



North Cadbury Church of England Primary School

Inspection Report

Unique Reference Number 123770
LEA Somerset
Inspection number 281555
Inspection dates 4 October 2005 to 4 October 2005
Reporting inspector Christine Huard RISP

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

Type of school	Primary	School address	Cary Road
School category	Voluntary controlled		North Cadbury
Age range of pupils	4 to 11		Yeovil, Somerset BA22 7DE
Gender of pupils	Mixed	Telephone number	01963 440420
Number on roll	108	Fax number	01963 441064
Appropriate authority	The governing body	Chair of governors	
Date of previous inspection	27 June 2000	Headteacher	Mrs Annie Craggs

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Introduction

The inspection was carried out by two additional inspectors.

Description of the school

This is a small school near Yeovil and serves North Cadbury and a number of surrounding villages. All the pupils come from White British backgrounds. The proportion of pupils who have special educational needs is broadly average and has increased significantly in recent years. Children enter the school having gained the experiences broadly expected for their age, although there is some variance in this from year to year.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

This is a sound school, with some good features, that provides satisfactory value for money. This confirms the school's own view of its effectiveness. The school has made sound progress since its previous inspection and remedied the weakness identified at that time. The pupils make satisfactory progress and leave the school at the end of Year 6 with attainment in line with what is expected for their age. However, standards in writing in English are not good enough because spelling and punctuation are weak. When children join the Foundation Stage, a wide range of stimulating activities are provided for them which enable them to make a good start at school. Pupils enjoy school and have good attitudes towards their learning. They enthusiastically participate in the wide range of activities provided for them in and out of school time. Teaching is satisfactory. It is carefully planned and ensures that the pupils achieve satisfactorily. Pupils with learning difficulties and disabilities also achieve satisfactorily.

Higher-attaining pupils do not always achieve as well as they might because tasks set on a day-to-day basis are not challenging enough. The leadership and management of the school are sound and have the capacity to ensure that further progress is made. The relatively recently appointed headteacher provides clear direction. Governors have a satisfactory awareness of the school's strengths and weaknesses. They know where improvements need to be made and have good action plans to deal with these, although it is too soon to judge their impact on standards.

What the school should do to improve further

- Raise standards in writing by improving spelling and punctuation.
- Improve the achievement of higher-attaining pupils by providing more challenging tasks on a day-to-day basis.

Achievement and standards

Grade: 3

Standards were above average in national tests at the end of Year 6 in 2004. In 2005, they fell but achievement remained satisfactory. The starting points of this group of children when they entered the school in the Reception class were lower than those in previous years and many additional pupils with learning difficulties and disabilities joined the school in Years 3 to 6. Results were weakest in English and this is because, although pupils' writing often showed imagination and inspiration, the standards of spelling and punctuation were below those expected. The school has acted quickly to improve these skills throughout the school, although it is too soon to see the impact on standards. Children in the Reception class achieve well because of the wide range of suitable and exciting activities provided for them. Standards in Years 1 and 2 are broadly in line with those expected and pupils achieve satisfactorily. They are responding well to the more rigorous teaching of letter sounds, which should improve their writing and spelling.

The school provides satisfactory support for pupils although higher-attaining pupils are not always sufficiently challenged in lessons. Pupils with learning difficulties and disabilities receive good support. Pupils have challenging targets and are fully involved in the setting of these. Although pupils did not achieve the challenging targets set by the local authority in 2005, the majority met the school's own predictions, except in writing. Pupils in Years 5 and 6 are generally aware of what they need to do to reach the next level of attainment.

Grade: 3

Personal development and well-being

Grade: 2

Pupils' personal development is good. Attendance and punctuality are good and reflect the strength of parental support and pupils' enjoyment of school. Pupils talk with enthusiasm about what they have learnt. They have positive attitudes and behave well in lessons and at playtimes. Pupils make good progress in their spiritual, moral, social and cultural development. They have a good understanding of the cultural diversity in Britain today and show a clear abhorrence of racism.

The school has won a 'Healthy Schools Award' and the pupils speak knowledgeably about the need to stay safe, eat healthily and take regular exercise. These are well reinforced by 'Tasty Tuesday' and 'Fruity Friday' play-time snacks and the use of the 'Huff Puff' fitness programme. Pupils help the school to run smoothly. Classroom monitors are keen to undertake their daily tasks and pupils in Years 5 and 6 enjoy their special responsibilities as playtime time 'buddies' and 'Peace Garden' monitors. The school council has an important say in planning for future developments in the school. Pupils are gaining a sound level of competence in the numeracy, literacy and computer skills that they are likely to need in the future for successful economic well-being.

