

Haselbury Plucknett Church of England First School

North Street, Haselbury Plucknett, Crewkerne, TA18 7RQ

Inspection dates 10–11 September 2014

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|--------------------------------|----------------------|-------------|----------|
| Overall effectiveness | Previous inspection: | Good | 2 |
| | This inspection: | Good | 2 |
| Leadership and management | | Good | 2 |
| Behaviour and safety of pupils | | Good | 2 |
| Quality of teaching | | Good | 2 |
| Achievement of pupils | | Good | 2 |
| Early years provision | | Good | 2 |

Summary of key findings for parents and pupils

This is a good school.

- Pupils make good progress from their starting points in all key stages, including the Early Years Foundation Stage, and achieve well. Some pupils make outstanding progress in Years 3 and 4.
- The quality of teaching is good because teachers use assessment well to ensure that work is given that enables pupils to make good progress.
- There are many opportunities for extended learning, including a wide range of extra-curricular clubs for pupils to enjoy.
- Pupils have positive attitudes towards their learning. In particular, pupils' spiritual, moral and social development is all promoted well.
- All agree that pupils behave well and are polite and considerate towards adults and each other. Consequently pupils feel safe.
- The headteacher has a strong drive for school improvement and this is shared by teachers. They rigorously check to make sure that pupils do not fall behind in their learning.
- Pupils are known well as individuals and are cared for well, including those with particular needs. Consequently they grow in confidence and self-esteem.
- The governing body is well informed about how well the school is doing and gives effective support and challenge.

It is not yet an outstanding school because

- Teachers do not consistently check during lessons whether all groups of pupils are making rapid progress and so provide further challenge or support.
- Teachers do not always make sure that pupils act upon the advice given in marking to improve their work.
- There are not enough opportunities for all parents of children in the Early Years Foundation Stage to share information about the children or to contribute to their development.
- While pupils have opportunities to learn about other cultures, their understanding of Britain as a multicultural country is not as well developed.

Information about this inspection

- The inspector visited six lessons taught by three different teachers, and held meetings with governors, staff, groups of pupils and a representative of the local authority. Four lessons were jointly observed with the headteacher.
- The inspector observed the school's work and looked at planning documents, monitoring records, data on pupils' progress and attainment, and pupils' work.
- The inspector took account of the 39 responses to Parent View (the online questionnaire) and two individual letters, together with the 12 responses to the staff questionnaire, when reaching judgements about the effectiveness of the school.

Inspection team

David Shears, Lead inspector

Additional inspector

Full report

Information about this school

- The school is much smaller than the average-sized primary school.
- The proportion of pupils supported by the pupil premium (additional government funding to support pupils known to be eligible for free school meals and children who are looked after) is well below average.
- The proportion of disabled pupils and those who have special educational needs is well below average overall.
- A breakfast club is available for pupils at the school.
- The headteacher is a local leader of education.

What does the school need to do to improve further?

- Improve the quality of teaching from good to outstanding, particularly in the Early Years Foundation Stage and Key Stage 1, by ensuring that:
 - teachers regularly check during lessons that all groups of pupils are fully supported and challenged so that they make rapid gains in their learning
 - teachers consistently check that pupils respond to marking
 - parents of children in the Early Years Foundation Stage are fully involved in ensuring a smooth and effective transition into school and in supporting their childrens' development throughout their first year.
- Provide more opportunities for pupils to extend their awareness and understanding of cultural differences in Britain.

Inspection judgements

The leadership and management are good

- The headteacher has a clear vision for school improvement and has high expectations for the achievement of pupils. This is shared with and endorsed by staff. As a result there is a clear focus on the quality of teaching, which is clearly monitored and evaluated. This information is used well to inform teachers' pay.
- The tracking of individual pupils is a strength of the school. Regular meetings to discuss their progress enable the school to identify any that are at risk of not achieving as well as they should. These pupils are quickly given further support to enable them to catch up and ensure that all pupils have equal opportunities to succeed.
- Leaders and managers, including the governing body, have an accurate view of the school's overall effectiveness. They have correctly identified what needs further improvement and clear plans show how this is to be achieved. Plans are evaluated at the end of the year to check whether the school has been successful. This demonstrates the capacity for further improvement.
- The school's curriculum ensures that pupils learn about and experience a wide range of subjects. This is enhanced by a range of extra-curricular activities for pupils to enjoy. In particular, the sports funding has enabled the school to employ sports coaches to teach physical education and introduce more clubs related to sport. This has resulted in more pupils participating in sport and improving their health and well-being.
- The school develops pupils' social, moral and spiritual development well. While pupils have opportunities to learn about other cultures, however, their understanding of Britain as a multicultural country is not as well developed.
- The leaders of literacy and numeracy use information about pupils' progress to gain a clear understanding of how well they are achieving. Their own effective subject knowledge enables them to identify what should be improved and how it could be achieved. They look at pupils' books to gauge how well they are learning, although do not have sufficient opportunities for observing teaching to strengthen their understanding further.
- There are positive relationships with parents, who regard the school highly. All parents who responded to the online questionnaire reported that they would recommend the school to others.
- The breakfast club is well managed to ensure the well-being of those who attend.
- The local authority uses information about the school's performance to judge its quality. Although there is little direct contact with the school, the school is able to access support in some areas. For example, there has been effective support for the school's governors. However, the local authority does not currently monitor the progress of different groups, including those who are in receipt of additional funding and the most able.
- **The governance of the school:**
 - The governing body is committed to the school and provides a good level of support and challenge. Members are well informed about how well the school is achieving when compared with other schools nationally and use this information to ask pertinent questions. They know that the new curriculum is being implemented and that it fulfils requirements. Governors are aware of the progress made towards the school's assessment system. They manage finance carefully. For example, they know how the additional funding to support vulnerable pupils is used and what impact this is having on their achievement. Similarly, they know how the sports funding is enabling pupils to access more opportunities for exercise. Governors know about the quality of teaching and are fully involved in the performance management of teachers. They check that the school is safe through activities such as conducting regular visits to tour the school and checking the suitability of new staff.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. They have positive attitudes and work well together in lessons. This contributes well to the good progress that they make. Behaviour outside of lessons and in the playground is equally good.
- Pupils like to help others and are encouraged to raise money to support charities. The school has a link with a school in Kenya which benefits from their support. In school the oldest pupils are linked with new children in Reception as a 'buddy' to help settle them into school life.
- Staff and parents all agree that the behaviour of pupils is good. Pupils themselves say that while behaviour is good for most of the time, there are occasions both in the playground and in lessons when a few pupils do not behave as well as they should. However, they are confident that any issues are dealt

