

Stogursey CofE Primary School

Tower Hill, Stogursey, Bridgewater TA5 1PR

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| Inspection dates | 15–16 March 2016 |
| Overall effectiveness | Good |
| Effectiveness of leadership and management | Good |
| Quality of teaching, learning and assessment | Good |
| Personal development, behaviour and welfare | Good |
| Outcomes for pupils | Good |
| Early years provision | Good |
| Overall effectiveness at previous inspection | Requires improvement |

Summary of key findings for parents and pupils

This is a good school

- The headteacher, along with her small leadership team, have improved the quality of teaching, and it is now of a good standard. They have shared expertise and training well with other schools to help them to do this.
- The governing body are skilled and highly ambitious for the school. They regularly collect information about teaching and learning and are clear about the school's strengths and future direction.
- Teachers plan well and make regular and accurate checks on pupils' progress. Pupils are now achieving well across a range of subjects. In particular they are acquiring the basic skills of phonics and writing earlier and more securely.
- Skilled teaching assistants challenge pupils' thinking and encourage them to be independent. Pupils who have special educational needs or disability are well included and make good progress.
- Teaching in the pre-school and in the Reception class is giving children a flying start with their social and language skills. School leaders have developed good practice in mathematical learning in pre-school.
- Pupils feel safe and value the teaching they are given to keep themselves safe. All staff share an expectation that pupils will behave well and they do, both in and out of the classrooms.
- Pupils show a pride in their work and their books are well presented. The feedback policy of the school is well used to encourage pupils to reflect on their successes and next steps in learning.
- The school extends the curriculum with exciting and challenging activities. These opportunities develop skills and knowledge but also build pupils' confidence and resilience.
- Parents are very happy with the school and value the individual attention given to their children.

It is not yet an outstanding school because

- The teaching of mathematics is not as good as in other subjects. Arithmetic is taught well but pupils are not consistently taught how to reason mathematically or apply their mathematical knowledge to solving challenging problems. Too few reach the higher levels of attainment in mathematics as a result.
- While pupils gain scientific knowledge securely and produce well-written work in science, they do not acquire the skills of scientific enquiry at the expected level for their age.

Full report

What does the school need to do to improve further?

- Strengthen the teaching in mathematics so that more pupils reach the higher levels of attainment by:
 - planning tasks which deepen pupils' reasoning skills
 - ensuring that problem-solving tasks challenge all pupils but particularly the mathematically most able
 - giving pupils time to develop their thinking before they answer questions in lessons.

- Raise the standard of pupils' scientific enquiry skills so that they better match their knowledge and understanding in the science.

