



Avishayes Community Primary School

Inspection Report

Unique Reference Number 123671
LEA Somerset
Inspection number 281535
Inspection dates 5 October 2005 to 6 October 2005
Reporting inspector Laurie Lewin RISP

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

Type of school	Primary	School address	Avishayes Road
School category	Community		Chard
Age range of pupils	3 to 11		Somerset TA20 1NS
Gender of pupils	Mixed	Telephone number	01460 63050
Number on roll	300	Fax number	01460 63050
Appropriate authority	The governing body	Chair of governors	
Date of previous inspection	7 February 2000	Headteacher	Mr Jonathon Galling

Age group	Inspection dates	Inspection number
3 to 11	5 October 2005 - 6 October 2005	281535

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Introduction

The inspection was carried out by three additional inspectors.

Description of the school

This is a slightly above average sized school near the centre of Chard. There are 249 pupils on roll and this has declined in recent times. All of the pupils are from White British heritage backgrounds. A high proportion of them come from nearby local authority housing. The area is earmarked as having a significant level of social deprivation. The school has a local education authority funded nursery. The proportion of pupils with special educational needs is about the same as the national average, but the school has an above average proportion of pupils with statements of special educational needs. There has been a significant level of turbulence in the teaching staff and the school has been led by an acting headteacher since March 2005.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 3

The school provides a satisfactory education for its pupils. It has improved very rapidly over the last six months, after a difficult period of staff instability and problems with the leadership and management that led to a serious slippage in standards. The recent very effective work of the acting headteacher and the hard work of the staff have put the school back on an improving course so that standards are rising again. Although it is now catching up rapidly, the school has not improved enough since its last inspection. The overall quality of the school's leadership and management, teaching and learning and provision has improved to satisfactory levels. Their success in moving the school forward in recent times and their tremendous enthusiasm show that the staff have established a good capacity to keep improvement going. Through accurate self-evaluation, the school has a clear picture of its own strengths and weaknesses and currently provides satisfactory value for money.

Good provision for children in the nursery and reception classes gives them a good start to life at school. Standards are still below average across the school, but pupils' work over last term and this term shows this is changing as a result of improved teaching, with pupils now progressing at a better rate in the work that they do. Although much good teaching is seen, some weaknesses are still apparent, with the school being strongly aware of the need to sharpen its systems for checking pupils' progress and setting targets for them.

Staff know the pupils well and support, guide and care for them effectively. As a result, pupils show good personal development and behave well. However, some procedures for monitoring pupils' care and safety are lacking. Also, the school does not do enough to take on board parents' views and keep them informed.

What the school should do to improve further

- raise standards in English, mathematics and science
- improve systems for checking the attainment and progress of pupils as they move through the school
- improve the communication with parents.

Achievement and standards

Grade: 3

Standards are well below average and have been declining over recent years. The school has not met the targets set for achievement in national tests and pupils have not been progressing enough by the time they leave the school. Children start school in the nursery showing well below average attainment overall. They currently progress well in all areas of learning in the nursery and reception classes as a result of the well organised provision and strong support of the staff.

Determined efforts by the acting headteacher and staff have successfully begun reversing the decline so that pupils are now making satisfactory progress, with much

evidence of good progress in lessons and in the work completed last term and this. Mathematics and reading standards are improving at the best rate and good initiatives are in place to help writing and science standards to improve in a similar way. The school has rightly identified that boys in particular do not progress rapidly enough with developing their writing skills. Good work by staff in using 'boy friendly' resources is successfully motivating the boys and accelerating their progress.

Pupils with learning difficulties are effectively supported so that they progress as well as their classmates.

Grade: 3

Personal development and well-being

Grade: 2

Pupils' personal development and well-being are good. Attendance is satisfactory. Pupils enjoy their lessons, try hard and are nearly always well behaved. Boys and girls get along well and play and work happily throughout the day. Their manners are good. Pupils approve of the new 'House Points' system and say that since it has started 'naughty children behave better'. Adults give increasing opportunities for pupils to think and act for themselves as they progress through the school. Older pupils say they enjoy break time duties and 'being in charge' of the school office at lunchtime. They carry out these duties well and those on office duty were seen to be very polite to visitors and when answering the telephone. These sort of activities are helping pupils gain the skills required to secure their future economic well-being.

Spiritual, moral, social and cultural development is a good feature of the school and displays reflect the thought that has gone into this area of school life. Pupils learn about different faiths and religions and know the importance of treating each other fairly. They told inspectors that they love going on the residential visit in Year 5 because they have such fun together. They speak sensibly about how to keep themselves healthy and safe and younger pupils really enjoy eating fruit during snack time. One pupil told inspectors 'There is nowhere else I'd rather be'.

