

Stogumber Church of England VC Primary School

Station Road, Stogumber, Taunton, TA4 3TQ

Inspection dates 21–22 November 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	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.

- Pupils currently in the school make good and sometimes outstanding progress from their starting points because they are taught well. Some teaching is outstanding.
- Teachers know the pupils very well giving them confidence and a keenness to do well. A thorough check on progress ensures that teachers know exactly how well pupils are doing or if they need some additional help.
- Children settle very quickly into the Early Years Foundation Stage. They learn the class routines and are enthusiastic about all the exciting opportunities the school gives them. Their enjoyment in learning is very clear.
- Pupils behave extremely well and feel safe. They are proud of their school and talk about it enthusiastically, particularly emphasising that everyone is friends with everyone else. They say that there is no bullying of any kind. Parents, carers and staff agree that this is the case.
- Leadership and management have improved since the last inspection. Leaders, managers and governors have ensured that teaching and pupils' achievement have improved. Accurate school self-evaluation identifies where improvement is needed. The very strong governing body provides a high degree of challenge and support for the headteacher and staff which continues to drive school improvement.
- The school is at the heart of the village community with which it works very closely, as in the recent 'Ground Force' weekend when they came together to provide the pupils with a greatly enhanced outdoor learning environment.

It is not yet an outstanding school because:

- Achievement in writing at the end of Year 6 is not as good as it is in reading and mathematics.
- Despite recent significant improvements, the quality of teaching in writing, especially in Years 3 to 6, is not as consistently good over time as it is in reading and mathematics.
- Governors are aware that the coordination and supervision by leaders and managers of the many effective changes to systems, such as marking or strategies to improve writing, are not robust enough to ensure consistency and accelerate the pace of improvement.

Information about this inspection

- The inspector observed nine lessons taught by three teachers. One of these was observed in Crowcombe School where Years 3 and 4 pupils are taught. One of the observations was a joint observation with the headteacher.
- Meetings were held with the headteacher, pupils from Years 5 and 6, three members of the governing body and staff members with a specific responsibility for the Early Years Foundation Stage, literacy and numeracy.
- Some joint meetings with the headteacher, staff and members of the governing were held with the inspectors of both partner schools. Other separate meetings were held with the headteacher and a representative of the local authority.
- Pupils' work was scrutinised, including the 'learning journey' records of the youngest children. Displays around the school were also examined.
- The inspection looked in detail at the quality of teaching and how much progress the pupils make in each year group.
- Note was taken of the four responses to the staff questionnaire and the 11 responses made to the online questionnaire (Parent View). The inspector met some parents and carers informally at the start of the day and received five letters written to express their views of the school.
- The inspector heard pupils in Years 2 and 6 read, observed morning playtime and lunch breaks, and attended an assembly.
- A range of documents was looked at, including the school's data on pupils' progress, improvement planning, the school's checks on how well it is doing, information on the quality of teaching and records relating to behaviour, attendance and safeguarding.

Inspection team

Anne Wesley, Lead inspector

Additional Inspector

Full report

Information about this school

- This school is very much smaller than most schools and has just two small classes where pupils are taught in mixed-age groups. It is federated with Crowcombe Church of England Voluntary Aided School. The headteacher, governing body and subject leadership are shared across the schools.
- The schools serve a very rural community.
- All pupils in Years 5 and 6 from both schools are taught together at this school and all pupils in Years 3 and 4 are taught together at Crowcombe with pupils travelling between the schools using the federation's minibus. Separate inspectors inspected the two schools simultaneously. There is also a mixed-age Reception and Key Stage 1 class.
- The proportion of pupils known to be eligible for free school meals and supported by the pupil premium (additional government funding for pupils known to be eligible for free school meals, children who are looked after and children from service families) is just above average.
- The vast majority of pupils are White British.
- The percentage of disabled pupils and those with special educational needs is broadly average, covering a range of difficulties.
- A breakfast and after-school club is available for pupils for both schools, based in Crowcombe..

What does the school need to do to improve further?

- Improve the quality of teaching and raise achievement in writing to match that in reading and mathematics by ensuring that:
 - pupils have more opportunities to write at length on subjects and themes that interest them, especially in Years 3 to 6.
 - there is greater consistency in the way writing is marked in all subjects and that the pupils are given time to respond to their teachers' advice about how to improve their work.
- Consolidate the improvements made in leadership and management by the rigorous and systematic monitoring of all the new effective strategies, for example in marking and preparation for extended writing, so that they are used consistently with all pupils.

