

Stogursey C of E Primary School

Tower Hill, Stogursey, Bridgwater, TA5 1PR

Inspection dates

12–13 March 2014

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Require improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Pupils do not make as much progress as they should across the school or reach the higher levels, particularly in mathematics and writing.
- There has not been enough good or outstanding teaching over time to enable pupils to reach the standards of which they are capable.
- Although the headteacher and her team have a good understanding of the strengths and weaknesses of the school, there has not been sufficient time to embed the new systems to raise achievement.
- Governors have not challenged school leaders systematically about the attainment and progress of different groups of pupils in the school.
- Teachers do not explain to pupils sufficiently well how they might improve their work.

The school has the following strengths

- The school's highly inclusive atmosphere means that all pupils are kept safe, well cared for and happy.
- Pupils are known individually and this means that support for those with particular needs is effective.
- The school makes very good use of its links with the local community to the benefit of all pupils.
- The headteacher and her staff are fully committed to driving improvements for the school quickly. Governors are working closely with the headteacher to secure these improvements.

Information about this inspection

- The inspector observed seven lessons jointly with the headteacher and also saw pupils working in other subjects.
- She met with the headteacher, with other members of staff and with members of the governing body and spoke to an officer from the local authority.
- The inspector spoke to parents and carers before the start of the school day and took into account the 12 responses to the online questionnaire, Parent View. A letter written by a parent was also considered along with the returns submitted by members of staff in the staff questionnaire.
- The inspector talked to pupils about their work and their views about school and listened to different groups read. She looked at pupils' work across different subjects, including English and mathematics.
- The inspector examined a range of documentation, including the school's tracking data, information about the tracking of teaching and learning and minutes of the governing body meetings. She also looked at documents that relate to safeguarding, behaviour and attendance.

Inspection team

Marion Hobbs, Lead inspector

Additional inspector

Full report

Information about this school

- This is a much smaller-than-average primary school serving a rural community to the west of Bridgwater in Somerset.
- Pupils are taught in three classes of mixed-age groups. The number of pupils in each cohort is very small.
- The majority of pupils are of White British heritage.
- The proportion of pupils eligible for the additional government funding for pupils known to be eligible for free school meals, looked-after pupils and pupils with a parent in the armed forces is below the national average. Currently there are no pupils from service families.
- The proportion of pupils supported at school action, by school action plus or with a statement of special educational needs is higher than the national average.
- More pupils than is usual join the school at times other than normal starting points.
- The school meets the government's current floor standards, which set the minimum expectations for attainment and progress.

What does the school need to do to improve further?

- Improve the quality of teaching so that it is constantly good or better in order to secure good progress over time for all pupils by making sure that:
 - recent changes in planning are embedded and understood by all staff
 - every teacher sets work which challenges all pupils, including the more able, to do their best and make the progress of which they are capable
 - senior leaders monitor teaching more effectively to ensure its consistency across the school
 - systems to monitor pupils' progress are embedded and used effectively to inform teachers how well pupils are progressing.
- Improve pupils' achievement so that they make good progress across the school and in all subjects by making sure they are clear about what they are learning and that teachers' marking and feedback give pupils clear guidance on how to improve their work.
- An external review of governance should be undertaken in order to assess how this aspect of leadership and governance may be improved.

Inspection judgements

The achievement of pupils

requires improvement

- Pupils' inconsistent progress over time is reflected in the outcomes of national assessments. The results of the Year 1 phonics screening check (linking letters and sounds) were below national averages last year. This was also true of the end of Key Stage 1 and 2 national assessments.
- The headteacher has acted promptly to improve the quality of teaching across the school and enable consistency in the way all staff use information about pupils' levels and progress to plan work that meets their needs. Improvements have been made and current assessment information and work in pupils' books show progress is improving, but there is still further development needed.
- More-able pupils have not been provided with sufficient challenge to ensure they achieve as well as they should, particularly in writing and mathematics.
- Pupils join the Reception year with skill levels generally below those expected for their age. They benefit from individual support in all aspects of their development and most are ready by the end of the year to join more formal learning in Year 1.
- The small numbers in each year enable every pupil to be known individually, and their personal needs are well looked after. Teaching assistants provide the additional support to help those who need to catch up in reading, writing or mathematics.
- Pupils' attainment in reading, writing and mathematics varies across the school, with mathematics in Key Stage 2 being strongest.
- Pupils are helped to make good progress in their reading skills in all classes. A wide range of appropriate texts is available for pupils to choose from and adults, including volunteers, regularly listen to each pupil read.
- Those pupils eligible for the additional funding achieve at the same rates as their classmates in reading, writing and mathematics, as do those who need extra support because they are disabled or have a statement of special educational needs.