Grade: 2

Quality of provision

Teaching and learning

Grade: 3

Overall, the quality of teaching and learning is satisfactory, but this is changing because of the very effective initiatives being implemented. Stable staffing, improved planning and higher expectations are resulting in good teaching, and good progress by the pupils. Teaching for children in the nursery and reception classes is consistently good and helps the children get off to a good start.

Staff are fully focused on ensuring that all groups of pupils progress well. They work closely together and exude confidence, determination and enthusiasm. There is still

much to do to ensure that good teaching occurs on a consistent basis. In particular, there is a need to sharpen systems for checking pupils' progress and setting them targets in all subjects, following the successful model already established in mathematics.

Good training for the teaching assistants means that they now work well to boost pupils' reading skills. The increased time spent on science is also boosting pupils' motivation and progress.

Teaching sometimes falls below par for those staff who work on a temporary or supply basis. This is because they are not sufficiently well briefed about the work or the circumstances of the pupils.

Grade: 3

Curriculum and other activities

Grade: 3

The curriculum is satisfactory overall. It has been recently much improved by staff to make work more interesting and challenging for the pupils. Good provision in the nursery and reception classes helps children to progress well when they start school. Throughout the school, the curriculum satisfactorily boosts pupils' personal development and helps them learn how to stay healthy and safe. A good focus on investigations and problem solving in science and mathematics livens up the work for pupils. Staff provide a satisfactory range of after school activities that enriches pupils' learning.

The school makes good provision for supporting the needs of different groups of pupils, including those with learning difficulties and those with statements of special educational need.

The school has made substantial improvements to its accommodation, with almost complete refurbishment. As a result, pupils now benefit from a well equipped, stimulating, safe and enjoyable school, with lots of good spaces for practical work.

Grade: 3

Care, guidance and support

Grade: 3

Pupils say they feel happy and safe in the playgrounds and are confident to go and see someone if there is a problem. They appreciate the responsibilities they are given and one pupil remarked 'I like the way we are given more jobs to do'. Staff ensure pupils know how to conduct themselves safely, for example in coping with the stairs in the building.

Staff look after the pupils well. They are alert to any child protection issues, but there is a need to ensure their training is brought up to date in this area. The support given to the youngest children and to pupils with special educational needs is good.

Grade: 3

Leadership and management

Grade: 3

The acting headteacher who took over leading the school six months ago has done an exceptional job of establishing a staff team in which morale is high and much enthusiasm is apparent to drive up standards and move the school forward. Rewriting all school policies, devising an effective school development plan and establishing proper curriculum planning are just a few of his successful accomplishments working closely with the staff. All of the hard work by the staff team is now making a strong impact on improving teaching and standards and ensuring the school has a good capacity to maintain its improvement in the future. However, it is still early days for this newly established team and staff realise there is much to do to make the school as effective as it can be, particularly with improving standards.

Governance of the school has also improved significantly, with changes in recent times to ensure governors are fully informed about, and involved in, the running of the school. They rightly recognise the need to move this improvement on further by establishing systems that help them monitor the quality of the school's performance more systematically.

The acting headteacher has established good self-evaluation systems so that the school accurately gauges its own strengths and weaknesses. However, parents' views are insufficiently canvassed to contribute to this process and generally not enough is done to ensure they are kept fully informed about and involved in their children's education.

Grade: 3

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3	NA
How well does the school work in partnership with others to promote learners' well-being?	3	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	3	NA
The standards ¹ reached by learners	4	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	3	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	3	NA
The behaviour of learners	2	NA
The attendance of learners	3	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	3	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	3	NA
How well are learners cared for, guided and supported?	3	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	No
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Avishayes Community Primary School Avishayes Road Chard Somerset TA20 1NS

Friday, 7th October 2005

Dear Children,

I am writing to let you know how much we enjoyed coming to visit your school. Thank you for making us so welcome and helping us during the school inspection. We especially enjoyed hearing about the good fun you have when you go on a residential visit.

Here are a few of the most important things we want you to know:

you try hard in lessons and show interest in your work

although we saw you making good progress in some of the lessons we watched, we think you need to reach higher standards in English, mathematics and science

your school is a friendly place and your behaviour is good

we think that you are good at doing jobs like looking after the office at lunchtime

you like your teachers; you told us that they try to make your lessons interesting

we feel that the school does a good job of taking care of you

we think that all of the adults that work at your school are working really hard to keep the school improving, but they need to keep a closer check on how well you are doing

we believe the school should improve the information it provides for your mums and dads.

Thank you again for being so helpful and friendly when we came to see you.

Yours sincerely

Laurie Lewin Lead Inspector