Inspection judgements

The achievement of pupils is good

- Children enter Reception with skills and understanding below the levels expected for their age. As a result of good teaching and activities closely matched to their needs, all children make good progress. They make particularly good progress in phonics (letters and their sounds). Furthermore, because they are taught very well how to use this, they make a very good start in learning to read and write.
- The skilled staff in the Reception and Key Stage 1 class ensure that the careful planning designed to meet the pupils' individual needs continues. For example, while a group talked about the mathematical properties of three-dimensional shapes, another used these to draw pictures, describing the shapes as they went along. The youngest used them to label and count as they built towers. Each group made good progress.
- Good progress in reading and mathematics is assured throughout the school because of the good match of task to ability.
- There are a very small number of pupils in each year group so the results at the end of Key Stages 1 and 2 vary from year to year. The school monitors the progress of each pupil in reading, writing and mathematics and shows that the majority of pupils make good progress from their individual starting points.
- Comparatively, progress in writing is less strong than in the other two subjects, particularly in Key Stage 2; this is because the measures introduced to improve writing skills are less well established in the classes for older pupils. However, pupils are being given more opportunities to write at length about subjects that excite them which means they produce high-quality work. For example, pupils in Years 5 and 6 wrote very good instructions about building a fire after their teacher had demonstrated how to do this. However, there are not enough of these kinds of opportunities to further accelerate progress.
- In response to the teachers' determination that the progress in writing should match that in reading, sessions have been introduced when all the pupils in the school work in small ability groups and have very precise teaching on grammar, spelling and handwriting. They are effectively transferring these skills to their written work. Pupils discussing this said, 'It is really helping, I understand all sorts of spelling now.'
- The strong emphasis made in encouraging the children in the Early Years Foundation Stage and Key Stage 1 to talk about stories and experiences ensures they have plenty to write about and so can make faster progress.
- Teachers work together to monitor the progress of all pupils, with the result that support is quickly targeted where it is needed. The pupils' individual needs are met well in their everyday class work and extra support is delivered by skilled teaching assistants who work with the pupils on often individually tailored programmes. Therefore, disabled pupils and those with special educational needs also make good progress.
- Pupils in receipt of pupil premium support benefit from additional adult assistance. This grant is used effectively to include them fully in the range of school activities. As a result, these pupils make similarly good progress to other pupils in the school in English and mathematics. The very small numbers of pupils involved means that it is not possible to compare attainment levels.

The quality of teaching is good

- The quality of teaching has improved considerably since the last inspection. Teaching is consistently good, however over time the teaching of writing has not always been as good as that in reading and mathematics. This is an improving picture.
- Pupils say they enjoy their lessons and that all teaching is good; as one explained, 'They just make it all fun, I love my lessons.' Parents and carers agree; all those who spoke or wrote to the

inspector commented on the good teaching and were very pleased with the progress their children make.

- A strong feature of the best teaching is the close match of group tasks to the pupils' ability which means all groups make progress. For example, in a good practical mathematics lesson, some pupils learnt about halves and quarters by folding shapes, others were consolidating their knowledge of fractions by playing dominoes based on fraction facts and the most able were being challenged by the introduction of decimal fractions.
- Teachers make good links across the curriculum. For example, the youngest pupils' books showed a whole range of very good work which had begun with making and eating pizzas. They had written good instructions, been engaged in meaningful data handling exercises about their favourite toppings and looked at maps of Europe to find Italy.
- Older pupils are being encouraged to use their literacy skills in other subjects, for example, writing diaries about life in other times and descriptions of methods and reactions in science. However, some opportunities are missed to use this work to develop their literacy skills further on subjects or themes that interest them.
- The pupils love reading and throughout the school clearly show their enjoyment of a wide variety of children's books. This is greatly enhanced by good 'story time' sessions.
- Teachers mark work frequently and usually set next steps for pupils. New systems have been introduced to enable pupils to be involved in assessing their own and each other's work. However, several different systems of marking are in use and teachers do not consistently ensure that pupils are given time to make corrections or follow up suggestions on how to improve their work.
- The pupils' spiritual, moral, social and cultural development is continually being developed, specifically through the curriculum, for instance in religious education lessons and in the links forged with the school in the Gambia as well as in the relationships between adults and pupils, which enables good discussions to take place.
- Teaching assistants provide good and, at times, outstanding support for disabled pupils and those who have special educational needs and those who are known to be eligible for the pupil premium by working with them on individual programmes.

