

North Cadbury Church of England Primary School

Cary Road, North Cadbury, Yeovil, Somerset BA22 7DE

Inspection dates 15–16 October 2013

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

Summary of key findings for parents and pupils

This is a good school.

- Attainment has been consistently above national averages in English and mathematics by the end of Year 6 over the last five years throughout the school.
- The quality of teaching is good, with some practice of high quality.
- The headteacher has a clear understanding of what needs to be done to raise the quality of teaching and pupils' achievement to outstanding.
- Pupils, including disabled pupils and those with special educational needs, make good and sometimes rapid progress in all year groups.
- The commitment of the headteacher and governors has led to improvements in teaching demonstrating that the school has a strong capacity for future improvement.
- Pupils' behaviour is of a high standard and underpins the family atmosphere of the school. Pupils are polite and respectful and make the most of every day at North Cadbury.
- Parents are very satisfied with the quality of care and teaching their children receive.
- The school promotes pupils' spiritual, moral, social and cultural development very strongly. It instils high aspirations and a clear understanding of right and wrong.
- The stimulating curriculum offers a varied and challenging range of exciting opportunities, particularly in the performing arts and music.
- Pupils are well known to staff, which enables them to keep a close check on their learning and well-being.

It is not yet outstanding because:

- Not enough teaching is the highest quality. As a result, not all more able pupils reach the higher standards they are capable of. For some pupils work is not challenging enough at individual levels.
- Pupils' achievement in writing, particularly in Key Stage 2, is less consistent than in reading and mathematics. There are not enough opportunities for pupils to use and practise their writing skills in other subjects.

Information about this inspection

- All staff were observed teaching. A total of 11 lessons and one assembly were seen. This included three joint lesson observations with the headteacher.
- The inspector heard pupils from Years 2 and 3 read individually and observed the teaching of phonics (letter patterns and the sounds they represent).
- Meetings were held with the headteacher, a group of pupils, the Chair of the Governing Body and three other governors and the Early Years Foundation Stage coordinator.
- A telephone conversation was made to the school improvement partner.
- The inspector looked at a range of evidence which included the school's improvement plan, the school's data for tracking the progress and attainment of individual pupils and specific groups, the school's checks on how well it is doing, curriculum and lesson plans and governing body documentation.
- The inspector also looked at the work pupils were doing in their books.
- Parents were spoken to at the beginning and end of the school day and the 18 responses to the online questionnaire (Parent View) were considered. Responses from 10 staff questionnaires were also taken into account.
- During the inspection pupils' behaviour was observed, both inside and outside the classroom, and the school's safeguarding procedures were scrutinised.

Inspection team

Mark Anderson, Lead inspector

Additional Inspector

Full report

Information about this school

- North Cadbury is a smaller than average-sized school located near to Wincanton.
- The vast majority of pupils at North Cadbury come from White British backgrounds.
- Pupils are taught in six classes. Years 5 and 6 are taught in one mixed-year class.
- The proportion of pupils known to be eligible for the pupil premium, which provides additional funding for children in local authority care, children with a parent in the armed services and pupils known to be eligible for free school meals, is below the national average. There are a small number of pupils with a parent in the armed services on the school roll. There are currently no children in local authority care.
- The proportion of pupils who are disabled or have special educational needs and are supported through school action is in line with the national average.
- The proportion of pupils supported at school action plus or through statements of special educational needs is significantly below the national average.
- The school meets the government's floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.
- The school runs a successful breakfast club, which was observed as part of the inspection.
- North Cadbury is a member school of The Ansford Learning Partnership, which consists of Ansford Academy and six other primary schools.

What does the school need to do to improve further?

- Improve the quality of teaching from good to outstanding by:
 - ensuring that teachers' expectations of what pupils can achieve are always high enough, especially in writing and for the more able pupils.
- Improve the quality of writing and presentation in all subjects, and particularly in Key Stage 2, by:
 - ensuring teachers insist on correct spelling, punctuation and neat handwriting in pupils' work
 - providing more time for pupils to produce longer pieces of written work in different subjects.

