

# Avishayes Community Primary School

## Inspection report

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<b>Unique Reference Number</b>	123671
<b>Local Authority</b>	Somerset
<b>Inspection number</b>	327962
<b>Inspection dates</b>	13–14 January 2009
<b>Reporting inspector</b>	Judith Goodchild

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	221
Government funded early education provision for children aged 3 to the end of the EYFS	35
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Sarah Whiteley
<b>Headteacher</b>	Nic Gordon
<b>Date of previous school inspection</b>	5 October 2005
<b>Date of previous funded early education inspection</b>	5 October 2005
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Fairway Rise Chard TA20 1NS
<b>Telephone number</b>	01460 63050

<b>Age group</b>	3–11
<b>Inspection dates</b>	13–14 January 2009
<b>Inspection number</b>	327962

**Fax number**

01460 66532

<b>Age group</b>	3–11
<b>Inspection dates</b>	13–14 January 2009
<b>Inspection number</b>	327962

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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

Avishayes is an average sized primary school and the number of pupils on roll has fallen since the previous inspection. Pupils come from a wide range of social backgrounds. The percentage of pupils joining throughout the school year is above the national average. The number of pupils who speak English as an additional language (EAL) has increased since the previous inspection but is below the national average. The percentage of pupils identified with learning difficulties and/or disabilities is below the national average. The school has a local authority funded nursery that runs alongside the Reception class forming an Early Years Foundation Stage (EYFS) centre. An independent pre-school is based in separate accommodation on the school site.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

Avishayes is a good and improving school. It describes itself as a forward-looking, vibrant and energetic community where all staff share the drive for improvement, and this is evident from the good progress it has made since its last inspection. For example, improvements in teaching, learning and the curriculum have resulted in rising standards in Key Stage 2. The headteacher provides strong, caring leadership and is well supported by the newly formed senior leadership team. Senior leaders evaluate the school's performance rigorously and draw up a clear agenda for raising standards further. They have already started to address the slower progress of pupils in Key Stage 1 through more rigorous interventions to raise the quality of teaching and learning. The school's purposeful and effective leadership and management ensure that it is well placed to continue to improve in the future.

Assessment information is now being used more effectively to identify pupils who are not making enough progress and to provide carefully planned support to assist their learning. This has helped to accelerate pupils' progress, particularly in Years 3 to 6. As a result, pupils reach standards that are in line with the national average by the time they leave the school. This represents good achievement when compared to their below average starting points. The more able pupils do well in English and science but less well in mathematics because they are not always given sufficiently challenging work.

Improvements in the quality of teaching have had a marked impact on pupils' rates of progress, although this is less consistent in Key Stage 1 than in other parts of the school. Children get off to a good start in the EYFS because teachers focus particularly well on developing their personal, social, language and communication skills. In Key Stage 1, teachers' expectations are not always high enough and the pace of learning is sometimes too slow. The interesting and well planned curriculum engages pupils successfully in learning. It makes a particularly effective contribution to pupils' personal development, especially through the extensive range of enrichment activities, such as clubs and visits.

There is a strong sense of community in the school and pupils confidently express their views about what could be improved through the school council and parliament. They are actively involved in both the school and wider community and benefit from some exciting opportunities, as when the choir took part in a performance at the Royal Albert Hall. Pupils are keen to accept roles of responsibility, such as 'guardian angels' and 'playground buddies', and have to apply for them. Pupils say they feel safe and secure and they are supportive of each other, both in lessons and in the playground. Care, guidance and support for pupils are good overall and adults provide high levels of care for pupils' health and well-being. For example, each day starts with a 'Wake and Shake' session that helps to develop pupils' awareness of healthy lifestyles. Pupils' good attendance reflects how much they enjoy coming to school. They have a good work ethic in lessons and behaviour is good even when, on occasions, they are not sufficiently challenged in their learning.