Grade: 2

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory and have some good features. Teaching and learning are good in the Reception class and pupils achieve well. Activities are lively and fun for the children and move them forward in small steps. Planning in Years 1 to 6 is often good and ensures that most pupils are challenged as learners because tasks match their learning needs well. However, higher-attaining pupils are not always challenged sufficiently in the questions asked or in the tasks they are given.

Pupils make sound progress and their learning is satisfactory. They work hard to do their best and, in many lessons, have fun doing so. They enjoy working together in groups. The teachers use the interactive whiteboards confidently and effectively, making lessons more exciting for pupils. Questioning skills are often good but teachers

do not always challenge the thinking of higher-attaining pupils sufficiently. Marking is often helpful to pupils, offering some good ideas as to how they might improve the content and structure of their work. However, it does not always pick up poor spelling or punctuation, which means that pupils are not aware of where they are making mistakes in these basic skills.

Grade: 3

Curriculum and other activities

Grade: 2

The curriculum is good. It is interesting, captures pupils' interest and meets their needs well. It includes good provision for pupils' personal development, with due regard to helping pupils to learn about sex, health and drugs. Good thought has been given to the development of specific extension enrichment activities for gifted and talented pupils although tasks in lessons are not always sufficiently focused. There are good links between subjects to bring learning alive. For example, the work in Years 5 and 6 on Tudors makes links with art, English and geography. Work is enhanced well by visits and visitors and by focus weeks. 'World Week', for example, aims to improve pupils' knowledge and understanding of different cultures, faiths and festivals. There is a good range of clubs and events organised out of school hours, including an annual residential visit for older pupils to develop independence and responsibility.

Grade: 2

Care, guidance and support

Grade: 2

The school cares well for its pupils. Good attention is paid to their health and safety in school and there is a good focus on healthy living. Pupils are confident that there is always an adult to turn to if they need help or support. Child protection procedures are firmly established and staff are fully aware of these. There are rigorous procedures to deal with any incidents of bullying or racism should they occur.

Pupils are fully involved in setting their targets for attainment and these are also shared with parents. Staff give strong personal guidance and, for the most part, guide pupils well academically. However, marking is not always sharp enough in English. The school works well with a range of outside agencies, such as the physiotherapist and educational psychologist, to provide the best support it can for those pupils who need this specialist help.

Grade: 2

Leadership and management

Grade: 3

The leadership and management of the school are sound and have some good features. The headteacher provides good leadership and clear direction for the school and has

swiftly identified the features, particularly in writing, that have led to satisfactory rather than good achievement in the last year. Appropriate action plans have been put in place although it is too soon to judge the effectiveness of these.

Most staff have multiple subject responsibilities and the school has been forward-thinking in its planning for workplace reform to help them cope with these. As a result they are monitoring progress in, and managing, their subjects well. Management of the Foundation Stage is good and shows a good understanding of the needs of young children. The coordinator for pupils with learning difficulties and disabilities is conscientious and fulfils her role well. Governors are supportive and are well involved in the school. They fulfil their statutory duties well. They challenge the school, showing a sound understanding of the school's strengths and weaknesses. They ensured that the issue from the previous inspection was addressed satisfactorily. The staff and governors have a sound picture of how well the school is performing and have the capacity to carry out the improvements necessary to raise standards.

The school knows how well it is doing. There is a range of sound monitoring and self-evaluation systems in place which identify strengths and weaknesses. The headteacher carries out regular lesson observations, identifying strengths and weaknesses and comprehensive feedback is provided. In addition, planning and pupils' work are regularly examined which led to the identification of spelling as a weakness, and its inclusion in the current school improvement plan. The school works closely with parents, who are very supportive of the school. Their views are canvassed regularly and taken into account, where appropriate, in development planning.

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	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?	3	NA
The standards ¹ reached by learners	3	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	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	2	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	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?	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?	3	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	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	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

5th October 2005

Dear Pupils

As you know, we visited your school recently. We enjoyed our time there and would like to thank you for all the help you gave us. From talking to you, we know how much you enjoy being at North Cadbury. We thought you would like to know what we thought about your school.

What we think your school does well:

The youngest children quickly settle in and do well in the Reception class

The school council does a good job in collecting the views of others and helping the adults organise daily routines. We were very impressed with your system of playtime 'buddies' and 'Peace Garden' monitors

Most of you take very seriously the importance of eating healthily at school and taking physical exercise

You behave well and are really keen to learn.

What we have asked the school to do to improve:

We think that the work for some of you who reach higher standards in English needs to be more challenging so that you make better progress

Some of you need to be taught better how to spell and punctuate your work so you reach higher standards in Writing.

Very best wishes

Christine Huard Lead Inspector