

# Inspection of Meare Village Primary School

St Mary's Road, Meare, Glastonbury, Somerset BA6 9SP

---

Inspection dates: 9 and 10 July 2024

**Overall effectiveness** **Good**

---

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

This school was last inspected under section 5 of the Education Act 2005 11 years ago and judged 'Outstanding' under a previous inspection framework. This reflected the school's overall effectiveness under the inspection framework in use at the time.

From then until November 2020, the school was exempted by law from routine inspection, so there has been a longer gap than usual between graded inspections under section 5 of the Act. Judgements in this report are based on the current inspection framework and also reflect changes that may have happened at any point since the last graded inspection.

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

Pupils and staff have worked collaboratively to create the school vision of 'today a seedling – tomorrow a flower.' This permeates through the school. Older pupils are proud of the care they show towards younger pupils and children.

Pupils learn to mediate and help one another when there are friendship issues. Bullying is rare and pupils are confident staff help them resolve issues if they arise. Pupils take their roles as well-being ambassadors seriously. They check and make sure their peers are well.

Around school, pupils conduct themselves calmly. They enjoy the activities for play, such as the bike trail. In lessons, a few younger pupils do not demonstrate positive attitudes towards their learning. Staff respond to this, although sometimes this is not quickly addressed.

Pupils take a proactive part through many leadership roles to contribute to school life. They vote democratically and have a good knowledge of how fundamental British values underpin their roles as pupil leaders. For example, the pupil council represent the school. The school council seek the views of others to discuss with leaders. Pupils enjoy the work they do. They feel listened to and their contributions valued.

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

Children in Reception class are well prepared with the foundational knowledge they need to prepare them for their next steps. Having a love of reading begins with the stories and rhymes the school plans for children to share. It grows through the school. Pupils have many opportunities to read a wide range of literature. The school ensures pupils in the early stages of learning to read progress well to secure their reading knowledge. When pupils need more help, staff focus on the sounds they need. Pupils enjoy reading to adults. The adults skilfully support pupils to become more fluent in their reading.

The school has planned a broad curriculum. When new leadership joined the school, the school focused on deepening some foundation subjects. Although the school monitors its processes, it does not effectively quality assure the full curriculum. As a result, the school does not have clarity on some areas for development. For example, the order pupils learn in a few parts of the curriculum is not well sequenced and so pupils do not build on what they have previously learned. When this happens, pupils recall less.

In mathematics, children in Reception class learn their number bonds through the learning activities planned for them. Older pupils talk about their mathematical knowledge and describe how they use procedures. The school has explicitly planned the vocabulary it wants pupils to know across the curriculum. This helps pupils to have a wide range of language to talk about their learning.

Pupils with special educational needs and/or disabilities (SEND) receive the help they need. Teachers have training from professionals to enhance their knowledge about the specific needs of pupils. This helps them to adapt the learning for pupils. As a result, they make sure the next steps set for pupils with SEND are appropriate.

Pupils, including pupils with SEND and disadvantaged pupils, attend school well. The school ensures there are robust systems to track how well pupils attend and what might be the barriers when pupils do not attend well. The school uses alternative provision specifically to support the individual needs of pupils. It carefully selects provision and monitors how well it can provide additional support.

Pupils enthusiastically learn about and discuss inclusivity and respect. As a school, the work to understand different characteristics has led to deeper empathy and understanding among pupils. For example, pupils produced a short film about racism which they shared with the community. The school uses 'umbrella questions' to encourage pupils to debate a broad range of themes. Some parents comment on how this thinking continues at home.

The school plans a well-structured personal, social and health education (PSHE) curriculum. Pupils learn about relationships and body changes in an age-appropriate way. More recently, the school has focused on pupils being active and keeping healthy. Pupils enjoy the one mile walk around the school, using the time to look at nature and talk to their peers.

The governing body has supported the school through a period of change. Governors are outward looking and use their expertise to challenge and support the school. The new headteacher has shared a clear vision for the school which staff embrace. The school plans professional development to develop the expertise of staff and subject leaders.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

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

- The school does not effectively check some parts of the curriculum. As a result, the school does not have a well-informed knowledge of the specific areas for improvement. The school needs to develop the expertise of subject leaders to monitor the impact of the curriculum well.
- A few parts of the wider curriculum are not well sequenced. As a result, pupils do not build on their prior learning when they learn new content. Teachers do not have the detail they need to assess how well pupils are moving through the

curriculum. The school needs to ensure all foundation subjects are well sequenced so pupils can remember more of their learning.

## 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](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	123653
<b>Local authority</b>	Somerset
<b>Inspection number</b>	10322227
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	98
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Emma Mitchell
<b>Headteacher</b>	Abi Isherwood
<b>Website</b>	<a href="http://www.meareprimary.co.uk">www.meareprimary.co.uk</a>
<b>Dates of previous inspection</b>	28 February 2013, under section 5 of the Education Act 2005

## Information about this school

- The headteacher commenced her role in January 2023. Prior to this, an interim headteacher had been in post.
- Apart from Year 6, pupils are taught in mixed-age classes.
- The school uses four unregistered alternative provisions.

## Information about this inspection

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

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.

- The inspectors carried out deep dives in early reading, English, mathematics, and geography. For each deep dive, the 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 looked more widely at subjects across the curriculum, such as art and history.
- The inspectors held discussions with the headteacher, subject leaders, and staff. They also met with the governing body, including the chair.
- The lead inspector spoke with a representative from the local authority.
- The lead inspector listened to pupils in Years 1, 2 and 3 reading to an adult.
- Inspectors met with groups of pupils to talk about their experiences of school.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspectors considered key documentation, including school development plans and minutes of governors' meetings.
- Inspectors considered the responses to the staff survey, pupil survey and Ofsted Parent View, including the free-text comments.

### **Inspection team**

Rachel Hesketh, lead inspector

His Majesty's Inspector

Lisa Dadds

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 2024