

St Mary and St Peter's Church of England Primary School

Copse Lane, Ilton, Ilminster, TA19 9EX

Inspection dates 21–22 November 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.

- Leaders and governors have maintained and improved upon good teaching and achievement since the previous inspection.
- Pupils achieve well because of good teaching. In lessons, teachers encourage pupils to do their best and behave well.
- Teachers check pupils' progress carefully and develop pupils' evaluation skills well. As a result, all pupils are aware of their targets and achieve well from their very different starting points.
- Pupils' achievement has risen significantly in mathematics since the previous inspection.
- Disabled pupils and those who have special educational needs do well from their individual starting points.
- Pupils enjoy school, they feel safe and well cared for, and know how to keep themselves safe.
- The governing body supports and challenges the school well.
- Children have a good experience in Early Years Foundation Stage to help prepare them for the start of Key Stage 1.

It is not yet an outstanding school because:

- Occasionally, teachers do not provide work that is hard enough to meet pupils' individual needs, especially the more able.
 - Marking does not always show pupils the next steps to take to improve their work and with time for pupils to respond to the suggestions.
- Boys' achievement in writing does not yet consistently match their attainment in mathematics and reading.

Information about this inspection

- The inspector saw eight lessons, one of which was jointly observed with the headteacher. In addition, several short visits were made to lessons including pupils being taught by teaching assistants.
- The inspector also watched two assemblies.
- The inspector heard pupils read on both school sites and looked at their workbooks.
- Lunch and break times were used to talk to pupils around the school.
- The inspector held meetings with the Chair of the Governing Body and staff. She held a telephone conversation with a representative from the local authority.
- These meetings included discussions about the analysis of data, documented information and records provided by the school, this included records monitoring the quality of teaching, tracking pupil's progress as well as documents relating to safeguarding children.
- Questionnaires were analysed from 10 members of staff.
- The views of parents and carers were obtained through the school's surveys and conversations with parents and carers at the start of the school day. There were only a few responses to the online questionnaire, Parent View.

Inspection team

Sarah Jones, Lead inspector

Additional Inspector

Full report

Information about this school

- St Mary and St Peter's Church of England School is much smaller than the average-sized primary school, organised over two sites. All pupils are taught in mixed-age classes.
- The acting headteacher was appointed in September 2013.
- The school is federated with Shepton Beauchamp Primary School, with a single governing body and with a new executive headteacher, leading both schools, over three sites from January 2014.
- Almost all pupils are of White British heritage.
- The proportion of disabled pupils and those with special educational needs supported through school action is above average and the proportion supported by school action plus or with a statement of special educational needs is average.
- The proportion of pupils known to be eligible for the pupil premium, which is additional government funding for specific groups, including in this school those known to be eligible for free school meals, is above average.
- The school meets the government's floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school is very proud of its Woodland Trust Green Tree School Gold Award, reflecting the value placed on forest schools education for all children.

What does the school need to do to improve further?

- Improve the quality of teaching from good to outstanding in order to raise attainment by making sure that:
 - marking is consistently well linked to pupils' next steps, and pupils know how to improve their work
 - opportunities are provided to develop and extend boys' writing experiences
 - work is always hard enough, especially for the more-able pupils.

Inspection judgements

The achievement of pupils

is good

- The small numbers of pupils in each year group mean comparisons with national averages are not meaningful. Observations and scrutiny of pupils' work show that the pupils achieve well.
- Pupils enter the Early Years Foundation Stage with skills below the levels typical for their age. They make good progress because teachers and adults plan together and encourage them to develop confidence and independence in their learning, especially when working alongside older children in the class. As a result children are confident and well prepared to start Year 1.
- The attainment in mathematics is rising, and has improved since the previous inspection, as this is where the school has been directing its work with a range of exciting activities to reinforce learning that take place both inside and outside the classroom environment.
- Pupils' achievement in reading is good and they enjoy reading from a wide range of texts. They are able to break down words into sounds to help them read the more difficult words.
The achievement is not as good as the girls and does not match how well they are doing in reading and mathematics.
- The curriculum provides additional opportunities for pupils to develop their basic skills in a variety of different forms. For example, in a mathematics lesson, pupils had the opportunity to use a range of activities both inside and outside the classroom to explore the idea of doubling numbers.
- Disabled pupils and those with special educational needs receive good quality support and achieve well as a result. The range of specialist help, including the teaching of small groups in the classroom, makes sure that pupils are progressing as well as the other pupils, including pupils who have been absent due to periods of travelling.
- The proportion of pupils across the school supported through pupil premium funding has increased this year. The school provides good support for these pupils, and ensures that they make the good progress necessary to close gaps in their learning. There are no differences between their progress and the attainment and those of other pupils.
- Sometimes more-able pupils are given work that is too easy for them. This is when lessons are less challenging and with some writing activities not sufficiently engaging for all pupils, particularly boys.

