

# Avishayes Community Primary School and Early Years Centre

Fairway Rise, Chard, TA20 1NS

## Inspection dates

13–14 May 2015

<b>Overall effectiveness</b>	Previous inspection:	Requires improvement	3
	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 highly focused and skilled headteacher is the driving force behind the school's improvement since the previous inspection. The school continues to improve.
- The headteacher's strong focus on establishing an effective team approach to leadership has been successful. As a result, leadership and management are good at all levels.
- Leadership, including governance, has improved teaching and pupils' achievement, especially over the past 18 months.
- The quality of teaching is good. It has been strengthened by raised expectations of what pupils should achieve.
- Early years provision for children in the Nursery and in the Reception class is good.
- A rapidly increasing proportion of pupils in all classes now makes faster progress in their learning. As a result, all groups of pupils make good progress and achieve well in reading, writing and mathematics.
- The school strongly promotes the pupils' spiritual, moral, social, and cultural development through a wide range of stimulating activities. This underpins the very supportive relationships between adults and pupils and between pupils that enrich their enjoyment and increased efforts in learning.
- Pupils' behaviour is good. The much better efforts of pupils to learn and improve their work help them to make quicker progress than in the past.
- The school's work to keep pupils safe and secure is good. Rigorously applied safeguarding procedures keep pupils safe. Pupils say they feel safe and parents agree.

### It is not yet an outstanding school because

- The quality of teaching is not yet at the outstanding level needed to help pupils make the best progress possible as they move through the school.
- Pupils' handwriting and spelling skills in Years 1 to 6 are sometimes the least developed skills and restrict their ability to write fluently.
- Some pupils in Years 1 to 6 do not recall number facts quickly and this reduces their confidence and ability to solve mathematical problems quickly.

## Information about this inspection

- Inspectors attended three assemblies. They observed learning in 21 lessons and saw the work of 11 teachers. They were accompanied by the headteacher during several visits to lessons.
- A wide range of documents was scrutinised, including records relating to behaviour and attendance, safeguarding procedures and the school's analysis of how well it is improving. Inspectors examined the school's systems for checking progress, records of checks on the quality of teaching, and reports of visits to the school made by the local authority.
- The inspectors talked to pupils about their work, and listened to individual pupils read. They also looked at samples of pupils' work across a range of subjects and classes, especially writing.
- Inspectors held meetings with members of the governing body and staff. They also met with a group of pupils from across the school. Inspectors spoke to individual pupils in lessons and around the school. The lead inspector held a telephone conversation with an external educational adviser who has been working with the school.
- Inspectors took account of the views expressed in the 33 online responses to Ofsted's Parent View questionnaire. They also gathered the views of some parents during informal meetings at the school during the inspection. Inspectors also took note of a letter from a parent and an email message from another parent. Questionnaires completed by 32 members of staff were also analysed.
- Inspectors considered the school's use of primary sport funding.

## Inspection team

Alexander Baxter, Lead inspector

Additional Inspector

Inge Fey

Additional Inspector

Mike Brady

Additional Inspector

## Full report

### Information about this school

- Avishayes Community Primary School and Early Years Centre is above average in size.
- The majority of pupils attending are of White British heritage.
- The proportion of pupils from minority ethnic backgrounds or with English as an additional language is below average, but has increased significantly in recent years.
- The proportion of disabled pupils or those who have special educational needs is above average.
- The proportion of pupils supported by the pupil premium (additional government funding for pupils known to be eligible for free school meals or who are looked after) is above average.
- Most children in the early years initially attend the school's Nursery class on a part-time basis and then begin their full-time attendance in the Reception class.
- The school meets the government's current floor standards, which set out the minimum expectations for pupils' attainment and progress in reading, writing and mathematics.
- The school has experienced a significant amount of staff change since the previous inspection.

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

- Raise the quality of teaching and pupils' achievements from good to outstanding by:
  - developing the pupils' recall of number facts in Years 1 to 6, to improve their ability to solve problems in mathematics more confidently
  - improving pupils' handwriting and spelling skills in Years 1 to 6 to enrich their competence in writing fluently, especially in subjects other than English.