Inspection judgements

Effectiveness of leadership and management is good

- The headteacher has had a clear vision for how the school should be improved, and the good progress that pupils are making now shows that the actions she has taken have been the right ones. Together with other leaders, the headteacher has brought about improvements to teaching, particularly the teaching of writing.
- Staff training and the guidance given to teachers to improve their teaching has been enhanced by close working partnerships with other local schools. These partnerships have had an important effect on helping the school to become effective. For instance, teachers meet to share assessments of pupils' work so that they can check their judgements across a wider sample.
- Although a small team, the leadership team have included the development of the pre-school in their work so that all the children who come to the school have the best possible chance to succeed. There is now consistency in the way that basic skills of reading and mathematics are being taught across pre-school and the Reception class.
- The headteacher has used the high-quality support and challenge provided by the local authority to sharpen systems of collecting information about the quality of teaching and ensure that the school action plans are well targeted. Leaders have accurately identified priorities for improvement and are aware of the need now to improve the quality of teaching in mathematics so that more pupils reach the higher levels of attainment.
- The school spends the additional government funding for disadvantaged pupils very carefully. Each pupil in receipt of the funding is supported in a way which meets their individual needs effectively, whether they are in danger of falling behind or whether they need additional support to reach the highest levels. They make good progress in their lessons and are enabled to take a full part in what the school has to offer.
- The curriculum is well planned to take account of the fact that all pupils are learning in classes with mixed age groups. Leaders have responded well to adapting the curriculum for writing to take account of recent changes to expectations. Common themes, such as learning about the rainforest, mean that pupils can acquire age-appropriate skills and knowledge alongside classmates of very different ages. However, pupils are not acquiring skills in scientific enquiry in such a clearly planned way and, consequently, their skills are not at the same level as their scientific knowledge and understanding.
- Leaders and teachers are adventurous in the ways they extend the curriculum and at the same time develop pupils' social and cultural understanding. Pupils are enthusiastic about their residential visits to France and the time they acted as archaeologists on a local dig. The 'Box of Delights' is a regular event where the school shares some inspiring learning, for instance about the International Space Station. These enrichment activities make a strong contribution to pupils' spiritual response to their learning.
- The school is very inclusive and responds quickly and effectively to pupils' medical and special educational needs. Additional support is given regularly to help pupils to catch up. In addition the school uses external support particularly well and tailors it precisely to pupils' physical and learning needs.
- Funding to extend opportunities and participation in sport is well used. As well as sports clubs after school, the early morning Dash club is well attended, well taught and provides an energetic start to the day.
- The school works effectively to promote British values and pupils show tolerance and respect in their actions and words. The value placed on individuals is an integral part of the daily life of the school. Leaders and governors are aware of their responsibility to protect pupils from radicalisation and have undergone training for this purpose.
- **The governance of the school**
 - Governors have made good use of the training they have had since the last inspection and are ambitious for the future of the school. The range of skills and experience on the governing body means that they have been able to make a strong contribution to recent improvements.
 - Governors independently collect information about teaching and the progress pupils make. This enables them to challenge school leaders from a position of recognition of what the school does well and where it can still improve. They fulfil their statutory responsibilities well and make good decisions about the school's budget. For instance, they have extended administrative support so that the headteacher has more time to focus on improvements to teaching and learning. They have evaluated the impact of additional funding and can account for this in terms of improved outcomes for pupils.
- The arrangements for safeguarding are effective. Training is up to date and all staff are vigilant about children's safety. Parents are confident that their children are safe in school. This was clear from the recent survey of parents' views.

Quality of teaching, learning and assessment is good

- As a result of actions taken by leaders, teaching, learning and assessment have improved since the last inspection and are now good. Consequently, pupils make good progress.
- Teachers know the individual pupils in their classes well. They assess pupils' work frequently and accurately. They plan teaching which meets the needs of the range of age groups they are teaching.
- It is relatively common for pupils to move into the school other than at the usual times. Teachers show particular skill in identifying pupils' needs quickly and, if they are likely to fall behind, giving them additional help or seeking outside support.
- The teaching of phonics is consistent now from pre-school and the impact of this can be seen in the quality of the writing of the younger pupils. Teachers and teaching assistants use opportunities across the curriculum to encourage pupils to apply their phonics knowledge and spell accurately.
- Teachers have responded well to the demands of the curriculum for writing and most pupils now are being taught the precise skills of grammar and being given an opportunity to apply them frequently in a broad range of writing. Teachers develop the skills of using lively vocabulary and adding detail into sentences. In this way, across lessons and over time, pupils make good progress in their writing.
- Arithmetic is well taught. However, pupils at all levels are not yet consistently being taught the skills of mathematical reasoning and some lessons do not yet offer enough challenge for the mathematically most able.
- In writing lessons, the most-able pupils are now achieving above the expected level for their age. Teachers inspire this group of pupils to be empathetic in their writing and to write with a high level of technical accuracy.
- The feedback policy of the school is built around shared assessment between pupils and teachers and is consistently used. Pupils regularly record their responses to work and are honest when they know they have made mistakes. They value and use the written feedback from teachers to improve their work. Pupils can discuss why their teachers would tell them to practise tables or change points of grammar in their writing.
- Teachers and teaching assistants have good subject knowledge and use sharp questioning to challenge pupils' thinking. However, when teachers do not give pupils time to develop their thinking and frame their answers, they are less confident when they begin their tasks. When pupils are given time to develop their responses to questions and record them on small whiteboards before answering, the answers show a depth of understanding and pupils begin work confidently.
- Pupils respond well to their teachers' expectations. They are diligent in class and little time is wasted when they begin their tasks. They are independent in choosing and using resources. Pupils in Years 5 and 6 carried out research tasks independently on computerised tablets and used their research to record the adaptation of plants to their environments. Diagrams and charts were carefully drawn and writing neatly presented.
- The teaching of scientific knowledge is accurate and well planned. The planning for tasks which develop scientific skills is less consistent. However, pupils in Years 2 and 3 had set up a well-planned experiment to show the effect of liquids on teeth.