with by staff.

- Pupils can produce work that is presented well. However, the school has identified that this is not yet consistent in all their work and is working to improve this.
- The school's work to keep pupils safe and secure is good. Pupils have a clear understanding of what constitutes bullying and know that it can take various forms such as physical, verbal and emotional bullying. They assert that there is no bullying at the school. There are very few recorded incidents of poor behaviour, racist incidents or bullying.
- Pupils are taught how to keep safe in various ways, including on the internet and when crossing roads, and about how to keep safe in the sun. They know what to do in school when they hear the fire alarm. While they are aware of how to keep themselves safe, they do not always think of the safety of others when dropping skipping ropes in the playground rather than putting them back in the box when they are finished with.
- The school has clear procedures for checking attendance. Where the attendance of any pupils causes concern the school is active in supporting parents to improve this. As a result, there have been examples where the attendance of these pupils has improved. Similarly, the school checks the punctuality of pupils to ensure that learning for all can start promptly. As a result of these measures, the attendance of pupils is above the national average and there are very few persistent absentees.

The quality of teaching

is good

- Teachers know pupils well and carefully assess what they are able to do in order to plan lessons. Consequently, the work that is given to pupils is set at the right level and enables them to make good progress.
- Teachers give pupils interesting activities to engage them in their learning and consequently pupils say that they enjoy school.
- Teachers have good subject knowledge which they use well to further pupils' learning. Questions are often used to check whether pupils have understood a particular idea and pupils are encouraged to explain their reasoning for their responses. This ensures that more-able pupils have to think hard in order to extend their learning.
- Teaching assistants are used well to support particular individual and groups with their learning. School information about pupils' progress shows that those who have extra support, including disabled pupils and those who have special educational needs, make good gains in their learning.
- Pupils know what they are going to learn in lessons. They have regular opportunities to respond at the end of lessons to show how well they have understood the work. Teachers also assess pupils by checking whether they have achieved the objective of the lesson. This is consistent throughout the school.
- Teachers do not always check often enough during lessons whether groups of pupils are making rapid progress in their learning. This means that sometimes pupils are not given extra support or additional work to enable them to make greater progress.
- Marking is consistently completed and pupils are told what they could do to improve their work. However, there are not enough opportunities for pupils to respond to these comments. This reduces the effectiveness of the marking in securing further progress.

The achievement of pupils

is good

- The attainment on entry to the school varies between cohorts. This is because of the small number of children in each year group. Their skills and knowledge vary from being below those typical of four-year-olds to being in line.
- Children make good progress in the Early Years Foundation Stage and this is built on in Years 1 and 2, by which time standards are at least broadly average in reading, writing and mathematics. This is because work given to pupils is at the right level. For example, one teacher altered her plans in response to the previous day's work which showed that they were ready for more difficult work.
- The progress of pupils is stronger in Years 3 and 4, with some pupils making outstanding progress. This means that by the time they leave at the end of Year 4, standards are securely above expected levels in reading, writing and mathematics. For example, pupils were making good progress in understanding how to read an analogue clock with increasing accuracy.
- Disabled pupils and those who have special educational needs make good progress from their starting points because they are well supported by teaching assistants. The rigorous checking of their progress, as with other pupils, means that they do not fall behind in their learning. More-able pupils similarly make

good progress, particularly in Years 3 and 4, and this is improving for the younger pupils.

- The few pupils who are in receipt of additional funding are also making good progress.

The early years provision

is good

- The Early Years Foundation Stage is well led and managed and children make good progress from their individual starting points. Positive relationships between staff and children are quickly established so that the children settle quickly into their new environment and feel happy and secure. Letters sent by Year 4 pupils to the new Reception children also helped them to feel cared for.
- As a result of these positive beginnings, children begin to make good progress across all areas. Teaching is effective because it is planned by looking at what they have already achieved and building on this. Consequently, the progress that children make continues to be good.
- Teachers ensure that in this small group that those who need specific support or who are more able are well provided for.
- Children behave well in the classroom and outdoor area because there is clear communication about what is and isn't acceptable. The teaching assistant is used well to support this as well as making notes of what children can and cannot do. This information is then used alongside the teacher's observations to plan future learning.
- While there are good relationships with parents, the school does not provide enough opportunities for them to contribute to identifying what their children can and cannot do when they first start school or to support the school in their child's development during their first year.

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

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| Unique reference number | 123816 |
| Local authority | Somerset |
| Inspection number | 448531 |

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

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| Type of school | First |
| School category | Voluntary controlled |
| Age range of pupils | 4–9 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 48 |
| Appropriate authority | The governing body |
| Chair | Louise Frackiewicz |
| Headteacher | Gill Evans |
| Date of previous school inspection | 3–4 March 2010 |
| Telephone number | 01460 72833 |
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