



Baltonsborough Church of England Voluntary Controlled Primary School

Inspection Report

Unique Reference Number 123740
LEA Somerset
Inspection number 281548
Inspection dates 28 September 2005 to 28 September 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	Ham Street
School category	Voluntary controlled		Baltonsborough
Age range of pupils	4 to 11		Glastonbury, Somerset BA6 8PX
Gender of pupils	Mixed	Telephone number	01458 850526
Number on roll	87	Fax number	01458 851078
Appropriate authority	The governing body	Chair of governors	
Date of previous inspection	28 February 2000	Headteacher	Mrs Lesley Fenwick

Age group 4 to 11	Inspection dates 28 September 2005 - 28 September 2005	Inspection number 281548
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Introduction

The inspection was carried out by two inspectors.

Description of the school

Baltonsborough CE VC Primary School is a small school in the village of Baltonsborough, close to Glastonbury. Housed in its new building, the school is set in a very pleasant location. Most pupils are from privately owned homes in the village, with just over a third of pupils coming from areas outside the village. Most pupils are from White British backgrounds, with a very small minority from other ethnic backgrounds. The proportion of pupils with learning difficulties and disabilities is below average. Children show average attainment on entry to school. The school holds the 'Healthy Schools' award.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a good school. This broadly corresponds to the picture that the school has of its effectiveness, though it sometimes under-estimates its strengths. Good teaching in all classes helps pupils to achieve well. The children in reception get off to a good start. The pupils progress well as they move through the year groups so that they achieve above-average standards by Years 2 and 6. However, despite recent improvement, standards in mathematics are not as good as in English and science. Pupils show much interest in their work and appreciate the good teaching and support they get in a safe and friendly environment. They enjoy school and the full range of activities it provides, but do not always know what they have to do improve further. They behave well and have good attitudes. The school provides well for all different groups of pupils, irrespective of their backgrounds. Good support for pupils with learning difficulties and disabilities helps them to move on rapidly. The school makes good use of its links with other organisations and the local community to enrich pupils' learning. Good leadership and management are driving the school forward at a good pace. The regular checks on teaching quality are not well linked to their effect on the pupils' progress. The school's recent success in improving standards shows that it is well placed to continue this improvement in the future. It provides good value for money.

Grade: 2

What the school should do to improve further

- Raise standards in mathematics by Year 6 by ensuring more able pupils reach the levels of which they are capable.
- Get the teachers to set more precise targets for the pupils' progress.
- Help the pupils know more about what they should do to improve their work.

Achievement and standards

Grade: 2

Effective initiatives put in place by the leadership and management have resulted in a significant improvement in standards and progress that is clearly reflected in the 2005 national test results for Year 6. Overall, standards are above average and this is reflected in the above-average quality of work seen in pupils' books. Children come into reception showing average attainment. The well set-up provision and strong teaching help them to make good progress so that by the time they enter Year 1, most reach above-average levels. This progress continues in Years 1 and 2, and by the age of seven, the pupils reach above-average standards in writing and mathematics and do particularly well in reading, confirmed by their performance in the 2005 national tests. Through Years 3 to 6 pupils also progress well in English and science so that they reach the challenging targets set by teachers and attain above-average standards by the time they leave at age 11. The 2005 test results showed pupils reaching slightly below average standards in mathematics because more able pupils did not perform as

well as expected. However, the results showed a marked improvement on the previous year and pupils now make satisfactory progress overall in this subject.

The school has identified correctly that girls do not always do as well as they should in mathematics and science. Effective strategies put in place by staff to boost girls' confidence and enthusiasm in these subjects are now enabling improved attainment.

Grade: 2

Personal development and well-being

Grade: 2

Pupils' personal development is good. Discussions with older pupils show that they gain a well developed sense of responsibility through carrying out a range of jobs around the school. Outstanding work is done to raise pupils' social awareness and understanding of how to handle money, for example, through the project to start a mini-business with £5. Pupils show a strong entrepreneurial streak and, with their cake-making project, express some concern about pupils who 'eat the profits'! During assemblies, pupils' responses to questions show they have a sensitive awareness of the world around them. The pupils behave well throughout the school and have a positive attitude and a clear understanding of right and wrong. Through their work they gain a good appreciation of modern British society. However, their understanding and appreciation of living in a multicultural society are limited. Attendance is good and pupils are happy to come to school. They feel safe and secure as a result of the good support they receive. They appreciate that there are no social problems such as bullying. Pupils spoken to said that 'this a very friendly school ... it's easy to settle in if you're new.' Pupils are particularly proud of their school's national award for being a 'Healthy School' and enjoy organising the healthy tuck shop.