Inspection judgements

The achievement of pupils is good

- The majority of children have skills in line or slightly below those typical for their age when they join North Cadbury. They make good progress in the Reception class and benefit from a well-balanced curriculum with a wide range of stimulating activities, both in the classroom and the outdoor areas.
- Pupils make good progress throughout Key Stage 1 and results attained at the end of Year 2 have been consistently above national averages in reading, writing and mathematics for the last five years. A few pupils, however, who have the potential to reach a higher level sometimes fall short.
- Pupils reached high standards at the end of Key Stage 2 in 2012. Almost every pupil achieved the expected Level 4 in English and mathematics and more than half of the group achieved Level 5 in both subjects.
- Standards achieved in writing at Key Stage 2 were above average but not as high as those attained in reading and mathematics. Pupils enjoy mathematics and achieve well. They display good confidence in written and mental calculations and in using mathematical symbols accurately.
- Pupils make good progress as they move through Key Stage 2. The school's results for 2013 and pupils' current levels of progress show that this good progress and high standards have been maintained and built upon.
- Pupils read regularly and to a high standard. An effective programme to support the teaching of phonics (the links between letters and sounds) underpins the development of pupils' good reading skills in Key Stage 1. Pupils get regular opportunities to read during each school day and teachers ensure that their knowledge of phonics is reinforced during all lessons. This good start in reading is illustrated by the above average proportion of Year 1 pupils who reached the expected standard in the most recent phonics screening check.
- The small number of pupils who benefit from the pupil premium funding make good progress, in line with their peers, and their attainment by the end of Year 6 in English and mathematics is similar to other pupils. There are no significant differences in the progress made by groups of pupils, including disabled pupils and those with special educational needs.
- The school's systems for tracking each individual pupil's level of progress and achievement are extremely accurate. The staff have detailed and accurate knowledge of how well individual pupils are doing. The tracking data are analysed to establish any areas that are in need of strengthening and any individual pupils or groups who require additional targeted support.

The quality of teaching is good

- Teaching has been consistently good over time in reading, writing and mathematics with some examples of high quality practice. There are positive relationships between teachers and pupils in lessons across the school and this supports pupils' learning well.
- Almost all pupils' attitudes to learning are positive and the pupils are strongly encouraged to become independent learners.
- Teachers have good subject knowledge and present their lessons clearly. There is a good balance of input from the teachers and time given for pupils to get on with their work independently or in groups.
- Teachers regularly use varied and stimulating resources that engage pupils. For example, pupils were observed using a wide range of practical materials and tools to help them in mathematics lessons with their calculations and problem solving.
- Occasionally, activities are not matched well enough to what individual pupils can do well and

what they need to do to improve. In particular, work is not always hard enough for the higher-attaining pupils. Also, opportunities to develop pupils' writing skills and improve the standard of presentation, punctuation and spelling are sometimes missed.

- The school has introduced an effective system of 'Learning Ladders' with specific targets, which helps individual pupils understand what they have achieved and what the next steps in their learning are.
- Teaching is lively and engaging and is clearly enjoyed by pupils. Teachers' questioning keeps pupils focused on the current task in hand. All pupils are encouraged to play an active role in all learning activities and there is a clear focus on building confidence and self-esteem.
- There is a strong element of 'outdoor learning' and the school's development of an 'Environmental Walkway' and a 'Peace Garden' provides a fascinating range of learning opportunities.
- Class teachers work closely with their teaching assistants to ensure that those pupils requiring additional direction and encouragement receive the support they need in order to make similar progress to their peers. The contribution of well-qualified and experienced teaching assistants is a real asset for the school.
- Pupils are helped to achieve their learning targets through good marking and verbal feedback. This is consistently good, particularly across Key Stage 2, and pupils receive clear guidance as to the quality of their work and how to make it better.
- Computers are viewed, and used, as tools for learning in all subjects and the pupils develop a high level of proficiency in information and communication technology.
- Specialist teachers visit the school on a weekly basis, providing high quality multi-sports sessions for all year groups and brass ensemble sessions for Key Stage 2 pupils. During the inspection the pupils were observed enthusiastically participating in these sessions.
- The school has successfully developed and extended pupils' sporting opportunities and has utilised funding effectively. Pupils regularly take part in numerous sports tournaments and receive a range of coaching, including sports such as badminton, from the school staff and visiting coaches.

The behaviour and safety of pupils are good

- The behaviour of all the pupils is consistently good and they respond well to high expectations within the school.
- Pupils clearly enjoy attending North Cadbury and are genuinely proud of their school. Relationships are excellent and there is a positive learning culture within the school. As one pupil commented, 'We are never forced to do things. We do them because we want to!'
- Parents have a positive view of behaviour. The vast majority of parents who spoke to the inspector or responded to the online questionnaire (Parent View) considered that the pupils behave appropriately and that the school is extremely caring and approachable.
- The great majority of pupils have positive attitudes and are enthusiastic in the classroom. However, a small minority can lose concentration and focus in some lessons when they are not fully engaged.
- Pupils at North Cadbury are polite and courteous to staff and to all visitors. They mix together naturally across all age groups, both in lessons and on the playground. Friendships are secure and the calm atmosphere allows all pupils to feel at ease. Incidents of serious misbehaviour are rare and there have been no pupil exclusions in recent years.
- The older pupils enjoy and benefit from taking on many different responsibilities. These include acting as 'playground pals', being on the school council and supervising the 'Peace Garden'.
- Historically, attendance has been consistently good and continues to be above the national average. The breakfast club provides a happy and secure start to the school day and is followed by the 'Early Bird' reading club.

