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Mr S Mills  
Headteacher  
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Dear Mr Mills

Ofsted survey inspection programme – Education for Sustainable Development (ESD)

Thank you for your hospitality and co-operation, and that of your staff and pupils, during my visit on 6 March 2007 to look at work in ESD.

The visit provided valuable information which will contribute to our national evaluation and reporting. Published reports are likely to list the names of the contributing institutions, but individual institutions will not be identified in the main text. All feedback letters will be published on the Ofsted website at the end of each half-term.

The evidence used to inform the judgements made included: discussions with pupils from all classes, teachers and governors; scrutiny of relevant documentation; and an analysis of some pupils' work.

The overall effectiveness of ESD was judged to be good, with some outstanding features.

Achievement and standards

Pupils' standards and achievement in ESD are good.

All pupils have a good understanding, relevant to their age, of the following aspects of ESD:

- the principles of reduce/re-use/recycle materials – all pupils are able to discuss examples in the school and from home, including the composting of food waste, recycling paper and bottles, and reducing energy and water consumption in the school
- the impact of different ways of travelling to school
- the difference between 'needs and wants' and relate this to people in different parts of the world

- the links between 'rights and responsibilities'. Pupils on the school Eco Committee recognised the privilege of being part of this group and their responsibility to make sure that other pupils acted appropriately.

In addition:

- they can discuss issues about where food comes from, some problems created by supplying foods out of season, and balance this with the impact on both the local and global economy; they are knowledgeable about fair trade
- all pupils have a good understanding of how their own decisions (and those of their families) can have an impact on other people. They can discuss examples from the school, and also about wider environmental concerns
- all pupils show extremely high levels of care – for themselves, for others in the school, and for the school's environment; they can talk about how this relates to the wider environment and community
- many pupils have a good understanding of diversity; they relate this to the work they do, for example, with the school pond and in the woodland attached to the school; they are aware of the diversity within their own school community and, for some pupils, more globally through work on comparing their community with a rural community in India
- pupils have good communication skills; they can express their own views well, listen carefully to different points of view, and balance arguments.

### Quality of teaching and learning

No overall judgement is made on the overall quality of teaching and learning as no observation of teaching took place. The scrutiny of pupils' work and discussions with pupils contributed to the judgement on their understanding of ESD issues.

### Quality of curriculum

The quality of the curriculum is good.

- The curriculum covers many aspects of ESD. However, there is no overall framework to make clear the links between these. Whilst opportunities to develop pupils' understanding are exploited well in, for example, geography, science, and design and technology, this is not the case in other areas of the curriculum, such as mathematics.
- ESD-related issues are covered well in PSHE; for example rights and responsibilities, needs and wants, caring for others, and recognising the impact of decisions on other people.
- Some good use is made of ESD themes to provide interesting and motivating contexts for developing pupils' skills in literacy; for example through persuasive writing and presenting balanced arguments.

- Excellent use is made of the school grounds and, to a lesser extent, the school buildings to help pupils learn about ESD. A particularly good example is the use of the woodland area that is part of the school grounds and there are plans to develop this more within the formal curriculum. Other good examples include: the use of the school pond and teaching pupils about reducing electricity consumption by turning off lights and electrical equipment when not in use, conserving water, recycling, and composting food waste.

## Leadership and management of ESD

Leadership and management are outstanding.

You and your governing body have a clear aim and are working hard to place 'sustainability' at the heart of everything the school does. You have a detailed and accurate view of where the school is and what needs to be done to achieve this aim. Your enthusiasm and commitment has given clear direction and instilled a strong sense of 'collective purpose'. Many parents, members of the governing body and the local community have become equally enthusiastic and are fully committed. They provide excellent support and many have taken on responsibility for leading on particular initiatives. This is demonstrated well through the many developments that have taken place since you arrived in the school less than two years ago, such as:

- the school's Eco School status - the school has achieved the bronze award and is working towards the next level, with a clear ambition to achieve the highest level award
- the school is well on the way towards achieving a Healthy Schools Award
- the plans to use the school's environment to develop a Forest School in the next academic year
- making the school grounds and buildings a central part of the curriculum
- plans to develop the use of renewable energy on the school site
- the commitment of all staff and pupils to the achievement of this aim of 'sustainability'.

Pupils are involved well in decision making in the school through the work of the School Council and the Eco Committee. Other pupils are clear about the role of the School Council and how this has helped them understand about consultation and how decisions are made. The school's Eco Committee are energetic and enthusiastic; they have very good ideas about how they can contribute to the school's aim of 'sustainability'.

## Inclusion

The provision for inclusion is outstanding.

- The attention, care and support for individual pupils and the care shown by pupils for each other are outstanding.

- The school makes excellent use of the diversity within the school to promote inclusion.

#### Areas for Improvement

Areas for improvement, which we discussed, include the need to:

- establish a framework to coordinate work on ESD across the school
- make ESD-related topics more explicit for pupils to ensure they make good progress.

I hope these observations are useful as you continue to develop ESD in the school.

As I explained in my previous letter, a copy of this letter will be sent to your local authority and will be published on Ofsted's website. It will also be available to the team for your next institutional inspection.

Yours sincerely

James Sage  
Her Majesty's Inspector