The quality of teaching

requires improvement

- Teaching requires improvement because there is not enough good and better teaching in the school to make sure that all groups of pupils make the progress of which they are capable. Senior leaders have introduced new systems successfully and there is evidence of improvement; however, inconsistencies remain.
- Teachers mark work regularly and frequently. However, it does not consistently explain sufficiently clearly to pupils how they might improve their work.
- The most effective teaching was characterised by flexibility and good questioning that allowed pupils to explore ideas further, and effective challenge to ensure they made rapid progress because the tasks were well matched to their needs. However, too often activities continue without teachers checking pupils' understanding and progress. Consequently, pupils, including the more able, do not always make the progress they should.
- Teachers plan interesting activities, and when teaching is more effective all pupils are absorbed. For example, pupils in Years 5 and 6 were excited and curious about the different ways in which they could tackle mathematical problem solving and, as a result, they made good progress in their understanding of the products of two or more prime numbers.
- Teaching assistants work closely with teachers in planning and delivering lessons. They are skilful in the way they ask appropriate questions that help to develop the learning of those who are disabled or who have special educational needs.
- Pupils talk animatedly about their school and their learning. They value the help that teachers and other adults provide but are not yet as fully involved as they could be in looking at teachers' comments about their work and responding to these so that they can improve further.
- Homework is set in all classes at the appropriate level and pupils say this helps them to develop

their work.

- The vast majority of those parents who responded to the online survey 'Parent View' agreed that their children are taught well. Inspection evidence shows that this has not consistently been the case.

The behaviour and safety of pupils are good

- Pupils' behaviour is good. They behave consistently well in lessons and naturally help each other in their learning. There is a clear, shared expectation of how to behave.
- Parents who talked to the inspector before the start of school day were highly positive about all that the school does for their children. One parent wrote, 'The teaching staff consider the individual child and closely monitor progress and difficulties.' These comments were echoed by the positive feedback given to the inspection through Parent View, the online questionnaire, and by staff in their staff questionnaire returns.
- The school building and grounds are well cared for and provide a safe, welcoming learning environment. School records show that there are no exclusions, racist incidents or incidents of bullying over time. Attendance is broadly average and is improving.
- Pupils speak very positively about school and all that they do both in and out of lessons. Pupils are enthusiastic about the variety of sporting activities they take part in and appreciate the different coaching staff who help them develop their skills.
- The school's work to keep pupils safe and secure is good. They have a good understanding of how to keep themselves safe in a range of situations, including those related to e-safety. They are confident that bullying of any kind is not an issue at their school.
- The highly inclusive atmosphere of the school is fostered in many ways. A good example of this is the regular two pages that pupils write, with the help of the chair of governors, about all that they have been doing at school which is included in the parish newsletter.

The leadership and management require improvement

- The headteacher, who has been in post since September 2013, is committed to driving improvement across different aspects of the school's work. The local authority is providing effective support to her through a local leader in education with whom she is addressing these priorities.
- Staffing, along with roles and responsibilities, are now stable and subject leaders and the teaching team are working closely together to secure improvement. They are beginning to make good use of the support available through the Quantock Group (cluster of schools) to address weaknesses in teaching.
- A new system to improve consistency in tracking pupils' progress is in place but is not yet embedded to become shared practice amongst all staff. More pupils are making faster progress than in the past. However, there is still more to do to ensure consistency of teaching to enable all pupils to make good progress.
- A robust and effective system of setting targets for teachers to improve their skills, closely linked to pupil progress, is well established. This is closely aligned to the Teachers' Standards and ensures no automatic progression up the pay spine.
- The school deploys the additional funding effectively to ensure that pupils known to be eligible for this support have access to opportunities that promote their well-being and enhance their learning. The before-school club is one such initiative that is attended regularly by half the school and provides both a healthy breakfast along with opportunities for team sports and other physical activities.
- Pupils benefit from learning that is linked across subjects, and whole-school focus days enable older and younger pupils to share their experiences. Parents and carers are invited regularly into school to see what their children are learning about and to celebrate their achievements.
- The school is making good use of the government's additional primary sports funding to enhance pupils' participation in a wide range of activities, including football, cricket, gymnastics, dance and multi-skills. Sports coaches visit the school on a regular basis through the year to deliver

these programmes.

- Pupils' spiritual, moral, social and cultural awareness is well developed through the range of activities they participate in both in lessons and at other times. From Year 2 onwards, pupils take weekly violin lessons in mixed-age groups with a music specialist and clearly gain much from this wider learning. The school's values are well understood by all and very much at the heart of its work, just as it is at the centre of its community.

■ **The governance of the school:**

- Members of the governing body are experienced and fully committed to driving further improvement throughout the school. They acknowledge that standards can be better, particularly at Key Stage 2, and that they have not challenged senior leaders sufficiently robustly. They are taking full advantage of training provided by the local authority to help them develop their skills in holding the school to account.
- Governors have a firm grasp of the school's finances and understand precisely how additional government funding is being used to support pupils' learning and progress. They understand that teachers' pay rises and promotion are linked to performance in the classroom and know that all teachers have targets to achieve. They involve themselves closely in the daily life of the school, for example by helping pupils write for the local newsletter and listening to readers, and are readily available to offer support to parents and carers when required.

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	123839
Local authority	Somerset
Inspection number	431098

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	71
Appropriate authority	The governing body
Chair	Anna Hammond
Headteacher	Rebecca Barnes
Date of previous school inspection	14 March 2012
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