

Middlezoy Primary School

Inspection report

Unique Reference Number	123687
Local Authority	Somerset
Inspection number	359487
Inspection dates	4–5 July 2011
Reporting inspector	Martin James

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	62
Appropriate authority	The governing body
Chair	Mo Wright
Headteacher	Helen Ormerod
Date of previous school inspection	8 May 2008
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Introduction

This inspection was carried out by two additional inspectors. The inspectors observed teaching and learning in nine lessons or parts of lessons, and a number of shorter visits were also made to classrooms to look at samples of pupils' work. Four members of staff were observed teaching. The inspectors held meetings with the Chair of the Governing Body, staff and pupils. They observed the school's work and looked at a wide variety of documentation, including teachers' planning, the federation development plan, monitoring and evaluation sheets, assessment records and safeguarding information. The responses from the staff and pupil questionnaires were analysed, as were the 40 responses from parents and carers.

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

- To what extent do teachers plan for and meet the different needs of pupils, especially the more able?
- What provision is made for improving attainment in mathematics?
- To what extent has the school developed national and global links to enhance community cohesion?
- What is the impact of being part of a federation on overall provision? What is the impact of being part of a federation on overall provision?

Information about the school

Middlezoy Primary School is much smaller than the average sized primary school. Nearly all pupils are from a White British background. The proportion of pupils known to be eligible for free school meals is lower than the national average. The proportion of pupils with special educational needs and/or disabilities is above the national average. These pupils' needs cover a wide range, including moderate learning difficulties and speech and language disorders. There are currently no pupils with a statement of special educational needs. The Early Years Foundation Stage consists of Reception-aged children, who are integrated into one class with pupils from Years 1 and 2. Through the rest of the school, pupils are organised into mixed Years 3/4 and Years 5/6 classes. In recognition of its work, the school has received a number of awards, including Healthy Schools Plus status and the Activemark award.

Since 2009, the school has been part of a hard federation of two primary schools in Somerset, the other being Othery Village School. The federation has a headteacher who has overall responsibility for both schools, and two senior teachers with day-to-day responsibility for the running of the schools when the headteacher is elsewhere. The federation also has a shared governing body.

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 where pupils achieve well. It also has some exceptional features that result in outstanding outcomes for pupils overall. Care, guidance and support and safeguarding are outstanding and consequently pupils feel extremely safe. Pupils' behaviour is excellent. Pupils adopt exceptionally healthy lifestyles and they make an outstanding contribution to the school and the local community. Parents and carers work very closely with the school, for the benefit of their children's learning, and for their part they are extremely positive about the school. For example, one said, 'Children at Middlezoy are happy and well provided for in all aspects of their educational and social development.' Children get off to a good start in the Early Years Foundation Stage, and they usually reach average standards by the time they leave Reception. Pupils make good progress through Years 1 to 6 and by the end of Year 6, attainment is above average. However, mathematics is not quite as strong as other subjects, a contributory factor being that pupils do not have such a clear knowledge of their targets for this subject.

In lessons, teachers make good use of a variety of resources and approaches to make the lessons interesting. Teaching assistants are deployed well and teaching is clearly focused on helping pupils to improve. Teachers successfully plan for the varying ages and abilities of pupils in their classes. The curriculum is planned well to give pupils an interesting array of work, which they say they enjoy. Pupils report that topics such as those on space in Key Stage 2 and on animals for younger pupils have been particular favourites. The school regularly reviews its curriculum, with a current emphasis being placed on further increasing the use of mathematics in other subjects, as this strategy has not always been fully exploited in the past. It rightly recognises that more still needs to be done. The school has done a great deal to promote community cohesion, both in school and locally. However, it has not done as much to improve pupils' understanding of the cultural diversity to be found further afield, either within the United Kingdom or abroad.

The headteacher, the senior teacher, other staff members and the governing body have successfully fostered a very pleasant, safe environment, where the pupils greatly enjoy their learning. They are a dedicated team committed to improving the provision they make for their pupils. The benefits gained from being one of a federation of schools, such as the sharing of teaching expertise and the well-focused development of management and leadership skills, contribute to this extremely well. Leaders have evaluated the school's effectiveness accurately and current planning, together with the improvements made since the previous inspection, illustrates that the school has a good capacity to improve further.

What does the school need to do to improve further?

- Raise attainment in mathematics further by:

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- ensuring pupils have more opportunities to practise and develop their skills through the other subjects of the curriculum
- ensuring that the targets provided for pupils give them very clear guidance on ways to improve their work.
- Extend community cohesion further by:
 - providing more opportunities for pupils to find out about, and communicate with, people from cultures and backgrounds different from their own, both within the United Kingdom and globally.