Grade: 2

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good and ensure that children in reception and in Years 1 to 6 progress well and attain above-average standards overall. The neat, well organised work in pupils' books and the smooth flow of activities in lessons reflect the teachers' thorough planning and preparation. The pupils concentrate hard and try their best because teachers make sure that individuals know what they are doing and why they are doing it. Teachers work very hard to make lessons interesting. Discussions with pupils show that they enjoy most work and appreciate the efforts of the staff to introduce fun into activities whenever possible.

For instance, in one lesson seen, pupils in Years 3 and 4 were very excited by and thoroughly enjoyed the mathematics game they played. The school works well to gather information to show how pupils are getting on. Teaching assistants do a good

job of supporting teachers and pupils. In particular, they play a key role in ensuring that pupils with learning difficulties participate fully and progress well. Close liaison between staff ensures that all pupils with particular needs are identified and supported properly from an early stage.

Grade: 2

Curriculum and other activities

Grade: 2

In reception, the children have a lively and interesting range of work each day because of the well organised facilities and good deployment of staff. In Years 1 to 6, the good curriculum provision makes certain that all subjects are covered in depth and detail. The extensive range of extra-curricular activities enriches class work, and sports coaches coming in to work with pupils significantly boost their enthusiasm and skills. Through local studies and extensive use of visitors, the school ensures that it maximises the use of the local community to boost learning. The school is good at involving the parents in promoting activities. For instance, most pupils participated with their families in a 'Scrapbook Challenge' in the summer, with the results now forming an entertaining and welcoming display in the entrance hall.

Grade: 2

Care, guidance and support

Grade: 2

The school is good at caring for, guiding and supporting pupils. Pupils have a clear understanding about how to voice any concerns, knowing that these will be treated confidentially. The school has established all necessary systems for child protection and pupils feel safe here. Good procedures are in place to encourage individual pupils to be fit and healthy. The school provides good support for pupils with learning difficulties. However, their records are not organised well enough to give a clear picture of how well these individuals progress. Good relationships exist with specialists outside the school to provide additional support where needed. Staff organise a good range of projects, responsibilities and activities that successfully promote pupils' personal development and guide them towards reaching above-average standards. Systems to involve the pupils in knowing what they have to do to improve are up and running, but the pupils themselves are not always clear how these work. The school has rightly identified this area as in need of more development.

Staff set high expectations for behaviour and are good at encouraging pupils to develop positive attitudes. Good information and induction arrangements help pupils when they start school and when they transfer to secondary education at age 11.

Grade: 2

Leadership and management

Grade: 2

The school is well led and managed. The headteacher's effective leadership has enabled the school to move forward at a good pace. This has led to an improvement in provision, with staff working well to provide a good range of opportunities for all groups of pupils.

Good initiatives to improve teaching have resulted in improved standards, with particularly successful efforts made to improve the standard of pupils' writing. All staff work closely with the headteacher in developing plans for the school's future improvement.

The school actively includes the views of parents in this planning as well as in its self-evaluation of how effective it is. The current momentum for improvement, for example, with the particular recent improvement in English and science standards, demonstrates the school's good capacity to move forward rapidly in the future.

The governors monitor the work of the school closely and have a very clear understanding of how well it is performing. They play a very full part in helping to plan the way ahead, and in ensuring that the best possible use is made of all resources. Self-evaluation processes show the school has a clear view of its own strengths and weaknesses, though some evaluations are not precise enough. Also, the school does not always give enough recognition to the areas where it is successful.

Systems for tracking the performance of staff are fully in place, but are not clearly linked to improving the pupils' progress, especially in relation to raising standards in mathematics. The school makes good use of its attractive building and location and constantly seeks for ways to build on its facilities, for example, with the newly added good quality ICT suite and interactive whiteboards being fitted in classrooms. The school reaches out and makes good efforts to link with the community in order to enhance the quality of education it provides.

Grade: 2

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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?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	3	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?	2	NA
The standards ¹ reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	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	2	NA
The behaviour of learners	2	NA
The attendance of learners	2	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	1	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	1	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	2	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?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	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	Yes
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

29th September 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's inspection. We especially enjoyed hearing about the activities you said you enjoyed and about your mini-business projects such as the 'cake making' and 'car washing'.

you work hard in lessons and show a lot of interest in the work;

you reach good standards in English and science when you are in Year 6;

your school is a very friendly and happy place and you behave well;

you like your teachers and you told us that they try to make your lessons interesting. We also think they do a good job;

you really appreciate all of the extra, interesting activities that the school provides for you;

we think the school does a good job of taking care of you;

we were impressed to see how much you know about the need to eat healthy foods and stay fit;

we think that your headteacher works well to organise the school and help you all to become successful.

We think you make good progress with lots of your work, but you need to make more progress in mathematics. We feel the school needs to make sure that your individual targets are clearer, to help you know exactly what you need to do to improve your work.

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

Yours sincerely

Laurie Lewin Lead Inspector