

Tatworth Primary School

Inspection report

Unique Reference Number	123665
Local Authority	Somerset
Inspection number	292740
Inspection date	11 July 2007
Reporting inspector	Malcolm Greenhalgh

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School	189
Appropriate authority	The governing body
Chair	Val Joslin
Headteacher	David Knight
Date of previous school inspection	11 March 2002
School address	School Lane Tatworth Chard TA20 2RX
Telephone number	01460 220565
Fax number	01460 221390

Age group	4–11
Inspection date	11 July 2007
Inspection number	292740

© Crown copyright 2007

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by one Additional Inspector.

Description of the school

This is a below-average-sized rural school just south of Chard. Very few pupils are registered for free school meals and there is a below-average proportion of pupils with learning difficulties and/or disabilities, although this does vary considerably from one year group to the next. The large majority of pupils are White British.

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 with some outstanding features. It is held in high regard by the parents.

Whilst achieving well academically, the pupils' personal development and well-being is outstanding. Pupils are very confident, work effectively with each other and on their own, have excellent attitudes towards the tasks set by teachers and thoroughly enjoy all aspects of school.

Pupils' attainment on entry to the Reception class is broadly in line with that expected nationally but does vary from year to year. Children make good progress in Reception and, by the end of their first year, attainment across the six areas of learning is slightly above the national expectation. In Years 1 and 2, pupils achieve well in reading, writing and mathematics so that by the end of Year 2, attainment in each of these subjects is significantly above the national averages. At the end of Year 6, attainment over the last six years has been consistently in line with or above the national averages. The present Year 6 pupils have made good progress in English and science, and satisfactory progress in mathematics.

The school focuses very much on ensuring the needs of every child are met and so the care, guidance and support provided are good. The pupils have a good understanding of how to live healthily and safely and make good contributions to the general day-to-day running of the school. They also make an excellent contribution towards the local and wider communities. The school council is effective in ensuring the pupils' views are heard by the school and they manage activities to raise funds, such as the 'Fairtrade Fair', well.

The quality of teaching is good and the curriculum is excellent. This leads to good learning in each year group. Relationships between staff and pupils are excellent and the school's curriculum is extremely well organised so that pupils' learning is well supported by many practical activities. This ensures that they are excited to learn. Marking in English is extremely thorough and tightly linked to individual levels of attainment. This ensures that pupils are very clear about what they need to improve next. This is not the case in mathematics, where marking is regular but does not focus on what the pupils need to do to get better. The curriculum as a whole is outstanding. It is very well balanced across all areas of the National Curriculum, covers local aspects of interest and the teaching of foreign languages in Years 3 to 6 well and provides many additional clubs and visits.

Leadership and management of the school are good. The headteacher leads by example and has the very good support of the governing body and senior management team, which ensures that staff morale is high. Systems to check on the academic progress pupils make are improving but are not yet robust enough to ensure the school has all the information it needs. Other than this, the school knows itself very well and is in a good position to become an outstanding school.

What the school should do to improve further

- Increase the progress pupils make in mathematics in Years 3 to 6.
- Sharpen marking in mathematics so that the pupils have a better understanding of what they need to do to improve.
- Improve the quality of information that is gathered so that accurate judgements can be made on the pupils' progress.

Achievement and standards

Grade: 2

Standards at the end of Year 6 and attainment on entry do vary quite considerably from year to year. However, pupils achieve well and attain standards at the end of Year 6 that are above the national average from a starting point that is average on entry into Reception. The present Reception class has attained standards that are a little above the national expectation. They have made good progress, especially in mathematics, creativity and in their knowledge and understanding of the world. Pupils achieve well in Years 1 and 2 and attain standards that are significantly above the national averages in reading, writing and mathematics. The present Year 6 has made good progress in English and science, and satisfactory progress in mathematics.