## Inspection judgements

### The leadership and management are good

- Over the past year, the relatively new headteacher has sustained highly focused leadership to drive the school forward. A united leadership team, several members of whom are new to their positions, supports her effectively.
- Leaders and managers, including governors, have worked incessantly over the past four terms to improve teaching and restore pupils' good achievement. Their skilled work has rapidly ended weak teaching and quickened pupils' progress, as identified for improvement in the previous inspection.
- Leaders have quickly improved the school and re-established its good effectiveness. This is now evident in the good, and sometimes better, quality of the teaching and higher levels of skill now demonstrated by pupils in all parts of the school.
- Safeguarding requirements are met effectively. All staff provide consistently good supervision, ensuring that the school's well-developed safety procedures are fully implemented to keep pupils safe.
- The school is now a happy place where good teaching and behaviour flourish. Most parents support this positive view about the work of the school and note the significant improvements made since the last inspection.
- Leaders, at all levels, including middle leaders and governors, have strengthened the way they check the work of the school and identify and tackle the right areas for improvement. All levels of leadership and management are closely involved in checking that planned actions are carried out and bring the expected improvement. For example, provision for disabled pupils and those with special educational needs and for children in the early years has been much improved.
- Leaders have also improved the use of the pupil premium to support disadvantaged pupils. Additional funds are used to check pupils' skills and needs at an early stage and to undertake regular reviews of their progress. As a result, leaders ensure that extra adult support closes gaps in attainment with other pupils as quickly as possible.
- Leaders' initiatives to improve all pupils' achievements illustrate the school's determined work in ensuring equal opportunity and in eliminating discrimination so that all pupils can achieve well.
- The leaders' ability to bring swift improvement also reflects the school's secure capacity to improve in the future. Leadership is not outstanding because actions to bring improvement have not yet established outstanding teaching and learning.
- Leaders check teachers' performance rigorously to ensure that movement along the pay scales is clearly linked to how well pupils achieve. New members of staff say that they are well supported and welcome the opportunities to learn from each other and improve their practice.
- The school uses primary school sport funding well to enhance the provision of sport at the school further. Funds are used to employ specialist coaches to organise extra competitions and sports such as tennis and hockey. Coaches also train staff and provide additional sports such as cricket, dance and gymnastics. As a result, pupils' participation in after-school sporting clubs is increasing, leading to improved skills, health, and well-being.
- The curriculum provides stimulating activities for pupils to work towards the school's vision of 'Aiming high, Achieving Together'. It has suitable breadth and balance and places effective emphasis on literacy and numeracy, although actions to improve spelling and recalling number facts have yet to be fully effective. Learning through themes, which link subjects together, is a strong feature. For example, history, geography and local studies are covered in topics such as 'The Roman Empire and its impact on Britain'.
- The school promotes pupils' spiritual, moral, social and cultural development and effectively prepares pupils for life in modern Britain effectively. Staff emphasise the school rules based on respect and tolerance to promote British values. They welcome new pupils from minority ethnic backgrounds and encourage them to share their experiences with other pupils. Staff lead assembly themes based on major festivals such as Diwali, Hannuka and Christmas to extend pupils' spiritual and cultural understanding. Pupils take part in elections to the school council and to become house captains. They also participated in role-play voting and discussed the general election to learn about democracy.
- Since the previous inspection, the academy commission has provided effective assistance in developing leadership roles and improving teaching.
- **The governance of the school:**
  - Governors have strengthened the way they check on the work of the school since the last inspection. They fulfil their roles effectively. Governors rigorously hold the headteacher and other leaders to account for improving teaching and pupils' progress. For example, governors receive detailed reports from the headteacher and question her closely about pupils' attainment.

- Governors undertake training to keep their knowledge and skills up to date. They meet all their statutory obligations in full, including safeguarding pupils. Governors employ outside specialists to check the accuracy of the school's own judgements about the impact of teaching and pupils' progress. Governors visit the school regularly for themselves to see the pupils' learning at first hand. Governors know how to interpret school checks on pupils' achievements and how it compares with pupils' progress in other schools. These procedures provide governors with a good understanding of the school's strengths and areas in need of development.
- Governors ensure that checks of teachers' performance help to improve teaching by rewarding good teaching and eradicating weak teaching. As a result, governors continue to fulfil an effective role in improving pupils' achievements.

