

# Middlezoy Primary School

Church Road, Middlezoy, Bridgwater, Somerset, TA7 0NZ

**Inspection dates** 23–24 September 2014

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
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.

- The headteacher, governors and all staff share a strong determination to provide the best for the pupils and continue to drive improvement. This is reflected in the improving standards and the strategies to improve the quality of teaching, which have been effective.
- A good example is the new arrangements for the grouping of pupils in Years 3 to 6, which are effective in more closely meeting the needs of these pupils.
- Pupils achieve well and make good progress in all year groups in reading, writing and mathematics.
- Pupils eligible for pupil premium funding make good progress and their attainment catches up with that of other pupils as they move through the school.
- The quality of teaching is good. Teachers are particularly good at adapting their mathematics teaching and content of lessons so that pupils learn at the optimum rate.
- Teachers ensure that their lessons are engaging with exciting activities that interest pupils.
- Skilled teaching assistants play a valuable role in aiding pupils' learning, particularly, but not exclusively, for those with special educational needs and those eligible for free school meals.
- Pupils behave well and are keen to learn. They look after each other and are respectful towards adults and each other.
- Systems for keeping pupils safe are thorough and pupils and their parents and carers say that they feel safe in school.
- The provision for children of reception age is good and these children make good progress in their first year in school.
- Governors are supportive and understand what is going on in the school due to their programme of planned and focused visits.

### It is not yet an outstanding school because:

- Pupils' progress and the standards that they reach in writing, while still good, are not as good as those in reading and mathematics.
- The new assessment systems are not being used as effectively in writing as in mathematics to establish what pupils have mastered and what they need to learn next.
- Pupils' spelling is not as good as other aspects of their writing.

## Information about this inspection

- The inspector visited eight lessons, one of these jointly with the headteacher.
- The inspector held meetings with leaders and managers, staff, pupils and four members of the governing body, including the Chair of the Governing Body.
- The inspector met informally with parents and carers at the beginning and end of the school days and analysed the results of the 14 responses to Parent View, the Ofsted online survey.
- The inspector observed the school's work, and looked at its self-evaluation, development planning and policies and procedures, including those relevant to keeping pupils safe.
- The inspector evaluated the school's information on the progress that pupils are making.
- During this inspection, the inspector asked additional questions designed to ascertain the school's view of the impact and effectiveness of local authority services to support school improvement for children looked after, those eligible for free school meals and the most-able pupils. This information will contribute to work being carried out by Ofsted to assess the use, quality and impact of support services.

## Inspection team

John Eadie, Lead inspector

Additional Inspector

## Full report

### Information about this school

- Middlezoy Primary School has been federated with Othery Village School since April 2009. The headteacher is executive headteacher of both of these schools, which also share the same governing body. Othery Village School was inspected at the same time as this school.
- The school is a very small primary school. It has two classes: one for children of reception age and pupils in Years 1 and 2; and one for Years 5 and 6. This class includes pupils from Years 5 and 6 from Othery Village School. All pupils in Years 3 and 4 from both schools are taught at Othery.
- The proportion of pupils supported by the pupil premium (additional funding for pupils known to be eligible for free school meals and children who are looked after by the local authority) is lower than average. There are currently no children in local authority care in the school and there were no pupils eligible for free school meals in Year 6 last year.
- Almost all pupils are from White British backgrounds. The remainder are of Gypsy/Roma heritage. All speak English as their home language.
- The proportion of disabled pupils and those who have special educational needs on the school roll is about one tenth. This is similar to that found in most schools.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school is also a member of the Huish Community Educational Trust, which includes a further three schools, the Somerset Centre for Integrated Learning and Huish Episcopi Academy.

### What does the school need to do to improve further?

- Raise attainment and improve pupils' progress in writing, including those who attend Middlezoy School in the joint Year 5/6 class, taught at Middlezoy and, those Year 3/4 pupils who attend Middlezoy and are taught at Othery School by:
  - using the new systems of assessment to enable pupils and their teachers to understand clearly what they have learnt, where the gaps are in their knowledge and what they need to do to improve
  - putting in place a programme to improve pupils' spelling.

