the classroom. Access to the outdoor area is restricted and so pupils have somewhat limited learning opportunities, as a result, there are plans in place to address this. Although the curriculum is rather structured it reflects the needs of the Early Years Foundation Stage appropriately. However, the balance between adult-led activities and those that children choose and initiate for themselves is not quite right at present. There are not always enough occasions when children can make choices, develop independence or to show initiative. Children's social skills are good. Children behave well and get on well together. Adults are very caring and ensure they work and play in a safe, secure environment. They observe what children are doing and assess their learning but do not always use the information from these assessments to plan the next steps in their development. Adults work well with parents and carers as well as with outside agencies to provide good-quality care and support. As a result, children feel safe, and well cared for. The leader has a sound understanding of strengths and weaknesses and has appropriate plans in place for further improvement.

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

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
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

A very high number of parents and carers returned the questionnaires and the overwhelming majority are supportive of the school and the quality of education it offers to their children.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at West Chinnock Church of England Primary 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 inspector received 41 completed questionnaires by the end of the on-site inspection. In total, there are 42 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	24	59	17	41	0	0	0	0
The school keeps my child safe	29	71	12	29	0	0	0	0
My school informs me about my child's progress	24	59	17	41	0	0	0	0
My child is making enough progress at this school	21	51	19	46	1	2	0	0
The teaching is good at this school	24	59	17	41	0	0	0	0
The school helps me to support my child's learning	21	51	19	46	0	0	0	0
The school helps my child to have a healthy lifestyle	21	51	19	46	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)	13	32	25	61	0	0	0	0
The school meets my child's particular needs	23	56	17	41	0	0	0	0
The school deals effectively with unacceptable behaviour	19	46	20	49	1	2	0	0
The school takes account of my suggestions and concerns	18	44	21	51	0	0	0	0
The school is led and managed effectively	20	49	20	49	1	2	0	0
Overall, I am happy with my child's experience at this school	28	68	16	39	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).

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"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
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.



4 April 2011

Dear Pupils

**Inspection of West Chinnock Church of England Primary School, Crewkerne
TA18 7PU**

Thank you for making me so welcome when I visited your school. I thoroughly enjoyed meeting you all and hearing what you had to say about your school. It is a delightful school set in beautiful grounds which gives you plenty to do in lessons and at break times. Yours is a good school. You are making good progress in your learning because your teachers plan some interesting lessons for you. You have an exciting curriculum and some stimulating trips, such as the one when you visited the sights of London and completed the visit with a ride on the London Eye. You are extremely well cared for and your teachers work very hard to make sure that you are safe and secure and enjoy your lessons.

Although most of you work hard and make good progress, there are two things that I have asked your school leaders to do to make your school even better. I have asked them to:

- make sure that you all make more progress in writing by planning lessons that build and extend on what you are already able to do and that your school leaders make sure this happens
- provide the youngest children with more opportunities to make choices about the activities they choose to do at school so that they can become more independent.

You can help your school leaders to do these things by asking them for more opportunities to write longer stories and by using a wider range of interesting words and phrases when you write. I know you will do all you can to make sure that West Chinnock Primary School continues to play an important part in your local community. I wish you all the very best in the future.

Yours sincerely

Joy Considine

Lead inspector

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