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

**are good**

### **Behaviour**

- The behaviour of pupils is good. It is underpinned by very good relationships with staff and between the pupils themselves.
- Most pupils behave extremely well as they move through the school and at break times. The behaviour of pupils is often exemplary in celebration assemblies, where they listen respectfully to adults and applaud each other's achievements.
- Pupils' attitudes to learning have been improved since the previous inspection. Mostly pupils' improved enthusiasm in sharing ideas with each other gives a powerful impetus to their learning and progress.
- Behaviour is not outstanding because, on occasion, a few pupils are too easily distracted. These pupils do not disrupt the learning of others, but when they lose attention, their progress is slowed.
- Pupils enjoy a variety of responsibilities out of class, for example on the school council and as house captains. The pupils' participation in elections to these positions also develops their understanding of what it means to live in a democratic society.
- Pupils' attendance is much improved and now matches the national average. School leaders have taken rigorous action to promote the importance of good attendance. Pupils and most parents have welcomed the school's very effective use of both rewards and sanctions to improve the rate of attendance.

### **Safety**

- The school's work to keep pupils safe and secure is good.
- Staff, governors and outside agencies complete regular checks of the school's health and safety systems, including fire safety procedures. They also check, for example, the suitability of staff to keep pupils safe.
- Pupils say they feel safe in school and appreciate the way staff care for them so well. Most parents who responded to the questionnaire or spoke to an inspector were positive about the way their children are kept safe and happy at school.
- Pupils talk knowledgeably about bullying; for example, they describe how to prevent cyber bullying when using computers. They say that behaviour is better than in the past and confidently state that there is no bullying now. This is confirmed in school records, which show a positive reduction in incidents of unacceptable behaviour, especially this academic year.

## **The quality of teaching**

**is good**

- During a period of substantial staff change over the past 18 months, the quality of teaching has improved. This academic year especially, pupils' progress has been particularly speeded up by teachers' raised and consistent expectations of what pupils should be achieving.
- Teachers in all classes manage pupils' behaviour effectively and encourage and value pupils' efforts. Pupils appreciate the caring support they receive from teachers and teaching assistants. Pupils respond well to the positive atmosphere, which supports learning.
- Pupils make good use of the examples of their work and the guidance on display in every classroom. These support their generally good progress in literacy and numeracy, which is also evident in their work in books.
- Most pupils now attain at least expected levels of skill. An increasing number of pupils make much better than expected progress in response to the thought-provoking work that teachers provide for them. For example, pupils in Year 4 when challenged to support each other with their writing proudly stated, 'We are a team.' They listened carefully to the teacher's guidance and used similes and metaphors innovatively to

enrich their stories.

- All groups of pupils, including disabled pupils, those with special educational needs and the most able, relish their learning. This is because teachers and teaching assistants set work and question them effectively to extend their thinking and skills. For example, pupils in Year 6, when prompted by the teacher, revealed deep understanding by using personification to produce phrases such as 'fragile snowflakes danced on her face'.
- All teachers across the school share and develop their expertise. They have had great success since the previous inspection in strengthening pupils' ability to learn by finding things out in lots of different ways. For example, pupils are clearly motivated to work together to achieve the Star Learners awards displayed in classrooms.
- Pupils, including those from minority ethnic backgrounds, are also developing their skills more quickly in response to adults' consistently good advice through discussion and high quality written marking. These provide clear guidance to pupils about what needs to be done next to improve their work.
- Since the previous inspection, teachers and teaching assistants have undertaken specific training in teaching phonics (the sounds that letters make). They teach phonics well and this has improved pupils' progress in reading.
- More pupils enjoy reading and teachers capitalise well on pupils' growing interest in books and in using computers to search for information. As a result, good teaching and development of pupils' writing and mathematical skills are often enhanced by researching favourite stories and non-fiction texts.
- At times, teaching does not ensure that pupils spell accurately, show good handwriting or are confident to recall simple number facts quickly. This restricts the confidence and ability of some pupils to use these skills to make even better progress.

