

Abbas and Templecombe CE (VC) Primary School

School Lane, Templecombe, Somerset, BA8 0HP

Inspection dates 3–4 July 2013

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|--------------------------------|----------------------|-------------|----------|
| Overall effectiveness | Previous inspection: | Outstanding | 1 |
| | This inspection: | Good | 2 |
| Achievement of pupils | | Good | 2 |
| Quality of teaching | | Good | 2 |
| Behaviour and safety of pupils | | Outstanding | 1 |
| Leadership and management | | Good | 2 |

Summary of key findings for parents and pupils

This is a good school.

- Achievement for all groups of pupils is good. Pupils across all year groups are making good progress. Many children enter the school with skills and knowledge below expected levels and by the time they leave Year 6, they are in line with the national average.
- The commitment of the school staff to their pupils and the community they serve encourages a real sense of family and belonging, which positively supports learning.
- The governors and senior leaders rigorously monitor the quality of teaching and pupils' achievement and this has ensured high standards have been maintained.
- Attendance is above average and pupils feel safe.
- Teaching is consistently good and some is outstanding. Teachers display high levels of skill in planning to support the needs of all groups of pupils, using information and communication technology (ICT) to create 'wow' moments that challenge and engage all abilities, facilitating their progress.
- Pupils want to learn. They have excellent attitudes in lessons and when mixing socially during play. As a result, their behaviour is outstanding and they wholeheartedly engage with the rich experiences offered by the curriculum daily.
- Teaching assistants work effectively in partnership with teachers. They encourage confidence and provide effective support for all pupils, particularly those whose circumstances may make them vulnerable, disabled pupils and those with special needs.

It is not yet an outstanding school because

- The pace and challenge in the teaching of mathematics and the teaching for disabled pupils and those who have special educational needs is not consistent.
- The systems used to analyse and track progress do not clearly show how much progress individuals make which can be measured against regular milestones.

Information about this inspection

- The inspector visited all classrooms and observed 11 lessons, all of which were joint observations with the headteacher.
- The teaching of phonics (letters and their sounds) was observed. This is taught in ability groups organised across Year 1 and Year 2 classes.
- An assembly was attended.
- Pupils' work in books was scrutinised.
- The inspector met formally and informally with pupils from the school to discuss their work and their views about the school.
- Pupils from Year 1 and Year 2 were heard reading.
- A learning walk with the headteacher was undertaken to explore the curriculum opportunities offered by the school.
- The behaviour of pupils was observed in a range of settings, including the playground, dining hall, assembly, around the school and in classes.
- School documentation, including external reviews and reports from the local authority and external consultants, tracking data, achievement and progress reports, questionnaires, safeguarding and monitoring data, was scrutinised.
- Meetings were held with the headteacher, senior and middle leaders and governors.
- The inspector took the opportunity to gather the views of the local authority through a telephone conversation placed to one of its representatives.
- Questionnaires from school staff were collected and analysed and the views of 44 parents posted on Parent View were taken into account.

Inspection team

Marianne Phillips, Lead inspector

Additional Inspector

Full report

Information about this school

- Abbas and Templecombe (CE) is a smaller than average-sized primary school.
- The vast majority of pupils are of White British heritage.
- The numbers of pupils known to be eligible for free school meals is rising, but is well below the national average.
- The proportion of disabled pupils and those with special educational needs supported at school action is above the national average. The proportion of pupils supported at school action plus or with a statement of special educational needs is below the national average. The proportion of disabled pupils and those with special educational needs has increased rapidly over the last 18 months and in some year groups this is now approximately one third of the pupils.
- The proportion of pupils known to be eligible for additional funding through the pupil premium, the grant provided by the government, is below the national average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- There is private pre-school provision on the site.

What does the school need to do to improve further?

- Improve progress in mathematics so standards rise to be similar to those in English by ensuring that:
 - standards continue to rise, building upon the rapid and accelerated progress being made by all groups of pupils across the school by ensuring the pace of lessons and the level of challenge are maintained consistently
 - disabled pupils and those with special educational needs are supported through extending the outstanding teaching and planning observed in other subjects.
- Refine the school systems for analysing and tracking progress across each year group by:
 - setting regular milestones using targets to increase rigour and further drive pupil progress
 - ensuring all staff and governors understand the progress measures for individuals, groups and year groups through providing appropriate training and support.

