

Inspection of Charlton Mackrell CofE Primary School

Bonfire Lane, Charlton Mackrell, Somerton, Somerset TA11 7BN

Inspection dates: 2 and 3 February 2023

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

What is it like to attend this school?

Pupils are happy and enjoy their learning. For example, they talk with enthusiasm about the books they have read and about digital learning. Parents speak highly of the school, describing it as a place where their children 'flourish'.

Pupils behave well. Leaders have high expectations, and pupils live up to these. Bullying rarely occurs. If it does, pupils and parents are confident that leaders will resolve it swiftly. Pupils are comfortable and confident about speaking to staff if anything is worrying them.

Pupils get on well with each other and with staff. Pupils delight in well-being activities such as 'Fitness Friday', when the whole school comes together for a 'dance fitness' session or a run round the field. Pupils appreciate the awards they receive. For example, they are keen to be awarded 'Cups' for citizenship and endeavour, and the 'Bee Kind' award.

Pupils value learning about their local area, such as Stonehenge. In addition, they enjoy visits from local military personnel, who arrive by helicopter. There are many trips and visits that support pupils' learning. For example, pupils talk with great excitement about singing at a venue in London.

What does the school do well and what does it need to do better?

Leaders have designed an ambitious curriculum for pupils, including those with special educational needs and/or disabilities (SEND) and disadvantaged pupils. The curriculum is well sequenced, starting in the early years and leading to what pupils need to know in Year 6. Staff in the early years have a clear focus on developing children's spoken language. This prepares them well for future learning.

Leaders have devised an effective early reading curriculum. Pupils learn phonics as soon as they start school. The first books pupils read are closely matched to the sounds they are learning. If any pupil needs extra help learning these sounds, leaders provide timely support. Once pupils can read accurately, the curriculum develops their reading fluency and confidence. As a result, pupils gain a strong foundation for learning across the rest of the curriculum.

In mathematics and the foundation curriculum, leaders have planned the knowledge and skills that pupils learn. Teaching presents information clearly and builds on pupils' prior learning. For example, pupils draw on their understanding of number from the early years when learning mathematical facts later on. Although the foundation curriculum is well planned, it is in its infancy in some subjects. Where this is the case, pupils do not have detailed knowledge and skills.

Teaching typically uses assessment well to identify pupils' misconceptions and develop their understanding. Where the curriculum is more embedded, leaders use assessment well to inform teaching and check pupils' learning. However, assessment

is less effective in foundation subjects where the curriculum is not as well established.

Leaders identify the needs of pupils with SEND and provide useful information for teachers. Teachers use this well to adapt learning appropriately. Consequently, pupils with SEND achieve well and develop their independence.

The personal development curriculum begins in the early years. For instance, children learn how to keep themselves physically healthy. The personal and health education programme helps pupils gain an age-appropriate understanding of healthy relationships. Leaders use information from local and national trends to inform their plans. For example, leaders have made mental health a priority for pupils.

The curriculum is enriched with a wide variety of extra-curricular activities. These include clubs such as netball, science and cooking. Leaders ensure that there are no barriers to prevent pupils from taking part in these opportunities. As a result, they make a strong contribution to pupils' personal development.

Pupils learn how to be active citizens. For example, older pupils take on responsibilities at lunchtimes. Leaders give pupils a voice about issues such as how to make the school more sustainable. Pupils enjoy raising money for charity and being buddies to younger pupils. Leaders choose carefully the books teachers read to pupils, to develop a greater understanding of difference and diversity.

Leaders provide effective training to staff. This has improved teachers' subject knowledge and enhanced teaching. Staff speak positively about how leaders manage their workload. They value leaders' support for their well-being and are proud to work at the school.

Governors know the community well and are committed to the school. They provide appropriate support and challenge to leaders. This has helped secure a good quality of education. Equally, governors ensure that leaders manage resources well.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have established successful systems for identifying pupils who are at risk. Staff understand the importance of being vigilant and reporting concerns swiftly. When they have concerns, leaders closely monitor pupils and make referrals to relevant safeguarding partners as necessary.

Pupils learn how to keep safe offline and online. Leaders draw on external expertise to supplement the school's safety programme. The school has appropriate practice in relation to managing cases of harmful sexual behaviour. There are effective arrangements for the safer recruitment of, and management of safeguarding concerns about, adults.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders have designed and implemented a new foundation curriculum, but it is not embedded. Consequently, pupils do not develop detailed knowledge and skills in every subject. Leaders should ensure that the foundation curriculum is implemented and assessed effectively so that pupils learn well in every subject.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	123746
Local authority	Somerset
Inspection number	10241036
Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	84
Appropriate authority	The governing body
Chair of governing body	Rosie Dawson
Headteacher	Rebecca Cawley
Website	www.charltonmackrellschool.org.uk
Date of previous inspection	3 December 2019, under section 8 of the Education Act 2005

Information about this school

- The school has a pre-school, which admits two-year-olds.
- The school is a voluntary-controlled Church of England school and is part of the Diocese of Bath and Wells.
- The school received its last section 48 inspection in May 2016.
- The school does not use alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors held discussions with the headteacher, senior leaders, curriculum leaders, governors and the school's improvement partner.

- Inspectors carried out deep dives in these subjects: early reading, mathematics and computing. For each deep dive, inspectors discussed the curriculum with subject leaders, looked at curriculum planning, visited a sample of lessons, spoke with teachers, spoke with some pupils about their learning and looked at samples of pupils' work.
- To evaluate the effectiveness of safeguarding, inspectors scrutinised the single central record of adults working in the school. The lead inspector met with the designated safeguarding lead and examined the school's safeguarding records. Inspectors spoke with a range of pupils and staff about safeguarding.
- Inspectors considered the responses to Ofsted's online survey, Ofsted Parent View, including free-text comments. Inspectors also considered the responses to Ofsted's online staff survey and to Ofsted's online pupil survey.

Inspection team

James Oldham, lead inspector

His Majesty's Inspector

Andrew Evans

Ofsted Inspector

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