Outcomes for individuals and groups of pupils

1

Pupils show real enjoyment in their learning, and the work seen in lessons and in pupils' books confirms that their achievement is good, reflecting the school's own assessment. Consequently, overall attainment is above average by the time pupils leave the school. This progress was clearly observed in lessons. In an English lesson in Key Stage 1, for example, the thoughtful encouragement of appropriate and interesting words by the teacher ensured that pupils then made good progress in confidently writing about working animals. Pupils with special educational needs and/or disabilities achieve well. In a mathematics lesson on problem solving observed in Key Stage 2, for instance, the teacher fully involved them throughout, thus ensuring that their learning matched that of their classmates. The pupils' good progress from their lower than expected starting points, together with their enthusiastic, confident participation in their learning, illustrates that the school is preparing them well for their future education and their life at work.

Pupils clearly like school very much, and this is reflected in their outstanding behaviour and above-average levels of attendance. They have exceptionally sensible attitudes to their work and they are polite and courteous. Pupils say they feel very safe in school, largely as a result of the many adults who look after them. They eat fruit and healthy meals and readily and regularly take part in physical exercise, including swimming and participating enthusiastically in 'wake and shake'! They are very pleased to have contributed towards the school's Healthy Schools Plus status. Pupils' spiritual, moral and social development is strong, although their understanding of United Kingdom's multicultural society is less well developed. Pupils are very keen to take on the very many responsibilities that the school offers them, and they recognise that they are working for, and helping, each other. The school council, for instance, organises a variety of fund-raising activities, and they are delighted to talk about their contribution to the federated schools buying a mini-bus. Pupils' involvement in the local village communities is excellent, through such events as the the Middlezoy Village Day, the Othry Street Fayre, inviting local residents into school, visiting local allotments and taking part in musical and other activities in the church and the chapel. Pupils are keen to say that the school plays a very significant role in village life.

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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 create a welcoming learning environment where both artefacts and samples of pupils' work are thoughtfully displayed. They provide interesting lessons and, as a result, pupils are exceptionally keen to learn. Pupils are also provided with many opportunities to work independently, which ensure that they contribute extremely well to their own learning. Teachers have worked closely with their colleagues in the federation to identify and share good practice, and this has helped to ensure a consistent quality of teaching. Explanations are clear and reflect teachers' good subject knowledge. Occasionally, they do not give pupils quite enough opportunities to discuss their work to help them be secure in their understanding. Teaching assistants successfully and skilfully complement the work of their teacher colleagues. Teachers use information on how well pupils are doing to plan carefully for the varying needs of those in their class, for instance ensuring that work is adequately challenging for all pupils. This shows an improvement since the previous inspection. Marking is successful in clarifying for pupils how to develop their work further, although targets are not currently used so effectively, especially in relation to mathematics. While pupils have targets, they are not always confident in remembering them and then using them to help move their work forward.

Pupils speak enthusiastically about the excellent range of outings and after-school clubs that enhance the curriculum, some of which are undertaken with pupils from Othery. Pupils also greatly enjoy the learning opportunities provided in the school's own grounds

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and in the village. The school has successfully developed subject links, to enhance the interest and relevance of the curriculum through the provision of topics and themes. However, the school recognises that while good use is made of writing in other subjects, there is now the need to make more use of mathematics in a similar way, to help enhance standards in that subject. The curriculum also makes a very strong contribution to developing pupils' personal skills, for example making them very aware of the need to follow a healthy lifestyle.

The exceptional care, guidance and support provided for pupils, through procedures employed across the federation, contribute very well to both their enjoyment and their learning. Pupils are very well known to staff members, who give their welfare a high priority. Risk assessments and safety checks are rigorously carried out. Outside agencies are used very effectively to support pupils when a need is identified, especially in relation to those with special educational needs and/or disabilities. The transitions from home to school and on to secondary school are strong and effective. Staff work rigorously and successfully to improve pupils' attendance. Pupils are regularly reminded about the need to take care, for instance, when using computers.

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?

Following the formation of the federation, under the guidance of the headteacher, leaders developed a very clear understanding of the school's strengths and areas for development. Through harnessing the broad range of knowledge, skills and expertise that exist in the schools in the federation the weaker areas have been addressed. There is a strong ambition to improve even further. Great effort is taken to ensure that no form of discrimination is tolerated and that equal opportunities are promoted effectively. Consequently, all groups of pupils make good progress. Safeguarding procedures are consistently and diligently applied to ensure that all pupils are well protected, and the school has excellent practices in place. For instance, the identity of all visitors to the school is most carefully checked and confirmed. Community cohesion is promoted satisfactorily. There are strong community links, both in school and locally. However, the school recognises that links beyond the local community are not so well developed, although a start has been made through contacts established with a school in Australia.

