



# Middlezoy Primary School

## Inspection Report

**Unique Reference Number** 123687  
**LEA** Somerset  
**Inspection number** 284197  
**Inspection dates** 22 February 2006 to 23 February 2006  
**Reporting inspector** Pauline Robins HMI

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

<b>Type of school</b>	Primary	<b>School address</b>	Middlezoy
<b>School category</b>	Community		Bridgwater
<b>Age range of pupils</b>	4 to 11		Somerset TA7 0NZ
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01823 698465
<b>Number on roll</b>	60	<b>Fax number</b>	01823 698085
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mrs Sally Roulson(no email)
<b>Date of previous inspection</b>	17 June 2002	<b>Headteacher</b>	Mrs Helen Ormerod

<b>Age group</b> 4 to 11	<b>Inspection dates</b> 22 February 2006 - 23 February 2006	<b>Inspection number</b> 284197
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## Introduction

The inspection was carried out by one of Her Majesty's Inspectors.

## Description of the school

When the school was inspected in June 2004 it was judged to require special measures. Middlezoy is a much smaller than average, rural primary school. Most pupils live in the village but a few travel from nearby communities. All of the pupils are of White British heritage and no pupil speaks English as an additional language. Over a quarter of pupils receive intervention and have individual education plans. There are significant gender imbalances in some year groups, most noticeably in the Foundation Stage where there are no boys and Year 6 where two thirds are boys. Following the last inspection a locum headteacher was seconded to the school until half way through the autumn term 2005. Currently, the senior teacher has become acting head until a substantive appointment is made.

## Key for inspection grades

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

## **Overall effectiveness of the school**

### **Grade: 2**

In accordance with section 13 (4) of the Education Act 2005, HMCI is of the opinion that the school no longer requires special measures.

This is a good school which provides good value for money. However, the schools self-evaluation document is overly cautious in judging the overall effectiveness of the school as satisfactory. There are rigorous monitoring and evaluation procedures in place which enable the staff and governors to make accurate judgements about the school's strengths and weaknesses. They have worked purposefully to improve the school's performance and have demonstrated a good capacity to improve further.

The parents and the entire community are overwhelmingly positive in their support of the headteacher and the school. The trusting and open relationships between pupils, and with adults, are outstanding and have enabled a rapid pace of change to take place. Pupils' spiritual, moral, social and cultural development is also outstanding. Everyone has a sense of involvement and commitment to the school. This has been achieved by consistently good leadership, at all levels, throughout a period of carefully managed change.

The quality and standards in the Foundation Stage are good. Children settle well in the calm, purposeful atmosphere. Pupils make very good progress in Key Stage 1 and in Years 3 and 4 as a result of the good and often outstanding teaching they receive. In Years 5 and 6, teachers are working hard to ensure that pupils' progress is accelerated to make up for previous inconsistencies in the quality of teaching. However, the school acknowledges the need to consistently challenge the most able pupils. The standard of work seen during the inspection at both key stages was good. The curriculum is of good quality and it is enhanced by a wealth of extracurricular and enrichment activities. Progress in writing is recognised as a weaker element of the curriculum and has already been identified as an area for development and further analysis.

### **What the school should do to improve further**

- Undertake further detailed analysis to identify exactly what is inhibiting the quality of pupils' writing.
- Ensure that teachers consistently include activities which challenge and extend the more able pupils.

## **Achievement and standards**

### **Grade: 2**

Achievement and standards are good overall. The school has high expectations and set very challenging and aspirational targets for 2005. Although these were not achieved the school is justifiably pleased with the results. In a small school with so few pupils in each year group the effects of absence and pupil mobility can make a significant difference to predicted results.

In the Key Stage 2 national tests, 83% of the pupils achieved the level expected for their age in English, 71% in mathematics and 86% in science. The proportion of the pupils who achieved the higher level in English was 50%, 43% in mathematics and 43% in science. The most significant improvement is in the percentage of pupils who are achieving above the expected standard for their age in English and mathematics. At Key Stage 1 all pupils achieved the expected standard for their age in reading, mathematics and science and most did so in writing. However, although just under half of the pupils achieved the higher Level 3 in reading and over a third in science, none achieved this level in writing, mathematics. The school has undertaken a thorough analysis of these results and has already put in place changes to the curriculum in an effort to improve results further.

Children enter the school with attainment that is broadly average. They make very good progress in the Foundation Stage, Key Stage 1 and in Years 3 and 4. In Years 5 and 6, however, although pupils continue to make progress, this has not been at a consistent rate. There are still gaps in the pupils' knowledge which means that a legacy of underachievement is still apparent. This is now being addressed through good teaching but inhibits progress being better than satisfactory. Pupils who have learning difficulties and disabilities make good progress towards achieving the targets they are set in their individual education plans (IEPs).

## **Personal development and well-being**

### **Grade: 1**

The pupils' attitudes to learning and their behaviour, both around the school and in lessons, are outstanding. Attendance is good and there have been no exclusions in the past academic year.

The staff endeavour to create a stimulating environment and, as a result, the pupils enjoy coming to school. In all lessons the pupils maintain good levels of concentration and listen attentively. They respond well to questions, raising their hand and answering clearly and in complete sentences. They are encouraged to work cooperatively when solving problems but are equally able to work independently on written tasks. The pupils take an active part in school life. The school council is proactive in making changes and consults widely seeking views from the pupils, staff and parents. These interpersonal skills are encouraged and will contribute to pupils' future well-being. Groups of pupils have chosen to support a number of charities either as a direct result of their own experiences or following presentations at school. Pupils have an excellent understanding of how to keep healthy and many take advantage of extracurricular sports activities. They also know how to keep themselves and others safe.