## Effectiveness of the Early Years Foundation Stage

### Grade: 2

Children enter the Nursery with attainment that is below that expected for their age with a significant number well below, particularly in their personal and emotional development and communication skills. They make good progress in both Nursery and Reception classes in all

areas of learning, but standards remain lower than the national average by the time children enter Year 1. Particular strengths are in personal, social, emotional and physical development with calculation and writing being the weaker areas. There has been a strong focus on developing communication skills through a wide range of strategies, such as the daily activity books, which successfully support children's language development. Good partnerships with parents and carers and effective induction arrangements help children to feel happy and secure and to settle quickly. There is a happy buzz in the classrooms as children are busily engaged in activities, either on their own or with others. They particularly enjoy practising their skills in the computer room. Children with learning difficulties and/or disabilities are supported well through effective links with specialist agencies. The outdoor classroom is used to its full potential to support all areas of learning. Effective planning gives children a varied diet of stimulating activities across all areas of learning. There is a good balance between activities that children choose for themselves and those that are led by adults. Independence is encouraged and children make their own choices and manage their time with minimal adult intervention. Good leadership and management ensure that the enthusiastic team of staff are continually reviewing and improving the quality of learning for the children.

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

- Improve the quality of teaching and learning in Key Stage 1 to ensure that pupils make consistently good progress.
- Raise the standards achieved by the most capable pupils in mathematics by providing them with more challenging work.

## **Achievement and standards**

### **Grade: 2**

Standards are rising and were in line with national averages in Year 6 in English, mathematics and science in 2008. The current Year 6 pupils are on course to sustain this trend of improvement in 2009. Pupils achieve well overall. The more able pupils do not always make sufficiently rapid progress in mathematics. The school has become increasingly successful in providing suitably challenging work for more able pupils but is aware this needs to be a continuing focus. In Year 2, there was an improvement in 2007, where standards were broadly average. However, this was not maintained in 2008, partly due to a higher proportion of pupils with learning difficulties and a higher than average number who joined the school during the year. In addition, many pupils had not made enough progress during Year 1. Current Year 2 pupils are, however, on course to reach average standards in 2009.

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

### **Grade: 2**

The school is a harmonious community to which all pupils feel a strong sense of belonging. Pupils feel they are treated as individuals and their views are respected and taken into account by the school. They feel confident that help is there when they need it and relationships within the school are good. Children in the EYFS grow in confidence and independence as they learn to work together and make choices. Opportunities to accept responsibility are open to children of all ages, both in the classroom and the playground, and pupils take these responsibilities seriously. The school council's current fund-raising project is to develop the wildlife area and all classes organise their own fund-raising activities. Pupils also support a child in India. They are prepared well for life in a diverse society through understanding and accepting the different

cultures and lifestyles of their peers. Pupils prepare submissions to governors to request new equipment and write letters to apply for grants. The school parliament has given a presentation to the county council on how effective the 'pupil voice' is within the school. All of these experiences prepare pupils well for their future lives.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Staff in the EYFS have a good understanding of how young children learn and know exactly when to provide the help they need to make the most of the rich and stimulating range of learning opportunities provided. Across the school, teachers capture pupils' interest well, manage behaviour effectively and develop constructive relationships with pupils. Teachers know what they expect pupils to learn and explain this clearly to them. Consequently, pupils are usually confident about tackling their work. Often teachers use questions skilfully to probe pupils' understanding and to challenge thinking. Teachers' subject knowledge is generally good and much of the teaching pinpoints precisely what pupils need to do to improve. Teaching assistants are well deployed and provide good support, particularly for pupils with learning difficulties and/or disabilities. All of these strengths help pupils achieve well. Nevertheless, there are areas for improvement, particularly in the younger Key Stage 1 classes. Here, the pace of learning in some lessons is too slow and teachers' expectations of pupils' potential achievement are not always high enough. Tasks are not consistently well matched to pupils' needs because teachers' planning is not securely based on assessment information. In addition, across the school, there is sometimes a lack of challenge in the tasks set for the most capable pupils in mathematics.