Personal development, behaviour and welfare is good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Teachers build pupils' resilience and confidence through challenging activities. The Year 5 and 6 winter visit to Dartmoor was exciting and developed pupils' ability to work as a team. The pride in what they achieved shines through the pupils' written accounts.
- The whole school made a welcome contribution to the local festival of arts. Pupils contribute their writing and artwork regularly to the local newspaper and they have a strong sense of being valued members of their community.
- Pupils are given opportunities to take responsibility and rise to them well. They help in breakfast club by supporting the younger pupils. Some have special roles to which they have been elected by their classmates.
- Pupils take care in setting out their work neatly and almost all books are very well kept. Pupils can identify work they are very proud of and are honest about identifying their mistakes when they feed back comments to their teachers.
- Teachers and visitors have given pupils good information about how to stay safe and pupils know about

the risks associated with the internet. Pupils say they have been 'taught how to stay safe in school and when we are out and about as well'.

Behaviour

- The behaviour of pupils is good.
- All staff have a shared expectation of the highest standards of behaviour but pupils largely behave well because they enjoy school and have great trust in their teachers.
- Pupils and their parents feel that the school is a safe place. In the playground, pupils play harmoniously with their friends of all ages. They share the space well and use equipment safely. They are well supervised and pupils understand that the 'yellow line' must not be crossed unless an adult is present.
- Pupils believe that their classmates behave well and they show great empathy for each other. Lessons are rarely disrupted in any way and so pupils have good concentration skills and settle to work quickly.
- With the help of a significant range of specialist support, the school has helped pupils with more challenging behaviour to improve their social skills.
- Pupils are confident that there is no bullying in school and that if they have an argument it will quickly be sorted out.
- Almost all pupils attend well and are prompt into school. Last year, the rate of attendance was in line with the national average. Where vulnerable pupils are absent from school, the school has challenged parents to get their children into school regularly. However, leaders rightly treat unexplained absence as a reason to ask outside agencies to track the whereabouts of missing children.

Outcomes for pupils

are good

- Recent national assessments for pupils at the end of Key Stage 2 show that they made better progress overall than at the last inspection and better progress from their different starting points. Pupils' progress, as seen in their workbooks, in the school's records and in lessons, shows that this good progress continues to be made. This is particularly the case in reading.
- Last year, standards rose in reading and half of the pupils at the end of Key Stage 2 reached the higher levels in the national assessments. Currently school tracking of pupils' standards in reading shows that all groups of pupils, including the most able, are reading well. While historically the progress made in writing has been weaker, current standards of work show that this is no longer the case. This is because school leaders have developed the teaching of writing and placed the emphasis of that development on the younger pupils so that basic skills are acquired earlier. Older pupils show a good grasp of the grammar which is needed to enable them to meet and exceed the current expected standards. The most-able pupils are making particularly good progress in writing.
- The gains pupils are making in phonics knowledge in Year 1 means that almost all have skills in line with those expected for their age. They apply their phonics knowledge well in their writing. For the few pupils in Key Stage 1 who could fall behind in reading, their good phonics knowledge is helping them to catch up.
- Pupils make consistently good progress in arithmetic and there is evidence of them using their mathematical reasoning to solve challenges. However, pupils' reasoning skills and those needed to solve problems are not being acquired sufficiently consistently to enable them to reach the higher levels of attainment in mathematics.
- The school provides good opportunities for pupils to develop their artistic skills and the standard of artwork is good. Equally, pupils securely acquire the knowledge expected in history and geography through exciting topics, such as learning about native Americans.
- Pupils are gaining scientific knowledge securely across the school and their writing in science demonstrates their good understanding. There is evidence that pupils carry out experiments but overall there is weaker evidence of them acquiring the progression of skills of scientific enquiry which would enable them to reach the expected standards.
- Disadvantaged pupils supported by the pupil premium progress at least as well and sometimes better than other pupils in reading, writing and mathematics. This is because the support they are given is individual to their needs, well planned and regularly reviewed.
- Pupils who have special educational needs or disability have their needs met effectively in lessons. They make good progress particularly in reading and on their individual programmes of support. Their workbooks show that they are encouraged to be independent and make good progress in lessons.
- Leaders have made very good links with pre-school and also have good working relationships with other schools in the area. Consequently, pupils are well supported when they transfer across the different stages of their education.