Pupils' spiritual, moral, social and cultural development is excellent. Pupils are very aware of cultural and faith differences and are given opportunities to discuss similarities and differences between groups. Moral and social issues are taught well and pupils have a good understanding of right and wrong. The school is at the heart of the village community. It makes use of the church facilities, draws on local expertise, and plays an active part in local events and fundraising.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Overall, the quality of teaching is good with much that is outstanding. The teachers are enthusiastic and make learning fun. As a result, the pupils enjoy their work. Planning is comprehensive and in the majority of lessons tasks are matched to the needs of individual learners. However, on some occasions the most able pupils need to be challenged further. Teaching assistants are well deployed and make a significant contribution to the teaching and assessment of pupils.

The new special educational needs coordinator (SENCO) has audited provision and drawn up a carefully detailed and monitored programme of intervention. IEPs are well written and regularly reviewed to check for progress against the pupils' work in their exercise books. This is an example of good and developing practice within the school.

The acting headteacher has worked hard to develop the process and procedures for assessment. This is now a strength of the school. She has used a wide range of data with increasing accuracy to monitor and predict progress and achievement. Assessment is embedded in the curriculum and used effectively to target and then evaluate intervention and teaching assistant support.

### **Curriculum and other activities**

#### **Grade: 2**

The curriculum is good. It is broad, balanced and meets statutory requirements. A number of extracurricular activities, field trips and residential visits are provided which add to the pupils experience and encourage them to think beyond their school and rural community. The programme for collective worship and the religious education syllabus are innovative and are delivered, where possible, through first hand experience. The teachers have worked as a team to develop meaningful subject links so that pupils do not study things in isolation.

The school is successful in its integration and inclusion of pupils. However, the headteacher and her staff are very aware of the issues of gender imbalance in some year groups. This is being monitored and appropriate strategies are in place to ensure that individuals or small groups are not disadvantaged.

### **Care, guidance and support**

#### **Grade: 1**

Care guidance and support are outstanding. Members of staff put the pupils first. Outstanding relationships and consistent approaches contribute to making this such a happy school. The high level of care, guidance and support given to the pupils contributes well to their progress, sense of well-being, and enjoyment in learning. Pupils feel safe and know who to approach should they have a problem. The arrangements for child protection are secure and understood by the staff who act

upon the procedures to identify pupils who are 'at risk'. Communication with parents is very good. Parents are kept informed about whole school issues through a weekly newsletter. Termly class letters provide specific information on what is to be taught each term.

The pupils' progress is thoroughly assessed and monitored. Individual targets are set and these are consistently used in lessons. The pupils know the level at which they are working and what they need to do to improve further.

## **Leadership and management**

### **Grade: 2**

Leadership and management are good because the acting headteacher, staff and governors are committed to improving the school still further. Through a carefully managed period of transition, the acting headteacher has continued the rigorous process of monitoring and evaluation which is now firmly embedded in practice. As a result, she knows her school well. The school's self-evaluation document is accurate but tends to be cautious in some areas.

The strength of leadership and management permeates throughout the school and challenges are tackled proactively. An example is the difficulty of assigning subject leadership to the foundation subjects in a small school. This has been resolved by collaborative working on focus subjects each term. The staff work together to develop schemes of work and put together a portfolio for moderation. This is then discussed in staff meetings and forms part of a presentation to the governors.

Governance is good and governors are very positive in their support of the school. They visit the school regularly and provide feedback. In one instance this was in the form of a card sent directly to the pupils congratulating them on their progress. The chair of the governing body is very well informed and has been instrumental in developing the good practice which now exists. There is a monitoring calendar in place which is regularly updated and reported on. The governors know and understand the questions which need to be asked to provide the appropriate level of challenge to the school.

The local authority and the school adviser in particular have given the school good support. The strategic monitoring of progress and targeted intervention strategies have enabled the school to move forward at a rapid pace.

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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>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	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	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

<b>How well do learners achieve?</b>	2	NA
The standards <sup>1</sup> reached by learners	3	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

<b>How good is the overall personal development and well-being of the learners?</b>	1	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	1	NA
The attendance of learners	2	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	1	NA
The extent to which learners adopt healthy lifestyles	1	NA
The extent to which learners make a positive contribution to the community	1	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	1	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2	NA
<b>How well are learners cared for, guided and supported?</b>	1	NA

<sup>1</sup> 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**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	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	2	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

<b>The extent to which schools enable learners to be healthy</b>	
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
<b>The extent to which providers ensure that learners stay safe</b>	
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
<b>The extent to which learners make a positive contribution</b>	
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
<b>The extent to which schools enable learners to achieve economic well-being</b>	
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**

Thank you so much for the warm welcome you gave me when I visited your school recently. By now I am sure you know that I think Middlezoy is a good school and no longer requires special measures. Everyone has worked hard to improve things very quickly, well done!

I was particularly interested in the things that the school council had to tell me. You said that you enjoy coming to school because the teachers make lessons interesting and fun even though the teachers expect you to work hard and sometimes the things you are asked to do are quite challenging. You also told me that you feel safe in school and there is always an adult to turn to if you have a problem. You all talked about how good it is to be in a small school where everyone knows each other and you look after one another.

You have a very good headteacher and staff who take care of you and provide you with some really interesting after school activities. They are working with the governors to do everything they can to make your school a nice place to be.

I have asked Mrs Ormerod and the staff to do two things:

- look at your writing and find ways to help you make it even better
- make sure that all of you, even the cleverest pupils, find the work challenging at all times.

I'm sure that you will be able to help with these things and I look forward to hearing about Middlezoy in the future. Good luck to you all!