- Pupils are very well cared for and feel safe throughout the school day. They think that all of the teachers are approachable and deal with any issues or problems fairly and promptly. The pupils display a good understanding of what bullying is, including physical, emotional and cyber bullying. Pupils in Key Stage 2, for example, were observed in an information and communication technology lesson learning how to ensure their 'e-safety'.
- The school's curriculum and ethos ensure the development of a wide range of personal and social skills. The Year 6 pupils leave North Cadbury as confident and caring individuals.
- Appropriate behaviour policies are followed by staff and understood by pupils. The headteacher and teachers act as strong role models for the pupils, which helps establish genuine respect and trust throughout the school.

The leadership and management are good

- The headteacher's commitment has ensured that good standards of academic achievement have been maintained over a sustained period and that the curriculum has been enhanced and expanded year on year. She has been well supported by governors who share the headteacher's drive and ambition for North Cadbury.
- The headteacher's and governors' view of the school's performance is extremely reflective, honest and challenging. They have maintained the good quality of teaching and achievement since the previous inspection. However, a few inconsistencies in teaching remain and the achievement in writing is not as consistently strong as it is in reading and mathematics. The school improvement plan has ambitious targets and focuses on improving the standards achieved by all pupils, and particularly the more able.
- Responses from staff and parents agree that the headteacher and governors provide strong leadership and management across all areas of the school.
- The staff function well as a team and each individual member of staff has an assigned responsibility as a subject 'champion' which ensures that all subjects have a leader. Morale is high and every member of staff displays a strong level of commitment.
- Detailed information on pupils' attainment and progress is systematically collected. The data are analysed carefully and recorded. Meetings are scheduled every half term to discuss individual pupils' progress in order to identify those who are not making expected progress and put in place appropriate support.
- The leadership of teaching has become increasingly rigorous and the performance management procedure ensures that teachers' targets are linked closely to the progress of their pupils. This has increased the level of academic expectation and taken the school nearer to providing every pupil with the opportunity to achieve his or her full potential.
- Staff are regularly observed teaching and the quality of their practice and the progress made by their pupils are judged accurately. The outcomes and judgements of this process are linked to teachers' pay and internal promotion within the school.
- The school is strongly inclusive and the good achievement of all pupils from their individual starting points is evidence of the school's highly successful promotion of the equality of opportunity and tackling of any kind of discrimination.
- The school has received appropriate 'light touch' support from the local authority.
- North Cadbury has excellent links with the local community and a number of parents, both past and present, as well as local residents visit the school to help with individual readers.
- The school's arrangements for the safeguarding of pupils meet statutory requirements and demonstrate good practice.
- The breadth of the pupils' educational experience and opportunity at North Cadbury is extensive and ranges from Zumba classes to visits from professional poets, writers and artists. The pupils have numerous sporting and cultural outings. These include recent visits to Montacute House and the Fleet Air Arm museum at Yeovilton. All of the Years 5/6 pupils recently took part in

performances of 'Fiddler on the Roof' with pupils from the other six primary schools in the Ansford Learning Partnership.

- The curriculum also provides numerous opportunities for the development of pupils' spiritual, moral, social and cultural awareness and understanding. Inspirational sessions of collective worship are led by two members of the local clergy every week.

■ **The governance of the school:**

- Governors know North Cadbury well. They are pro-active and committed to its ongoing improvement and development. They are aware of its strengths and how its performance stands alongside that of similar schools, as well as in comparison with national standards. They are involved in the performance management of all staff and have a good understanding of the quality of classroom practice. Governors visit the school as regularly as possible and are kept well informed by the headteacher. The governors operate an effective committee structure and individual governors' expertise is utilised well. Governors make sure that finances are audited regularly to ensure financial stability and carefully monitor all expenditure. They are well informed as to how the pupil premium funding is allocated and the impact it is having on the pupils' progress. Governors attend training so that they can fulfil their roles more effectively. They ensure that North Cadbury meets all statutory requirements, including those relating to safeguarding and safer staff recruitment.
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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

Unique reference number	123770
Local authority	Somerset
Inspection number	426818
Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	128
Appropriate authority	The governing body
Chair	Darrell Chainey
Headteacher	Anne Craggs
Date of previous school inspection	22 October 2008
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