Subject leaders, some of whom are now leading subjects across the federation, demonstrate a good understanding of their various subjects. Action plans are detailed and show a clear awareness of the ways to continue to take the school forward.

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The governing body actively supports the school, through, for instance, its important role in budgeting. Members are presently extending their understanding of the overall provision of both schools in the federation so that they might even more confidently hold them to account. The school is highly committed to working in partnership not only with the other school in the federation, but also with other schools and outside bodies. These partnerships have contributed very significantly to both pupils' learning and their well-being. There are exceptionally good working relationships with parents and carers. They support the school very well in the overall provision for their children. They give their views readily about any changes being proposed in the school and these are taken into account in making decisions.

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	3
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

When children start Reception their knowledge and skill levels are below those expected nationally. Through their time in the Early Years Foundation Stage they achieve well, and by the end attainment is typically broadly average. The children are very happy in school and they get on very well with their older classmates. Their behaviour is excellent, and they are very keen to produce their best work. The staff work hard to create a friendly and caring learning environment, and the children also benefit from the very strong links that are established with parents and carers and the nearby pre-schools. Teaching is good and adults provide the children with a good, and much-improved, balance of teacher-led activities and chances for them to choose for themselves. They take every opportunity to help the children develop their various skills. In particular, every effort is made to help develop their skills in communication, language and literacy through the ready provision of books, opportunities to write and the encouragement to talk. Occasionally, introductions to lessons do not fully engage all the children and this slows learning for some. However, this is soon addressed and then the children busy themselves through the day. Staff know the

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children well, and the frequent observations and assessments of their work result in tasks being routinely adapted to match their needs.

Facilities are good, with a much prized and well-used outdoor learning area. Children grow in confidence exploring their various capabilities in this pleasant environment. Good, well-informed leadership, which is shared with the other Early Years practitioners in the federation through meetings and visits, successfully ensures good provision for the children, and staff members ably complement each other in helping them to achieve well. Great care is taken to guarantee that all children are equally involved, and safety and safeguarding are high priorities.

These are the grades for the Early Years Foundation Stage

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

Views of parents and carers

There was a high response to the questionnaire sent to parents and carers to seek their views about the school. The vast majority of them are very positive about everything the school provides, such as in relation to their children's learning, the information available for parents and carers and especially the levels of care and safety provided. Comments such as, 'Middlezoy is a lovely school and all staff are warm, approachable and professional,' and, 'My son absolutely loves school and he is very happy there,' confirm their views. No significant concerns were raised.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Middlezoy 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 inspection team received 40 completed questionnaires by the end of the on-site inspection. In total, there are 62 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	31	78	9	22	0	0	0	0
The school keeps my child safe	38	95	2	5	0	0	0	0
My school informs me about my child's progress	27	68	13	32	0	0	0	0
My child is making enough progress at this school	28	68	13	32	0	0	0	0
The teaching is good at this school	30	75	9	22	0	0	0	0
The school helps me to support my child's learning	27	68	12	30	1	2	0	0
The school helps my child to have a healthy lifestyle	32	80	8	20	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)	29	73	9	22	0	0	0	0
The school meets my child's particular needs	28	70	12	30	0	0	0	0
The school deals effectively with unacceptable behaviour	29	73	8	20	0	0	0	0
The school takes account of my suggestions and concerns	21	53	15	38	3	7	0	0
The school is led and managed effectively	30	75	10	25	0	0	0	0
Overall, I am happy with my child's experience at this school	32	80	8	20	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

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 2010 to 31 December 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 2010/11 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.



6 July 2011

Dear Pupils

Inspection of Middlezoy Primary School, Bridgwater TA7 0NZ

Thank you for making us so welcome when we came to visit your school. We enjoyed coming into your lessons and into your assembly. It was a pleasure being with you and talking to you. Thank you also for filling in the forms on your views of the school; it was most helpful. I am writing to tell you what we found out about the school, what we think is good, and what we think could be made better. The headteacher and other staff know what they need to do to make these improvements. Overall, you are in a good school, where you are making good progress with your work.

These things are some of the strengths of the school:

- Teaching is good and teachers provide you with lessons and other activities which you enjoy.
- Your behaviour and your attitudes to your work are outstanding.
- You have an excellent understanding about eating healthily and taking plenty of exercise.
- The staff know you very well and take exceptionally good care of you. As a result you feel very safe. Your teachers work very well with those in the other school in the federation.

These are things the school has been asked to improve. We would like your teachers to do the following things.

- Help you to improve your skills in mathematics, by ensuring that you have clear targets showing you how to make your work even better, and also giving you more opportunities to practise your mathematical skills in other subjects.
- Give you greater opportunities to become more aware of people from communities and cultures different from your own.

You can all help, too, for example by making sure you know your mathematics targets.

I wish you all well for the future.

Yours sincerely

Martin James

Lead inspector

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