

# Meare Village Primary School

St Mary's Road, Meare, Glastonbury, BA6 9SP

**Inspection dates** 28 February–1 March 2013

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Outstanding</b>	<b>1</b>
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

## Summary of key findings for parents and pupils

### This is an outstanding school.

- Pupils make outstanding progress and reach well-above-average standards because teaching is excellent.
- Children in Reception also make outstanding progress because teaching is excellent and children are exceptionally well cared for.
- Pupils are enthusiastic about school because they say lessons are interesting and fun.
- Pupils' behaviour is excellent and they feel safe. They say there is no bullying but that the school has very good systems to deal with it should it occur.
- The headteacher provides excellent leadership. She works closely with the governing body and other leaders to maintain high standards and raise them where possible.
- The school accurately identifies where it needs to improve further, and all staff act swiftly to make sure improvements take place.
- Leaders provide excellent training opportunities to ensure all teaching becomes outstanding.

## Information about this inspection

- The inspector observed four teachers in nine lessons or parts of lessons. Five of these were paired observations with the headteacher to check how accurately teaching is evaluated. The inspector also listened to pupils read.
- Meetings were held with staff and pupils, and with a representative of the governing body. The inspectors also spoke to parents and carers bringing their children to school and to a representative of the local authority.
- The inspector examined documents about the school's work, including information about the achievement of pupils, development planning and the school's self-evaluation.
- He took account of 35 responses to the Parent View online questionnaire, and the school's survey of parents' and carers' views.

## Inspection team

Ted Wheatley, Lead inspector

Additional inspector

## Full report

### Information about this school

- The school is much smaller than most primary schools.
- Almost all pupils are from White British backgrounds and none are at the early stages of learning English. A small proportion of pupils are from Traveller families.
- The proportion of disabled pupils and those who have special educational needs supported through school action is broadly average. The proportion supported through school action plus or with a statement of special educational needs is well below average.
- The proportion of pupils known to be eligible for the pupil premium is below average. This is additional government funding for children looked after by the local authority, pupils known to be eligible for free school meals and those with a parent in the armed forces.
- A private play group shares the school site. This is inspected separately.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' progress and attainment in English and mathematics.

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

- Improve the quality of good teaching to outstanding by making sure that:
  - pupils always spell accurately
  - pupils settle to their own work quickly
  - teachers notice quickly if a pupil does not understand the work being done.

## Inspection judgements

### The achievement of pupils

### is outstanding

- Standards are well above average, and are often high. In both English and mathematics, the proportion of pupils reaching the higher Levels 5 and 6 is well above average and rising.
- Pupils make outstanding progress from broadly average levels on entry to the school. Progress in all years is excellent.
- Children in Reception make outstanding progress. They start with broadly expected skills for their age and, by the time they enter Year 1, all reach or exceed the expected levels. They talk, write and carry out simple number work extremely well, and their social and emotional development is exceptional.
- Pupils have extremely good reading skills. They link sounds and letters together accurately to read unfamiliar words. The poorest readers read confidently and use the sounding techniques enthusiastically and with determination. Pupils enjoy reading and read a wide range of books and materials, frequently beyond their expected reading ages.
- Pupils write with skill and imagination, and at well above average levels. They have a wide vocabulary, and produce extremely well-written pieces of extended writing. For example, Year 6 pupils wrote letters of complaint to 'Jurassic Park' to express their alarm and disgust at fatal accidents there. Their writing used sophisticated arguments and complex grammar in a manner that carried conviction that justice should be done and further accidents should not occur.
- Pupils' mathematical skills are extremely good. They calculate quickly and accurately on paper and mentally. Nearly all pupils add, subtract, multiply and divide exceptionally well because they practise these basic skills regularly and use them in problem-solving activities, such as in cracking complicated numbers codes.
- Disabled pupils and those who have special educational needs make excellent progress. This is because teachers and classroom assistants provide accurate guidance and support. They also ensure pupils have opportunities to work independently or with other pupils to develop their self-confidence, and to do 'fun' activities that make them want to succeed.
- Pupils eligible for the pupil premium funding make outstanding progress. The funding is used effectively for individual and small group support. These pupils start school a little behind other pupils and, by Year 6, the gap has disappeared in both English and mathematics. They perform at similarly high levels as other pupils and make equally excellent progress.
- Pupils from Traveller families make excellent progress because teachers are quick to make sure that they are well supported after an absence or on newly arriving at the school, and that they have other pupils to work with.

### The quality of teaching

### is outstanding

- Teaching is outstanding. In all lessons, work is challenging and closely matched to what teachers know about how well pupils make progress. Teachers expect high standards of pupils and make sure that the work they provide is interesting and stretches them to the limit of their abilities.
- Teachers provide extension activities that are interesting so that pupils want to do well, even when the work is very hard. For example, in a Years 1 and 2 mathematics lesson, the most-able pupils were set the task of buying party hats, balloons and other items for 10 children on a budget of £16. Pupils tackled the task enthusiastically, recognising it was difficult, and working on after the lesson to complete it – which most did.
- Questioning and discussion are used extremely effectively. Pupils are expected to explain their thinking, either to the class or to each other in small groups. They are encouraged to support each other in giving detailed answers to questions or discussion topics. This is an important feature of lessons, and contributes to pupils' exceptional ability to explain themselves articulately in both speech and writing.