Personal development and well-being

Grade: 1

The pupils' personal development and well-being and their spiritual, moral, social and cultural development are outstanding. Pupils' behaviour and attitudes to learning are excellent. Pupils are very confident, have strong levels of independence and are very self-aware and understanding of the feelings of others around them. They have a good understanding of the need to eat a well-balanced diet and to take regular exercise, and do so. Many pupils attend the additional sporting activities organised by the school. They also have a good understanding of how to stay safe; for example, the Year 6 pupils have all completed a first aid course. The school council operates well and, together with the other pupils, has made a good contribution to the organisation of the school. Older pupils look after younger children well and enjoy the roles of playground and compost monitors when outside and tending the garden! Pupils have raised monies themselves for playground equipment, trips, visitors and charities and organised the recent 'Fairtrade Fair' and 'Clothing Recycling Scheme'. They contribute well to the local community through involvement with the Residents' Action Group. They organise film nights and are involved in local environmental issues and raise money at the regular cake stalls that they run. Pupils really enjoy all aspects of what they do in school and attendance is above the national average. They think that lessons are fun and the school council was instrumental in changing the 'house' system so that it was more competitive.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching is good and leads to good learning. The relationships teachers have with pupils are excellent and this is a major factor in ensuring pupils are happy, well motivated and enthusiastic. Teachers organise a practical curriculum to support and reinforce learning and this in itself brings lessons to life. Marking is thorough in English and is very focused on what individual pupils need to do next to improve. This is not the case in mathematics, where marking is not so rigorous, with very few comments on what the pupils need to concentrate on to improve. The Reception class area is well organised so that resources are accessible for the children, with a well-organised outside classroom to enhance active and practical learning. Teaching assistants make a good contribution to the pupils' learning.

Curriculum and other activities

Grade: 1

The quality of the curriculum is excellent. The school provides a wide range of activities that ensure the basic skills of literacy, numeracy and information and communication technology are covered effectively. In addition to this, the school plans excellent coverage of other subjects, including modern foreign languages in Years 3 to 6 and the regular 'welly walk' for Year 1 and the Reception class. There are many additional activities provided by the school to support physical and creative education which are very well attended. During the inspection, the school was preparing for the next drama production, which is a major annual event. The school also focuses significant time on the pupils' personal development through general classroom practice and through the personal, social and health education and science programmes. There are very good links with other providers, such as the School Sports Foundation, that provide specialist support to enhance specific aspects of learning for the pupils.

Care, guidance and support

Grade: 2

The school has a strong emphasis on ensuring that the needs of each individual pupil are met effectively. This is particularly successful in the support provided for the pupils' personal development, the work they do in English and the support offered for pupils with learning difficulties. In mathematics, the learning support systems are less secure. Child protection procedures are all in place and the school has thorough and secure health and safety systems. The school has also worked hard towards the 'Healthy Schools' award to support the pupils' understanding of how to live healthy lives, and has a very popular 'breakfast club' which provides a good service for parents and pupils.

Leadership and management

Grade: 2

The school is very well led by the headteacher, who has focused effectively, with the support of the 'Investors in People' scheme, on establishing a very good leadership and management team. The senior management team and subject coordinators play an important role in monitoring and evaluating the school. The governing body is very well led by the chair of governors, and the committee structure ensures the governors are very much involved in ensuring the school is moving forward well. This has ensured good progress since the last inspection. Self-evaluation systems are good. However, although improving, the school does not have sufficiently robust data collection and analysis systems to enable accurate decisions to be made about the rates of progress made by pupils. The school has good links with local schools and the local authority and is very well supported by parents. Financial and other resources are well managed and the new buildings provide excellent facilities for the number of pupils in the school. Outside facilities have also improved, for example, through the development of the 'playtrail'. The school is very well positioned to improve towards being an outstanding school.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
-------------------------------------------------------------------------------------------------------	-----------------------

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
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

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

The quality of provision

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

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

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

12 July 2007

Dear Pupils

Inspection of Tatworth Primary School, Tatworth, Somerset TA20 2RX

Thank you for the way you welcomed me in to your school. It was a delight to see so many happy faces as I visited different areas of the school. You have a good school with some excellent aspects.

It was clear in the lessons that you very much enjoy the things you do in school. Your personal development is excellent and this is the result of the good care, guidance and support the school provides for you. I was particularly impressed by your levels of confidence, the way you work and the enthusiastic way you respond to the activities you are given. I was very appreciative of the time I had with your school council, which is doing a good job helping to air your views, supporting improvements around school and, particularly, contributing to the local and wider communities around the world.

You make good progress because of the good teaching in each of the year groups from the time you start school in Reception to the time you leave in Year 6. By then you attain standards that are better than in most schools. You do better in Years 3 to 6 in English than in mathematics. I have asked the school to improve this by getting the teachers to provide you with the sort of support you get in English, for example, the comments they make to enable you to improve when marking your books. I have also asked the school to improve the information they collect on the progress you make so that they can make more accurate judgements on this.

The school organises an excellent curriculum for you, making sure that you cover a wide range of subjects. There are also lots of extra activities organised for you, including sports, drama productions and visits. This is due very much to the very good work of your headteacher, staff and governors, who lead and manage the school well.

I wish you every success for the future.

Yours sincerely

- Malcolm Greenhalgh
- Lead Inspector