## Inspection judgements

### The leadership and management

are good

- Led very effectively by the headteacher, all leaders and managers, including governors, pursue excellence and strive for the best for the pupils. This is reflected in the school's effective arrangements for teaching Year 3 and 4 pupils with their peers at Othery, and Years 5 and 6 from both schools at Middlezoy. This is enabling teachers to plan activities that more closely meet the needs of their pupils and is accelerating their progress. ,
- There is a clear process for the monitoring and evaluation of teaching. School leaders carry activities out rigorously which have led to improvements in the quality of teaching and pupils' achievement. Outcomes from such activities are shared well with governors. Links within the Federation and the Trust are effective in bringing an impartial eye to the process, as leaders from all the schools help with monitoring in the other schools.
- The school uses additional funding for physical education and sport provided for all primary schools well. A broader the range of opportunities for pupils has significantly increased the participation in after-school clubs, for example.
- The school leadership has developed new systems of assessment to tie in with the new National Curriculum, and these are being used very well in mathematics. Teachers are not yet so confident in their use in writing and do not have such clear knowledge of what pupils have achieved and what they need to learn next.
- Reporting to parents and carers is regular and gives them a clear indication of how well their children are doing.
- The curriculum provides a broad range of opportunities for pupils. Their interest has increased as they have input into what might be studied. It has been planned well to meet the needs of pupils of all abilities, with good levels of challenge offered for the most able. Alongside the programme of assemblies, it is also designed well to promote British values and give pupils an understanding of the importance of tolerance, equal opportunities and democracy. Provision for pupils with special educational needs and those eligible for pupil premium funding is planned to meet their specific needs closely.
- Alongside the curriculum, leaders and managers promote spiritual, moral, social and cultural development well. Pupils are developing into reflective young people with an acute sense of right and wrong. They perform in a range of social situations confidently. Although the pupils are almost totally White British, leaders have made strenuous and successful efforts to make pupils aware of diversity and the range of cultures in Britain today. Pupils are well aware that discrimination is not tolerated.
- The sharing of expertise between the two schools in the Federation is effective in strengthening middle leadership as it increases the range of skills available.
- Safeguarding procedures are thorough and the school keeps pupils safe.
- The school manages its funds carefully. For example, the specific funds provided for pupils eligible for the pupil premium are used well to target support for these pupils and are effective in improving their achievement in both English and mathematics.
- The leaders and managers demonstrate a good capacity for sustained improvement.
- Support from the local authority has been limited until this last year, but it is now carrying out an effective supporting role. For considerably longer, there has been effective local authority support for those pupils of Gypsy/Roma heritage.
- **The governance of the school:**
  - Governors are supportive and their role has developed significantly in recent years. They value the monitoring calendar that has been instituted and which gives a date that they try to keep free to make visits to the school. These visits are clearly focused and enable governors to gain first-hand knowledge of what is going on in the school. They are well aware of the strengths and areas for development in the school, including those concerned with the quality of teaching. All have completed training in interpreting data and this has ensured that they are able to challenge leaders to explain differences in performance between groups of pupils and from year to year. Governors are well aware of the effectiveness of the use of funds provided for pupils eligible for the pupil premium. They, and in particular the Chair of the Governing Body and vice chair, work closely with the headteacher, keeping in regular contact. Governors carry out an annual survey of parents and carers, pupils and staff to gauge opinion, though they have not managed to persuade all parents and carers of the value of the new arrangements for teaching in Years 3 to 6, as some parents and carers are still concerned about this. The school sets effective targets for teachers and, where appropriate, these are linked to progression

through the pay scales. Governors have a good understanding of this process.

### **The behaviour and safety of pupils** are good

- The behaviour of pupils is good. They are polite and well-mannered and respect adults and other pupils. Even quite young children listen carefully to the views of others. They behave well both in class and when moving around the school and in the playground.
- Pupils are given many opportunities to take responsibility, for example running the tuck shop and carrying out a wide variety of responsibilities in the classroom. They are also introduced to the democratic process through the school council and, for example, voting for the hymn to be sung at assemblies.
- They show good social skills, for example the pupils who have recently started being taught at Othry have integrated well with their new classmates.
- Pupils have good attitudes to their learning and are generally keen and enthusiastic in class. However, this attitude tends to slip, when there are glitches with technology slowing learning in lessons. This is why behaviour is not yet outstanding.
- The school's work to keep pupils safe and secure is good. Procedures are thorough and the site is very secure. Pupils say they feel safe and all parents and carers who responded to the online questionnaire agreed that their children are safe.
- Pupils say that bullying is very rare, minor and dealt with well when reported. Parents and carers agreed with this view. Pupils have a very good knowledge of different types of bullying, for example talking knowledgeably about the dangers of cyber bullying. Even though the school is almost entirely White British, pupils were well aware of racism and the damage it causes to communities.
- Records show that there have been no significant incidences of poor behaviour or bullying for the last 15 months. Past records reveal the effectiveness of strategies for dealing with any problems.
- Attendance has improved and is now above the national average. In particular, the school has worked hard to improve attendance and has eliminated persistent absenteeism. Punctuality is not a problem.