The quality of teaching

is good

- Teaching is consistently good, and, at times, of high quality. The acting headteacher regularly checks on teachers' performance and pupils' outcomes. In turn helping staff to know what they need to work on to improve pupils' overall achievement.
- Teaching assistants know the pupils they support well. They know how to motivate and encourage them to maximise their learning. They effectively support pupils with special educational needs in the classroom and in small-group or one-to-one sessions and adjust their work. This enables these pupils to make similar progress to others in the class.
- Warm relationships and consistently applied routines help children settle well in the Early Years Foundation Stage.
- A key feature of the good teaching in the school is the detailed and effective planning that arises from the in-depth knowledge staff have of every pupil, as well as the good subject knowledge they use to question and develop pupils' deeper thinking. However, occasionally the work they set is not hard enough for all pupils, especially the more able.
- Teachers encourage pupils to work with each other and to discuss their ideas. This

provides an opportunity to share ideas as well as learn to tolerate and accept each other's opinions, helping to develop their social skills effectively.

- Pupils report that they particularly like the lessons that are fun, saying that they learn far more. One class spoke with enthusiasm about the stories they were writing, which were set in fantasy worlds. They enjoyed sharing the work they had completed and the chance to share the effective and descriptive language they had used.
- Parents and carers were very positive about how much their children enjoy school, are keen to attend school and want to do well.
- Good use of outside staff, such as sports coaches, has helped to extend pupils' learning. For example, children were observed enjoying the opportunity to develop their hockey skills within a safe and developmental working environment.
- The quality of marking and feedback pupils receive does vary. In some classes more guidance is required on how pupils can improve their work.

The behaviour and safety of pupils are good

- Pupils enjoy school, they find their lessons interesting and are keen to do well. Pupils have a very positive attitude to their learning, showing interest and enthusiasm.
- The relationships across the school are strong, pupils have a lot of respect and care for each other and the relationships with staff are very positive.
- Pupils behave very well both in and out of lessons. They are very enthusiastic and show the ability to work and play together well.
- Pupils feel safe in school. Pupils are aware of the different types of bullying such as physical harm or name calling and say any incidents are quickly dealt with.
- Pupils are aware of issues surrounding personal safety including the safe use of the internet and stranger danger when out and about in the community. The forest school experience provides good opportunities for the children to learn about risk and how to keep safe.
- Attendance is improving and the school regularly tracks and monitors all absence, with a clear awareness of the importance of improving the attendance rate of all pupils.
- Parents and carers agree with the children's view that the school is a very caring place and should there be any concerns they can approach the school and any issues will be quickly dealt with.

The leadership and management are good

- The acting headteacher's determination to lead the school forward during a period of change has been successful. There is evidence of improvements in achievement and quality of teaching across the two sites.
- The acting headteacher makes sure that all pupils' progress is tracked carefully and regularly checked. Support is put in place for those pupils who are not making the progress they should be.
- The school leaders regularly check on the progress made and use the school's plans to monitor the progress and to identify further areas for development.
- The school's curriculum provides a wide range of opportunities for pupils to extend their experiences of both the local and wider community. Pupils enjoy the opportunity to participate in regular Forest School activities, saying that this makes the learning real.
- Opportunities to engage in local events are taken up by the school, for example, a large number of pupils sang at the town's Victorian evening during the inspection.
- Pupils' spiritual, moral, social and cultural development is an important part of the school curriculum. During the inspection an assembly was observed on forgiveness providing an opportunity for pupils to reflect on some of the more challenging questions posed to them on how to forgive somebody.
- An additional range of activities is provided to further enhance pupils' experiences after school, for example, stay and play and Christian club. The additional primary school sports funding is being used to invest in a sports coach to promote physical education both during lessons and after school.
- The school enjoys productive links with the local authority, which supports the school well, including moderation of work. The governors speak highly of the support received from the local authority especially in relation to the appointment of the new headteacher, who is due to start in January 2014 and will work across the federation.
- The school's arrangements for the safeguarding of pupils meet statutory requirements and demonstrate good practice.

■ The governance of the school:

- The governing body has a clear understanding of the school's strengths and what it needs to do to keep improving. Governors play a strong role in providing both support and challenge. The governing body is very clear on the targets for the school and how these can be met across the two sites, as well as the federation as a whole. Governors have an understanding of the school's management of teachers' performance and the implementation of Teachers' Standards and how they affect salary progression. Governors monitor spending carefully and are aware of how the school is using the pupil premium to improve pupils' achievement. Their knowledge of the school enables their close monitoring of the financial position of the school. Governors make sure they are kept up to date with training to improve their effectiveness. The governing body fulfils statutory duties, such as safeguarding requirements.

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	123741
Local authority	Somerset
Inspection number	427289

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	47
Appropriate authority	The governing body
Chair	Jesse Pattison
Acting Headteacher	Darren Troake
Date of previous school inspection	9 November 2010
Telephone number	01460 52574
Fax number	01460 52574
Email address	Sch.023@educ.somerset.gov.uk

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