The behaviour and safety of pupils are good

- There is a warm and welcoming atmosphere throughout the school. Pupils are always friendly and polite. They get on very well with each other and with adults. They enjoy school, their attitudes to learning are positive they are keen to learn. They are expected to behave well, and they do.
- Older pupils are taking more responsibility now for their own learning and are keen to make improvements to their own work. They readily accept challenges and push themselves to try to do more difficult work.
- All ages mix together well. When pupils in Years 3 to 6 change schools within the federation to enable more focused teaching, they mix extremely well with the pupils from the other school and see the two schools as one, just in two different places.
- Children in Reception learn the rules of good behaviour quickly. They naturally help each other, from one child working with another because she had missed a lesson to another finding the best puppet to fit the hand of the smallest child.
- Teachers manage pupils' behaviour well. They create an effective climate for learning. Pupils respond well to the high expectations of them in lessons. On occasion some pupils are content to let others take the lead in discussion. Usually teachers respond to this by carefully targeted questions ensuring the involvement of all.
- The school is effective in promoting equality of opportunity, fostering good relations and ensuring there is no discrimination.
- Pupils have a very good understanding of the different forms bullying can take. They say it is

extremely rare, and parents, carers and staff agree. Parents and carers are overwhelmingly positive about the school's ability to keep their children safe and to deal with any problems quickly.

- The pupils would know how to act if something seemed dangerous and they are secure in the knowledge that help is on hand should they need it. They feel very safe.
- Pupils enjoy taking responsibility and contributing to the life of the school. The importance of being part of a caring community is stressed and seen in action throughout the day with older pupils often seen supporting younger ones. 'Wake and shake', run by the school's older pupils, is a good example of some pupils leading the learning of others. Throughout the sessions great care is shown by the older pupils to the younger ones.
- The pupils' good attendance reflects their enjoyment of school and the good partnership with parents and carers.

The leadership and management are good

- The school has improved since its previous inspection so that teaching and achievement are now good. Areas for improvement from the previous inspection have been addressed well. The steady improvement in attainment over the last few years, together with the maintenance of a good quality curriculum and improved leadership and management, indicates a strong capacity to improve further.
- Leaders, managers and governors have an accurate understanding of the school's strengths and areas for development. Areas for further development are clearly identified and the school development plan sets out how these will be addressed.
- All teachers share a great determination to improve the quality of their teaching and raise standards. They work together very closely across the federation, as a single team, to share their expertise. This close cooperation, supported by the headteacher, is enabling teachers to take a collegiate and effective approach to school improvement.
- The teaching team is developing and trying out new strategies such as those aimed at improving writing skills and those for marking pupils' work. These are clearly having an impact as achievement has risen. However the best practice is not consistently in place across all classes and subjects because the monitoring and evaluation of their impact and consistency are not systematic or rigorous enough.
- Regular and accurate checks upon the quality of teaching and learning are used effectively to improve the quality of teaching which is now consistently good. The judgements are used to make decisions about teachers' movement up the salary scale, to identify areas for development and to provide good quality professional development.
- Pupil premium funding is used effectively. There is only a very small number of pupils eligible for this funding; they have diverse needs so the needs and the progress of each pupil are checked individually. The use of this funding is checked by governors.
- Pupils' learning is enriched by a wide-ranging and interesting variety of subjects and activities, including opportunities to take part in day trips relating to their lessons as well as residential trips for older pupils. The curriculum effectively widens the pupils' view of the world, for example older pupils are taken for a residential visit to Bristol, so they spend time in a city.
- Pupils' spiritual, moral, social and cultural development is promoted well and the strong links with parents and carers and the village community are maintained. The school's ethos of care and support, valuing and including all pupils, ensures that there are equal opportunities for all.
- The local authority provides only light touch support to the school, visiting at the school's specific request.
- Leaders plan to make good use of the primary school sports funding. The plan includes the employment of coaches in a wider range of sports to encourage pupils to adopt a healthier lifestyle but also to train teachers to deliver these sports in the future. The breakfast and after-school clubs also promote a healthy lifestyle with nutritious snacks and lots of opportunities for physical exercise.

■ The governance of the school:

Since the last inspection the composition of the governing body has changed and the way in which it works has been significantly improved. Governance is strong and effective. Members of the governing body are very well aware of the school's strengths and are fiercely ambitious for the school's continued improvement. They bring a wide variety of expertise to the school and have a good understanding of data and the standards in the school. They contribute to the school's development planning which is designed to accelerate progress even further and to continue to lift the quality of teaching. The performance management of the headteacher is very closely linked to overall school performance across the federation. Governors check rigorously the impact of all spending decisions including those relating to how teachers are rewarded for good performance. They have a good understanding of the quality of teaching and how this has improved and know where underperformance was tackled in the past. They have conducted a very detailed risk assessment of the strengths and weaknesses of the federation, including the financial viability of the schools. Governors take part in training courses to ensure they are fully up to date with all their areas of responsibility. They ensure that their statutory obligations are fully met, including safeguarding.

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	123774
Local authority	Somerset
Inspection number	426783

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	35
Appropriate authority	The governing body
Chair	Dylan Chipp
Headteacher	Jennifer Yates
Date of previous school inspection	28–29 November 2011
Telephone number	01984 656311
Fax number	01984 656311
Email address	office@stoghumber.somerset.sc.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2013

