

# Inspection of Timberscombe Church of England First School

Timberscombe, Minehead, Somerset TA24 7TY

---

Inspection dates: 7 and 8 June 2023

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Good

## **What is it like to attend this school?**

Pupils enjoy attending this small village school. They arrive brimming with enthusiasm for the day ahead and many enjoy 'Golden Club' at the end of the school day. Parents are overwhelmingly positive about the school. They describe it as 'fantastic, wonderful and welcoming'.

Pupils embody the school rules of 'kind hearts, hands and words'. They learn how to exemplify these in their daily actions. Pupils treat one another with kindness. One child's comment, 'we all play together and all children are friends here', encapsulates the views of children at the school.

Leaders and staff are ambitious for all pupils and aim to give them strong foundations to build on. Pupils are well prepared to continue their learning when they move on to their next schools.

All pupils take part in trips which broaden their experiences of the wider world. For example, pupils visit a museum in Bristol and stay overnight in the city. They also develop their talents and interests whether sporting, musical or, more unusually, axe throwing. Leaders make sure that every pupil, including those with a special educational need and/or disability (SEND) and those who are disadvantaged, has a rich set of experiences from pre-school onwards.

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

The curriculum is ambitious and broad. In some subjects it exceeds the national curriculum. For example, pupils in key stage 1 can hold basic conversations in Spanish. They also know how the Spanish vocabulary they learn links to other foreign languages. Leaders have designed a curriculum which builds strong foundations in all subjects.

Reading is prioritised by leaders. Children in pre-school and Reception enjoy listening to stories throughout the day. Consequently, they develop their vocabulary and a love of reading. The books that older pupils read match the sounds they know. Those who fall behind in reading are quickly identified and get the help they need to catch up. Sometimes teaching of new sounds and new subject matter, and how pupils practise this, is not precise enough to ensure that they do not develop misconceptions.

Children in pre-school and Reception classes are well cared for and nurtured. Their relationships with staff are strong. Staff focus on early language development through the curriculum. Children learn to take turns with others and play in the home corner and outdoor space cooperatively. Staff make sure that children are ready for Year 1.

Pupils with SEND are identified at an early stage. Leaders ensure that the right support is in place from the early years onwards. Staff know how to meet the needs

of pupils with SEND. They adapt the curriculum appropriately. They seek advice from external agencies when required. As a result, pupils with SEND usually do well.

Strong routines and positive relationships between pupils and staff support pupils to behave well. Pupils know what is expected of them and strive to meet these expectations. They learn how to express themselves so that they can challenge behaviour they don't like it. They know when and how to seek adult help. Even the youngest children do this with confidence.

Pupils are confident and self-assured because they know that they are valued members of the community. Pupils have a very strong knowledge of other faiths and know the similarities and differences to Christianity. They understand that people of all faiths and backgrounds deserve respect.

Leaders support those pupils who have increased levels of anxiety by providing support to build mental well-being. Children in early years learn how to identify and manage their feelings. Pupils have a very strong understanding of practical strategies they can use to protect their mental health. They understand how this links to physical health and to the potential harm of spending too long online.

Leaders strive to ensure that all pupils, and particularly those with SEND or pupils who are disadvantaged, take part in the wealth of enrichment activities that are offered. Consequently, pupils broaden their horizons and extend their understanding of the wider world. They learn about themselves, discover new interests and hone existing talents.

Leaders across the federation ensure that a high-quality and well-rounded education is provided by this very small school. They support staff with their professional development and to manage their workloads. Governors provide effective support and challenge. The decisions they make have a tangible impact on the quality of personal development in particular.

## **Safeguarding**

The arrangements for safeguarding are effective.

All staff understand how to keep pupils safe. They notice signs that children might need help and report this to leaders. Records of concerns and the actions taken in response are very thorough. Leaders and staff build close working relationships with families and provide extra support at an early stage. They know when and how to refer concerns to external agencies.

Pupils feel safe at school. They also have a strong knowledge of how to keep themselves safe, particularly when online.

Leaders carry out checks to make sure that staff and visitors are suitable to work with children.

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

### (Information for the school and appropriate authority)

- New subject matter is not always presented precisely enough. This means that sometimes pupils do not build their knowledge as quickly or as securely as they could. Leaders need to ensure that teachers consistently explain new learning, including activities that pupils undertake to help them learn, with clarity.

## 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

<b>Unique reference number</b>	123841
<b>Local authority</b>	Somerset
<b>Inspection number</b>	10268609
<b>Type of school</b>	First
<b>School category</b>	Voluntary-aided
<b>Age range of pupils</b>	2 to 9
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	32
<b>Appropriate authority</b>	The governing body
<b>Co-chairs of governing body</b>	Frances Nicholson and Helen Jenkinson
<b>Headteacher</b>	Angela Hall (Head of School) Naomi Philp (Executive Headteacher)
<b>Website</b>	<a href="http://www.timberscombecofefirstschool.co.uk">www.timberscombecofefirstschool.co.uk</a>
<b>Date of previous inspection</b>	7 November 2017, under section 8 of the Education Act 2005

## Information about this school

- The pre-school admits two-year olds.
- The school is a Church of England school and is part of the Diocese of Bath and Wells. The school received its last section 48 inspection for schools of a religious character in June 2019. Its next inspection is due by June 2027.
- The school is part of the Moorland Federation.
- There is before- and after-school provision run by the school.

## Information about this inspection

The inspector(s) 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 met with the head of school, executive headteacher and other leaders from across the federation. They also held discussions with curriculum leaders.
- Inspectors carried out deep dives in these subjects: early reading, mathematics and Spanish.
- For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors met with the designated safeguarding leader, examined school records and discussed safeguarding cases.
- Inspectors considered responses to Ofsted's online survey, Parent View, and the views of staff and pupils in Ofsted's online survey.
- Inspectors spoke to parents as they dropped their children off at school and collected them.
- The lead inspector spoke with governors, school improvement partners and a representative of the Diocese of Bath and Wells.

### **Inspection team**

Sarah Favager-Dalton, lead inspector	His Majesty's Inspector
Non Davies	Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2023