### **Curriculum and other activities**

#### **Grade: 2**

All areas of learning are covered well in the EYFS and this helps children to get off to a flying start. Throughout the school, the strong emphasis on developing pupils' investigation skills in science leads to good achievement in this subject. Provision for pupils' personal development is a key strength across the school and is reflected in their positive attitudes, relationships and good behaviour. In addition, all pupils have good opportunities to develop skills in information and communication technology and to use these to support their work in other subjects. There are good strategies for supporting pupils with particular learning difficulties. Provision for the most capable pupils is mainly good and is particularly effective for Key Stage 2 pupils in literacy. The curriculum does not yet fully meet the needs of these pupils in mathematics. Pupils greatly enjoy the wide range of educational visits, visitors and clubs that enrich the curriculum. For example, Year 4 pupils spoke enthusiastically about their recent visit to the Tutankhamun exhibition. One commented, 'We learn much more than we would by looking at books.' Strong links with the local community and the secondary school provide a range of enrichment opportunities for pupils, such as participating in the Community Masquerade Opera Project.

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

#### **Grade: 2**

This caring school takes effective steps to ensure the safety and well-being of all its pupils. It welcomes those who have had difficulties in other schools and gives them the support they

need to settle into a new environment and achieve well. Parents are very appreciative of all the school does to support their children. The Parent and Family Support Officer's effective links with families has had a marked impact on improving attendance. Links with parents have significantly improved since the previous inspection through regular newsletters, meetings and prompt action to address any concerns. Sharper use of assessment information and more effective deployment of teaching assistants are helping pupils to make faster progress, particularly those identified as underachieving or vulnerable. Effective induction and transition arrangements support pupils well when they join and leave the school. However, the school has recognised the need for more thorough assessment of pupils who join part-way through a year to ensure continuity in their learning. All pupils have literacy targets against which to monitor their progress and through these they gain a clear understanding of their next steps in learning. Currently they do not have such targets in other subjects.

## **Leadership and management**

### **Grade: 2**

Good leadership and management are at the heart of the school's success. Rigorous monitoring and evaluation procedures give senior leaders a clear picture of the school's strengths and priorities for improvement. Strategic planning identifies the right areas for improvement. The headteacher provides helpful feedback, advice and support for all staff and has successfully created a climate where staff morale is high and all are working together to make the school even better. Pupils' progress is tracked more effectively than in the past. Consequently, those who have fallen behind are quickly spotted and supported. Self-evaluation procedures are penetrating and effective. Pupils are welcomed into the school from a wide range of social and ethnic backgrounds and acceptance of diversity is positively encouraged. The school has a clear policy and procedures for promoting community cohesion through practical and meaningful involvement in national and global projects. Governors are supportive of the school and ensure that it meets statutory requirements. However, their work in monitoring and evaluating the school's performance is not rigorous enough. They do not always ask sufficiently challenging questions to hold the school to account.



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## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	2
The capacity to make any necessary improvements	2

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

### Achievement and standards

How well do learners achieve?	2
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and/or disabilities make progress	2

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<sup>1</sup>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.

## Personal development and well-being

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

## The quality of provision

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

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	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 leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	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	3
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

**Annex B****Text from letter to pupils explaining the findings of the inspection**

15 January 2009

Dear Pupils

Inspection of Avishayes Community Primary School, Chard TA20 1NS

We really enjoyed coming to your school, talking to you and watching you work hard in lessons. Thank you for making us so welcome and telling us what you really enjoyed about your school. We feel that Avishayes has improved since its previous inspection and is now a good school. You feel that you are making good progress in your learning and that lessons are interesting and we agree with you. You feel able to ask for extra help when needed and you say that your thoughts and ideas are listened to by the staff. You enjoy the extra activities that the school provides, such as visits and taking part in performances in the community with the choir. You take your responsibilities seriously and this helps to make sure that the day-to-day running of the school is smooth.

The key things we found out about your school are that you work hard in lessons and achieve well. The teaching you receive, particularly in the Nursery, Reception and Key Stage 2, is good and that is why you make good progress in your work. All staff at the school are working together to make your learning even more exciting and to help you reach higher standards. We were pleased to see that you attend school regularly and were impressed by your good behaviour.

We have asked your school to do two things to make your learning even better.

- Ensure that you are always learning enough in Years 1 and 2 so that you make good progress.
- Help those of you who are more capable in mathematics to reach higher levels by giving you work that is more challenging.

We hope you will continue to work hard and make the most of all the good opportunities that your school provides for you.

Yours faithfully

Judith Goodchild

Lead inspector