

Baltonsborough Church of England Voluntary Controlled Primary School

Ham Lane, Baltonsborough, Glastonbury, BA6 8PX

Inspection dates 27–28 March 2014

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.

- All groups of pupils achieve well. Attainment is rising across the school as pupils are making faster progress.
- Most pupils are making good progress in reading, writing and mathematics.
- Pupils benefit from teaching that is consistently good. Teachers are particularly effective in devising activities that capture pupils' interests and encourage them to try hard to succeed.
- Teachers check pupils' work promptly, accurately and in great detail across a range of subjects, helping pupils to make strong improvements and develop their understanding.
- Teaching is effective in the Early Years Foundation Stage and pupils make good progress.
- Pupils have positive attitudes to their learning and enjoy all the school has to offer. They behave well and say that they feel very safe because the school provides a secure place to learn.
- The very dedicated headteacher, supported by effective subject leaders and governors, has been successful in securing improvements in both the quality of teaching and pupils' achievement.
- Pupils have many memorable experiences, including those provided by the wide variety of enrichment activities, which contribute strongly to their spiritual, moral, social and cultural development.

It is not yet an outstanding school because:

- The quality of teaching is not yet outstanding because in a few lessons, some pupils could learn at a faster rate.
- Teachers do not ensure pupils develop and apply their information and communication technology (ICT) skills across all subjects.

Information about this inspection

- The inspector observed seven lessons, all of which were joint observations with the headteacher. In addition, she observed an assembly and pupils in the playground at break time.
- Meetings were held with pupils, governors and the school's leaders. Also, the inspector met with a representative from the local authority.
- The inspector took account of the 16 responses to the online questionnaire, Parent View, as well as consulting informally with parents and carers before the start of the school day. She also took account of the nine responses to the staff questionnaire.
- She observed the school's work, looked at a range of documents including the school's improvement plans, information on pupils' current progress, planning and monitoring files, minutes of the governing body meetings, the plans for the use of the primary school sports fund and records relating to special educational needs, behaviour, attendance and safeguarding.
- The inspector heard pupils read, talked to them in lessons and evaluated samples of their work.

Inspection team

Sandra Woodman, Lead inspector

Additional Inspector

Full report

Information about this school

- This school is much smaller than the average-sized primary school.
- Pupils are taught in four classes: two for Key Stage 2 pupils; one for Year 2; and the children in the Reception Year are taught in the same class as pupils in Year 1.
- Most pupils come from a White British background.
- The number of pupils supported by additional government funding called the pupil premium, which includes pupils known to be eligible for free school meals and looked after children, is below average. In this school there are only pupils eligible for free school meals supported by the fund.
- The proportion of pupils with special educational needs supported at school action is above the national average. The proportion of pupils at school action plus or who have a statement of special educational needs is below average.
- The new headteacher took up her post in January 2013.
- Over the past year the school has been supported by a Local Leader of Education.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school does not make use of any off-site training.

What does the school need to do to improve further?

- Improve the quality of teaching to outstanding levels by developing teachers' ability to provide the right level of challenge for different groups of pupils throughout lessons.
- Improve pupils' skills in their use of modern technologies by ensuring that teachers give pupils sufficient opportunities to develop and apply their skills across all subjects.

Inspection judgements

The achievement of pupils is good

- The skills, knowledge and understanding children have when they join the school in the Reception class vary with the small numbers involved. In 2013, they entered with skills typically below the expected levels for their age, especially in reading and writing. They get off to a good start because of the well-organised learning activities and make good progress with most children beginning Year 1 as confident learners.
- Over the past year pupils have made faster progress in all subjects. There is a rising trend in attainment at Key Stage 1. By the time pupils leave the school in Year 6 attainment is above average in reading and writing and broadly average in mathematics.
- Pupils are very clear about the purpose of their learning in lessons. They try hard to succeed and are making good progress in most subjects, although their development in ICT is more limited. They especially like the way teachers help them to know what they have to do next to improve their work and develop their understanding.
- Disabled pupils and those with special educational needs make good progress due to the effective support and well-planned help they receive.
- Pupils for whom the school receives the additional government funding make as good, and sometimes better, progress than their classmates in school. The numbers of pupils are too small to compare their attainment in national tests with others. However, any gaps in their attainment are narrowing because of the effective extra support they are given.
- The most-able pupils are making faster progress so their attainment is rising because teachers have higher expectations. However, achievement is not yet outstanding because the progress of the most-able pupils is not yet consistent throughout the school and some pupils could achieve more in lessons.
- Year 1 pupils performed below the national average in the Year 1 phonics (sounds that letters make) screening check in 2012. However, results improved in 2013 and the school was closer to the national average. This reflects the greater emphasis put on the teaching of phonics in order for pupils to develop their skills to become fluent readers. Older pupils show their love of reading and speak knowledgeably about different authors, demonstrating a thorough understanding of what they have read.
- Greater numbers of pupils are taking part in a wider range of sports and competitions supported by the new fund for physical education and sport. Pupils say that they are more active now and enjoy competing against other schools in swimming galas and sports tournaments.