Inspection judgements

The achievement of pupils is good

- Pupils' achievement is good. The profile of children that enter the school has changed over the past two years. Children's skills and knowledge when they join the school are below those usually expected for their age, particularly in their literacy and numeracy development. Extra help is provided in small groups to help children catch up and this is effective. By the end of Reception, the gap in achievement has been closed and children make good progress.
- Current data shows that pupils in all year groups now make rapid and accelerated progress, including in mathematics, although progress in this subject was slower last year. By the time they leave Year 6, attainment is above national average in English and broadly average in mathematics. Current data show that Year 2 and Year 6 pupils are exceeding expected targets set for them and are on track to achieve better than expected levels by the end of 2013, particularly in Level 2 and Level 4 outcomes.
- Since the previous inspection, opportunities for improving the skills in the use of computers and ICT have increased through improved resourcing. Pupils display a high level of skill and the interactive opportunities to learn ensure they enjoy the experiences offered. Pupils' attitudes to learning are outstanding and this enables them to respond positively and maturely to the adults who support them and to each other.
- Raising achievement in mathematics has been a whole-school focus over the past 18 months, since the appointment of the new subject coordinator. The impact of actions taken has been very successful in improving pupils' understanding and teachers' skills. However, progress in mathematics is slower than in English and consequently standards are lower.
- The cross-curricular focus in learning enables pupils of all ages and abilities to acquire real-life skills to support them throughout their future lives. This was evidenced through the many opportunities seen encouraging independency, responsibility and decision making in learning in the lessons observed.
- Good standards in reading have been sustained and pupils read widely and often. Parents are very positive about the school and the way it supports their children in this. Without exception, all parents would recommend the school to others, because of this view. Recently, parents were invited to attend a workshop evening designed to help them support their children's learning at home in mathematics. This was very well attended and the feedback from evaluations gathered was very positive.
- The learning and progress of pupils eligible for free school meals has been sustained at a good level over the past two years. They perform well and the achievement gap between them and their peers has narrowed. In the summer 2012 Year 6 tests, these pupils were approximately 10 months behind in English and six months in mathematics. Pupil premium funding has been used well to support this success.
- The special needs coordinator has been influential in ensuring appropriate intervention and support for disabled pupils and those with special educational needs. These pupils also make good progress throughout the school, although their progress is a little slower in mathematics. The team of teaching assistants that she manages work effectively in partnership with class teachers to build confidence and enthusiasm. As one pupil shared, 'I am dyslexic. I have excelled because of my teacher.'
- Pupils say they really enjoy school and that school helps them to do as well as they can. Of the parents who posted their views on Parent View, the very large majority agreed with this statement. Their views were generally positive and all parents confirmed they would recommend the school to others.
- The headteacher displays a passionate commitment to the development of the whole child. She has empowered all school staff, and particularly senior and middle leaders, to effectively target areas of weakness and to raise standards of attainment for all pupils.

The quality of teaching is good

- Teaching is consistently good and some is outstanding. The creative use of ICT in the majority of lessons made learning fun, interactive and special; for example, in a Years 1 and 2 lesson, pupils investigated ways of sharing pirate treasure using their tablets and had their views displayed immediately in the interactive whiteboard for the whole class to discuss. Teachers plan very thoroughly and effectively to support learning for all abilities. As a result, the outcomes for all groups are successful. Whole-school approaches, such as the focus upon learning and consistency in marking, guiding next steps, are two of many ways in which pupils' good progress has been supported. The clearly defined levels of challenge for the pupils of all abilities, throughout each lesson, ensures that pupils' progress in learning is rapid and accelerated.
- The skilful partnership between teachers and teaching assistants targets learning difficulties through careful monitoring and questioning. These strategies are used as tools to guide learning, and assess pupils' understanding. This is one of the many strengths of the school. The emphasis upon pupils explaining their thinking and understanding also supports the development of pupils' speaking and listening skills effectively. Half-termly pupil progress meetings provide opportunities to target early interventions to narrow any achievement gaps which may arise.
- The teaching of disabled pupils and those with special educational needs is good. The very effective support ensure these pupils make rapid progress in English and the school rightly recognises the need to ensure the same high quality support ensures the same rates of progress in mathematics.
- The steady improvement in teaching over the past two years has been facilitated by the headteacher through the emphasis on building skills and expertise, through appropriate training, mentoring and professional support.
- Teachers make their expectations very clear and display high levels of skill. The focus upon improving the level of expertise in teaching mathematics across the school, through the support of an advanced skills teacher over the past 18 months, has been highly successful in raising standards and achievement in mathematics. As a result, teachers are gaining in confidence and improving the challenge for pupils, although they do not ensure the pace of lessons and the level of challenge are maintained consistently. Cross-curricular opportunities are used very creatively by teachers to make learning real and appropriate. Pupils also experience visits and visitors to further enhance the quality of learning opportunities offered.
- Phonics is taught well by teachers and teaching assistants. In Years 1 and 2, pupils are organised into sets to ensure learning opportunities are planned to match the needs of all pupils. This focused approach is helping all pupils to acquire the skills which will enable them to read and enjoy a wide range of books and authors.