The early years provision is good

- Early years are an inclusive part of the school and children of all abilities are happy and achieving well.
- Teaching is good in the pre-school and for the Reception children. Consequently, they are making rapid progress and by the end of the Reception Year their attainment is in line with national levels.
- Although some children start in pre-school or Reception with the skills and knowledge expected for their age, a significant minority do not. However, teachers accurately assess what help individual children will need to catch up and they plan experiences which help their development across the whole curriculum.
- The check on the development of two-year-olds uses a range of good evidence from home and school. The clean, bright and stimulating environment meets the needs of two-year-olds and records show that their progress is good. Staff are knowledgeable about the particular needs of two-year-olds and parents value the detailed and very personal reports they receive about their children.
- In pre-school, where most children are currently three, children develop independence, self-confidence and good relationships with each other and with adults. All staff encourage children to listen carefully. When playing a listening game, children were able to concentrate, take turns fairly and help each other.
- Pre-school and Reception class staff have established good routines and have high expectations of behaviour. Children follow the routines and keep themselves safe. They know for instance that they must wash their hands after using the toilet and put things away in the right place. Staff are vigilant and keep children safe in both classrooms.
- School leaders for mathematics and English are working closely with pre-school to develop children's phonics knowledge and mathematical understanding. Children watch their faces in mirrors as they try saying different sounds. They are beginning to count correctly by sorting objects into trays, saying the numbers aloud.
- Good planning means that activities are relevant to the children and engage them. Outside children are given opportunities to dig and plant their garden. They were seen to take care with painting their eggs and to sing and clap enthusiastically to Easter songs.
- In the Reception class, children's early years development continues to be supported even though they are in a mixed-age class. They learn both inside and outside the classroom and are also given time to explore basic concepts through play. While they are given time to count, add and subtract with objects on the playground, they are also challenged to write their calculations down, thus helping them to be ready for their next stage of education.
- Children in the Reception class are enthusiastic writers and they can use their knowledge of phonics to help them explore adventurous word choices. Skilled and patient teaching assistants contribute a great deal to helping the children to be successful.

School details

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| Unique reference number | 123839 |
| Local authority | Somerset |
| Inspection number | 10009231 |

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

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| 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 | 60 |
| Appropriate authority | The governing body |
| Chair | Anna Hammond |
| Headteacher | Rebecca Barnes |
| Telephone number | 01278 732389 |
| Website | www.stogurseyprimaryschool.co.uk |
| Email address | office@stogursey.somerset.sch.uk |
| Date of previous inspection | 12–13 March 2014 |

Information about this school

- The school is a much smaller than average sized school.
- Sometimes, there are very low numbers of pupils in each year group.
- Pupils are taught in three mixed-age classes.
- There is a pre-school which caters for children from two to four years of age. The pre-school formed part of this inspection.
- The vast majority of pupils are of White British heritage.
- The proportion of pupils who have a special educational need or disability 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 and children who are looked after by the local authority) is slightly below 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 pupils' attainment and progress by the end of Year 6.

Information about this inspection

- The inspector observed eight lessons, some jointly with the headteacher.
- She looked at examples of pupils' work in mathematics, English and science
- The inspector observed teaching and learning in the pre-school and reviewed documentation about children's progress.
- The inspector talked to pupils about their work and listened to their views about the school. She observed pupils in the playground.
- The inspector spoke to parents before the start of the school day. She took account of the small number of responses to Parent View, Ofsted's online questionnaire, but also considered responses to the school's own parent survey.
- Meetings were held with the headteacher and senior leaders. Staff views were gathered through a questionnaire.
- The inspector reviewed documents provided by the school, including the school's own evaluation of the quality of teaching and leaders' plans for improvement.
- The inspector spoke to a representative of the local authority.

Inspection team

Wendy Marriott, lead inspector

Ofsted Inspector

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