### **The quality of teaching** is good

- The quality of teaching is consistently good through all year groups. The teaching for Years 5 and 6 pupils is particularly good.
- Teachers are particularly good at adapting their teaching in mathematics as a result of their assessment of the effectiveness of learning from day to day and during lessons. This ensures that pupils are provided with work that matches their particular needs in this subject.
- The teachers use teaching assistants effectively so that pupils can be grouped, for example, into year groups. A particularly effective example of this was seen when extra staff enabled the Year 2 pupils to be taught a literacy lesson on their own. Their learning was very focused and accelerated during this session.
- Information from assessments is shared with pupils so that they have a clear picture of how well they are doing and what they need to learn next. However, the systems in writing are new and are not as well embedded as in mathematics, meaning that pupils' progress in writing, while still good, is not as good as in mathematics.
- Teachers' marking is good and pupils say that it helps them to improve. They especially appreciate the time they are given when books are returned to them to read and respond to the marking, frequently having to tackle a more challenging question during this time.
- Good plans are created for the individual requirements of those pupils who have special educational needs and those eligible for pupil premium funding. These are often managed by skilled teaching assistants whose work with interventions outside the classroom and when working with small groups within class is very effective. Teaching assistants do not work exclusively with these children and are frequently given responsibility for the learning of more-able pupils, who make faster progress working in these small groups with an adult.

### **The achievement of pupils** is good

- Pupils make good progress in all year groups and this progress is particularly strong in Years 2, 5 and 6.

This is confirmed by data held in school and analysis of pupils' books and the quality of teaching.

- Because this is a small school, attainment in the national assessments is variable, but it is generally above average. Performance in these assessments in 2014 was particularly good, showing strong improvements in reading and mathematics. Although performance in writing was above average, it was not as strong as in the other two subject areas. Part of the reason for this is that pupils' spelling is not as well developed as other writing skills. The school has recognised this and has developed a programme to improve this skill.
- By the time they leave, pupils have good skills in reading, writing and mathematics and are well prepared for the next stage in their education.
- The school provides good levels of challenge, in particular for the most-able pupils. This is evident in the fact that nearly three quarters of Year 6 last year gained the higher levels in reading and nearly half in writing and mathematics.
- The school supports the small number of pupils with special educational needs well and they make good progress. This is because their needs are identified early and careful plans are made to help them catch up.
- Those few pupils eligible for pupil premium funding also make good progress. This progress accelerates as they go through the school and by the time they reach the top of the school they are achieving as well as their peers both in school and nationally in both English and mathematics.
- Pupils of Gypsy/Roma heritage make good progress due to the good support they receive in school and from the local authority Traveller Education Service.
- The proportion of pupils in Year 1 that reached at least the expected standard in the national screening check for phonics (the sounds that letters make) has been broadly average for the last two years. Bearing in mind that they join Year 1 with lower than expected skills in their literacy, this represents good progress. Staff quickly build on this base and pupils become competent readers. By the time they are in Year 6, they read widely and with enjoyment.

### The early years provision

is good

- As is often the case in small schools, children's skills when they join the school are variable. However, for some years they have been generally at lower levels than those expected, particularly in communication and language and literacy. However, their development of personal and social skills is better, and broadly in line with expectations overall when they join.
- Children make good progress in their Reception Year. They make good progress in all areas of learning but despite this their low start in literacy means that they are still a little below expectations in some aspects of this area when they join Year 1. This is a particular focus for development and the inspector saw an effective session where the teaching assistant led a speaking and listening activity where she engaged the children's interest with the use of puppets.
- Parents and carers appreciate the opportunities to liaise with the staff regularly and they receive constant updates about their children's progress. They also contribute to the understanding of this progress by telling staff what their children have achieved at home.
- Staff assess children thoroughly and record what they have learnt systematically. This enables staff to check on what they need to learn next.
- Teaching for these children is good and activities are matched closely to their needs. The classroom and outdoor area are well resourced and good use is made of both areas. Children are happy, safe and secure.
- Children behave well. They have good social skills and were very proud to be staying at school for lunch for the first time during the week of inspection.
- The early years is led well. The leader works closely with her colleague in Othery Village School and together they have clear plans for improvement. They also work with a wider group of schools to ensure that their assessments are mostly accurate.

## 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

<b>Unique reference number</b>	123687
<b>Local authority</b>	Somerset
<b>Inspection number</b>	444229

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	58
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Jim Hughes
<b>Headteacher</b>	Helen Ormerod
<b>Date of previous school inspection</b>	4–5 July 2011
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