### The achievement of pupils

is good

- Over the past 18 months, leaders have taken decisive action to improve teaching. As a result, the inconsistent and too often inadequate teaching that led to past low standards of pupils' attainment at the end of Years 2 and 6 has been removed. It has now been replaced by good levels of teaching to quicken pupils' progress.
- Pupils make at least good progress in reading, writing and mathematics through the school and do so at a much faster pace than previous years. This is seen in pupils' responses and learning in class, and over time in their work in books, and the school's own checks of pupils' developing skills. At times though, the weaker skills of some pupils in spelling, handwriting and recalling number facts slow their progress.
- School and inspection checks show that most pupils work at least at levels of skill that might be expected for their age. A higher number of pupils are doing even better, especially in reading and writing. In relation to typically lower levels of skill for their age on entry to the school, this represents pupils' good achievement.
- The most-able pupils in the school now make good progress and respond positively to the stimulating challenges presented to them by the teachers. Pupils are enthusiastic when asked to offer their ideas, and to explain them to the class. As other pupils, the most able rise to the challenge to learn well and achieve the popular Star of the Week Awards.
- Activities for disabled pupils and those with special educational needs are carefully planned and effective, so they make good progress. Pupils with complex needs are sensitively encouraged and fully included in school activities and often make exceptional gains in their personal development.
- School checks this year, confirmed by outside specialists, show that better use of extra adult support, funded by the pupil premium, has had a considerable impact. As their peers across the school, disadvantaged pupils make good progress in reading, writing and mathematics. Records of the skills of Year 6 pupils show that gaps between disadvantaged pupils and other pupils in the school have been reduced by over a term's progress.
- Currently, close to half of the disadvantaged pupils in Year 6 also have special educational needs. Overall, their skills are about two and a half terms' progress behind their classmates in reading, writing and mathematics. Compared to other pupils nationally they are about three terms behind. In Year 6 and across the school, disadvantaged pupils who do not have special educational needs demonstrate levels of skill that match their peers in the school and other pupils nationally.
- Pupils who join the school later than the normal time, those from minority ethnic backgrounds, and others who have English as an additional language are also well supported. Staff are quick to check pupils' needs. Staff plan together to make sure that pupils' work is at the right level and that these pupils achieve as well

as other pupils.

- Over the past year, improved teaching of phonics and of reading has promoted pupils' better progress through the school compared to previous terms. This was evident in the much higher and above average outcomes of the annual phonic check in Year 1 in 2014.
- Pupils' consistently good progress in reading is evident across the school in the increasing number of pupils who read at levels higher than expected reading skills for their age.
- Good teaching also ensures pupils' confidence and ability to learn by finding things out for themselves and share ideas with each other. This has enabled pupils to develop good speaking skills and to use them effectively to share ideas productively when writing and working in mathematics.

### The early years provision

is good

- Leadership of early years provision across the Reception and Nursery classes is good. It is underpinned by close and effective collaboration between staff. Leaders ensure that established, well-considered routines are implemented effectively to keep children safe and to support their good learning in both classes.
- Children make good progress and achieve well across the areas of learning during their time in the Reception and Nursery. This is because good teaching and supportive links with parents promote the children's confidence and interest in learning.
- Children sometimes make rapid progress, especially when their interest is stimulated. For example, children in Reception were absorbed in their learning when tending the seeds they had planted. Similarly, children in both the Reception and Nursery responded exuberantly to the teachers' accurate modelling of the sounds that letters make.
- Children behave well. Staff work well as teams and give children clear expectations of how to behave. Staff are also adept at showing children how to relate supportively towards each other. Some children enter with low levels of awareness of how to treat other children, but all make good progress in their social development. As a result, children behave well in the Reception and the Nursery classes.
- Teaching is good. Activities set are effective at gaining and then holding the children's attention and strengthening their ability to persevere in their work. For example, in response to adult guidance, children joined in joyfully and adapted their dance movements skilfully to mimic animals in a favourite story, *Handa's Surprise*.
- Teachers check the children's developing skills effectively and use them carefully to make sure that work is suitably challenging. As a result, disadvantaged children are enabled to learn as well as other pupils. Teachers also make sure that their questioning and support help the most able children and those with special educational needs to progress well.
- The learning facilities and equipment are well organised. Indoor areas have been extended in recent terms to widen the range of stimulating activities provided for the children. Staff and children now move freely between Reception and Nursery classes. As a result, children learn confidently.
- Over time, a slightly above average proportion of children achieve a good level of development across the areas of learning. This shows good, but not yet outstanding, achievement. Nevertheless, children are well prepared for future learning in Year 1 and this is an improvement since the previous inspection.



## 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>	137174
<b>Local authority</b>	Somerset
<b>Inspection number</b>	462467

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>	Academy alternative provision converter
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	261
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Carolyn Waterstone
<b>Headteacher</b>	Sandra Leggett
<b>Date of previous school inspection</b>	14–15 May 2013
<b>Telephone number</b>	0146063050
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