- However, in pupils' enthusiasm to write, they sometimes make careless spelling mistakes that are not always corrected by teachers.
- Teachers start all lessons with clear explanations of what the purpose of the lesson is and set the scene for the activities and problems that pupils work on. Usually, teachers make sure pupils settle quickly to their own work. Occasionally, they are slow to do this, or to check that all pupils know what they are doing.
- Links between subjects are exceptionally good. They are carefully planned to make sure pupils are fully involved in learning and have many opportunities to write. Problem-solving activities are a part of most subjects, and pupils are encouraged to make decisions about how they learn and to work independently.
- Teachers encourage pupils to collaborate in most aspects of their work, and to appreciate the efforts each other make. This is very effective in promoting pupils' moral, social and cultural development.
- Teachers' marking is excellent. It gives accurate information about how well pupils are making progress and what levels they have reached. Pupils are fully aware of their successes, what the next steps in learning are and how they can improve their work. Teachers ensure pupils have opportunities to act on guidance on how to improve.
- Teaching in the Reception and Year 1 class is outstanding. Work is planned exceptionally well to make sure children progress quickly on to the Key Stage 1 work that Year 1 pupils are working on. Reception children quickly learn how to read linking letters and sounds, to count and to work out number problems that ensure they learn to add and take away. All activities, whether indoor or outdoor, are carefully planned to help children learn key skills and to become confident, independent learners.

### **The behaviour and safety of pupils** are outstanding

- Pupils enjoy school. They are enthusiastic and stay interested and hardworking throughout the day. They take great pride in producing work of high quality that they can display. They are keen to draw attention to work on display, even when it has been done by their classmates.
- Their behaviour is outstanding. Relationships are exceptionally good. Pupils treat each other with respect and consideration. For example, in the playground, when they are running about, or are on scooters, they take care not to collide with each other, and give way to others going in the same direction. They are extremely friendly and helpful to visitors.
- Pupils have an excellent understanding of the different forms of bullying, and what does not class as bullying. They know how to stay safe, and are very conscious of the risks to do with the internet and other forms of electronic communication.
- They say that they feel safe and if they were worried about anything they would go to any adult for help.
- They readily take on responsibilities and carry them out well. For example, they help run assemblies, older pupils listen to younger pupils read and school forum representatives are available to other pupils if they have any concerns.
- Pupils take part in all school activities with enthusiasm and always do their best. For example, in assembly, they sing tunefully, rhythmically, keep time with each other and sing with feeling.
- Attendance is average overall but, for the great majority, is well above average. A small number of pupils are persistently absent. However, this is slowly reducing as sustained efforts to impress on families the importance of regular attendance at school have a positive impact.

### **The leadership and management** are outstanding

- The headteacher provides outstanding direction for the school's work and she is exceptionally well supported by all other staff. Staff work extremely well together, and have an accurate view

of the areas they need to work on to maintain and improve the high quality of pupils' achievements.

- There are very few weaknesses in teaching, and teachers are eager to be consistently outstanding. They have targets to help them improve their work and these are closely linked to pupils' progress and the school's priorities for improvement.
- The local authority provides good support for the school, when it is needed, and the school has valuable informal links with other local schools. These links are used effectively to widen teachers' professional expertise. The school, and in particular the headteacher, supports other schools locally with expertise to help them improve.
- The school organises the subjects it teaches extremely well. A wide range of trips and visitors support pupils' learning and help maintain their enthusiasm for learning. For example, links with schools in China, Kenya and Bristol give pupils insights into the values and cultures of people from different places, including the culture of Traveller families. Combined with assemblies, singing and the personal, social and health education programme, these ensure that pupils' spiritual, moral, social and cultural development is exceptionally strong.
- Pupils of all abilities make equally outstanding progress, and the school works hard to ensure this is sustained. No form of discrimination is tolerated, and pupils are taught to accept each other and value and respect each other's opinions and backgrounds. Pupils' attendance is improving. The school's capacity to sustain its strengths and to deal with its minor weaknesses is very strong.
- Almost all parents and carers are pleased with the school. Those spoken to during the inspection all valued the school's work with their children and how readily they could speak to any staff. Links with homes are good and the school provides information about how it teaches reading and mathematics.
- **The governance of the school:**
  - The governing body is very well informed and supports the school well. Governors are well trained. They ask searching questions and have an excellent understanding of how well pupils perform compared with pupils nationally. They check how the school spends its funds, and that specifically delegated money, for example pupil premium funds, are spent effectively on raising standards. Governors check that the school has effective procedures to evaluate how well teachers teach, and that their progress on salary scales is linked to pupils' progress, the school's targets for school development, and teachers' personal professional development. They ensure all safeguarding requirements are met and that checks are made on all staff working at the school.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	123563
<b>Local authority</b>	Somerset
<b>Inspection number</b>	403539

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	101
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Andrew McCabe
<b>Headteacher</b>	Deborah Eveleigh
<b>Date of previous school inspection</b>	2 July 2008
<b>Telephone number</b>	01458 860228
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