The quality of teaching is good

- Teaching is typically good. It is not yet outstanding as, in a few instances, teachers do not provide the right level of challenge and as a result, not all pupils are achieving as well as they could.
- Overall, pupils learn well because teachers plan purposeful activities that capture their interests and imagination, from designing robots to calculating the costs of feeding the lions in the nearby safari park. 'My teacher makes it so exciting; lessons are really fun', was one such comment from a pupil, reflecting the views of others.
- In lessons teachers develop pupils' literacy and numeracy skills systematically across a range of subjects. For example, Years 3 and 4 pupils were able to apply their skills very effectively when writing about different sorts of worms in science, which thoroughly engrossed them. However, teachers do not ensure that pupils make the best use of new technologies, which limits the way pupils can develop and apply their ICT skills across all subjects.
- Teachers check on pupils' progress regularly in lessons, often adapting activities to speed up the learning. Pupils know how to improve their work as teachers give them detailed and clear guidance about how to do this and time to act on their suggestions. Consequently, pupils have

made faster progress over the past year.

- Teachers and additional adults are skilled at providing the correct amount of support needed for pupils to overcome any difficulties. The work for disabled pupils and those with special educational needs is set precisely at the right level and this is helping them make good progress.
- Pupils supported by additional government funding are benefiting from the extra guidance and small-group work so that they are making good and sometimes faster progress than others in their class so that any gaps are closing in their attainment.
- In the Early Years Foundation Stage, children enjoy a lively, playful environment that encourages children to explore and develop their own learning activities. The systematic teaching of phonics is ensuring that children are developing their reading and writing skills well.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. Typically, pupils are friendly, considerate and very respectful of each other and their environment. They are keen to succeed, settle to their work quickly and enjoy their learning.
- Relationships in the school are good. The playground is a harmonious place because of the interesting range of activities on offer which pupils greatly appreciate.
- Behaviour is not yet outstanding because of occasional lapses in concentration in lessons by a few pupils when they fidget and waste some time.
- Pupils, their parents and carers and the staff are positive about standards of behaviour and the school's records show that incidents of poor behaviour are few. Pupils say they find the new rewards system motivating and they strive hard to earn a 'good values leaf' for the display board.
- Pupils are clear that bullying is rare, although they are knowledgeable about the forms this can take such as cyber bullying or racist name calling. They have good strategies for combating any minor problems and have confidence in the adults to help them where necessary.
- Pupils are very proud of their involvement in making decisions about their learning, such as the older pupils suggesting the theme for the history topic this term. They relish the range of roles and responsibilities in school, for example, as peer mediators or members of the parish magazine team.
- The school's work to keep pupils safe and secure is good. Pupils say they feel very safe in school and most parents and carers who completed the online questionnaire or spoke to the inspector agree.
- Pupils are prepared well for maintaining their personal safety both in and outside of school in a range of situations through appropriate training such as road or e-safety.
- School leaders have worked hard to encourage regular attendance and reduce any unnecessary absences. As a consequence, current rates are improving and are at the national average for primary schools, with most pupils attending well.

The leadership and management are good

- The new headteacher is very dedicated and has instilled a strong sense of direction in the school, supported by all staff and governors. She has brought greater clarity and accuracy to how the school judges its effectiveness and uses this information wisely to prioritise areas for improvement.
- The headteacher and subject leaders work well together to drive forward the required improvements. They check pupils' attainment and progress regularly and use this information to ensure that teachers promote faster rates of progress for the different groups. However, leadership and management are not yet outstanding because leaders have not secured consistently good or better teaching across the school, in order for all pupils, particularly the most able, to achieve as well as they should.

- Leaders check on the quality of teaching thoroughly and they use a range of evidence when making their judgements. They have supported teachers and additional adults in making improvements to their practice by providing effective training in the teaching of phonics, writing and numeracy, often using external consultants.
- Teachers have clear targets for improving their performance which focus precisely on the achievement of different groups of pupils. They know what constitutes good practice and how their pay progresses only when their targets are met.
- The local authority has provided some effective support for the school's leadership in the form of a Local Leader of Education from a neighbouring school. The headteacher has benefited from this skilled advice and challenge which have helped to secure a faster pace of improvement.
- Pupils' learning experiences across a range of subjects are varied and memorable, although these are not as extensive in the development of their ICT skills. The school provides an array of enrichment activities that contribute very well to pupils' spiritual, moral, social and cultural development.
- Parents and carers are very supportive of the school. They appreciate the openness of staff and welcome the increasing opportunities to become involved in their children's learning.
- Checks on the plans for use of the new physical education fund show that more pupils are participating in a wider range of physical activities and competition such as skipping, table tennis and swimming. Also, staff are undertaking training to develop their skills to help sustain these activities.
- Equality of opportunity is promoted at all times and any discrimination is tackled well. There are no recorded incidents of harassment since the previous inspection. The additional government funding for pupils eligible for free school meals is used well to support these pupils and raise their achievement.
- All statutory requirements for safeguarding are met and systems are managed efficiently. Staff training in areas such as child protection and first aid is up to date.
- **The governance of the school:**
 - Governors acknowledge the significant impact that the new headteacher has had on improving the teaching and learning since taking up her appointment. As a result of her work they are better informed about the achievement of pupils in comparison to the national context and also similar schools, as well as the quality of teaching across the school. Increasingly they check the school's work for themselves and this is enabling them to provide more effective support and challenge for school leaders. They undertake good quality training provided by the local authority to ensure they keep their skills up to date and extend their understanding of performance data. They know how the performance of staff is managed and have been instrumental in introducing rewards for good performance.
 - Governors manage the budget effectively, including the additional funds for pupils eligible for free school meals and for the development of sport. They know how the funds are allocated and the impact they are having on pupils' achievement and their physical health.

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	123740
Local authority	Somerset
Inspection number	431096

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	79
Appropriate authority	The governing body
Chair	Anne Moody
Headteacher	Michelle Heap
Date of previous school inspection	20–21 June 2102
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