The behaviour and safety of pupils is outstanding

- Pupils are very keen to share their views about their school. They are articulate and stress enthusiastically how much they enjoy their learning. They confirm how safe they feel in all situations and stress that there is no bullying of any kind in their school. They are knowledgeable about the various kinds of bullying, including physical bullying, cyber bullying and name calling. School records confirm their views are accurate and there is no bullying and very few incidents of any kind. The school is highly effective in promoting good relationships and ensuring discrimination of any kind is not tolerated.
- All pupils are encouraged to be responsible and mature, especially through the work of the school council, the ECO group and playground leaders. They strive to fulfil their responsibilities maturely and effectively. They are extremely well mannered and their very positive attitudes enable them to respond well to all learning challenges, regardless of their age or ability.
- Pupils feel the school prepares them very well for the next stages in their education. They enjoy the challenges they experience in lessons and are keen to do their best for their teachers.
- Attendance is above average and the school has maintained a focus on keeping it at this level for the last two years by rewarding those pupils sustaining 100% attendance on a termly basis, through assemblies. Punctuality is excellent.

- Relationships in school are excellent. Pupils are very supportive and caring about each other in all situations, both in class and during play. They say friends are special and teachers are keen to support them, showing them respect and encouraging them to work hard. They also appreciate the way teachers offer care and listen if they have problems outside school. Their school environment is stunning, both inside and outside the classroom, providing learning experiences that are impressively rich and varied. The most recent addition is a 'forest school' area to add to the beautiful field, environmental section, playgrounds and trim trail.

The leadership and management

is good

- The headteacher is very keen to share her vision for the development of the 'whole child'. Her care and concern for all pupils, but particularly the vulnerable, have created a very positive ethos that supports and encourages all to achieve. She drives school improvement and has established management systems and structures that support this. Staff questionnaires confirm how effective leaders and managers are and how much staff have enjoyed opportunities for targeted training to improve levels of expertise and skill. Middle and senior leaders appreciate the way they have been empowered by the headteacher to undertake regular monitoring and intervention. At all levels, they are encouraged 'to give of their best and take appropriate risks'. The whole-school systems ensure a consistency of approach that targets areas of weakness and drives up standards in teaching and pupils' achievement. Well-timed interventions are making an impact. They accelerate the rate of progress of all groups of pupils, regardless of ability.
- The high expectations of leaders and managers at all levels provide challenge for pupils to think and learn. Planning for support is effective and ensures all pupils experience success.
- Performance management targets underperformance in teaching and learning, attainment and progress. Teachers confirm they are set appropriate and challenging objectives, but also how much they are supported by school leaders through mentoring, training and on-going professional development opportunities.
- Safeguarding procedures are fully in place. This is an inclusive school that strives to ensure equality of opportunity to motivate all pupils regardless of faith, background or ability.
- The curriculum is broad and balanced, based upon agreed whole-school themes, such as 'the Oceans'. Teachers are creative and skilled in the use of ICT and other resources, planning opportunities to challenge thinking and support learning in active and meaningful ways in first-hand settings. Strategies employed support all learning styles and pupils' work is used to create vibrant classrooms that celebrate and encourage the individual to achieve.
- The provision for pupils' spiritual, moral, social and cultural development is good. Assemblies encourage singing, prayer and reflection and links with the local churches, which strengthen community relationships. International links with Spain and Nigeria are a few of the many ways in which rich experiences are offered the pupils and their families. Fundraising through Comic Relief also reflects the effective outreach this school fosters and the empathy displayed by pupils towards others less fortunate than themselves
- The school has a good capacity to improve. There has been rapid improvement in teaching and learning and standards have been raised over the past 18 months, through focused leadership. The improvements have had a positive impact upon learning opportunities for pupils.
- The local authority, through the outcome of an audit by an external consultant, has acknowledged the improvements that have been made. Its support is now light touch.
- **The governance of the school:**
 - Governors are knowledgeable about data and the school's strengths and areas for development in relation to other schools locally and nationally. They are clear about the improvements that have been made in mathematics and ways in which other subject strengths have been sustained.
 - They are diligent in their roles and responsibilities and are keen to share how the committee structures established within the governing body enable them to fulfil their role.
 - They support and challenge the headteacher and actively monitor the quality of provision, in relation to pupil premium funding, support for disabled pupils and those with special educational needs, accuracy in data analysis and tracking and raising standards in the

quality of teaching and learning.

- They fulfil their statutory responsibilities in setting and monitoring challenging performance management objectives for the headteacher and also in their knowledge of their role in the way staff performance and pupil progress are evaluated to ensure any areas of weakness are eliminated to ensure appropriate staff progression through the salary scales.

What inspection judgements mean

| School | | |
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| 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

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| Unique reference number | 123775 |
| Local authority | Somerset |
| Inspection number | 413274 |

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

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| Type of school | Primary |
| School category | Church of England |
| Age range of pupils | 4–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 136 |
| Appropriate authority | The governing body |
| Chair | Russell Hamblin-Boone |
| Headteacher | Helen Townson |
| Date of previous school inspection | 30 September–1 October 2009 |
| Telephone number | 01963 370481 |
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