

North Cadbury Church of England Primary School

Inspection report

Unique Reference Number	123770
Local Authority	Somerset
Inspection number	327982
Inspection date	22 October 2008
Reporting inspector	Peter Clifton

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.

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	106
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Darrell Chiney
Headteacher	Anne Craggs
Date of previous school inspection	4 October 2005
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Cary Road North Cadbury Yeovil BA22 7DE
Telephone number	01963 440420

Age group	4–11
Inspection date	22 October 2008
Inspection number	327982

Fax number

01963 441064

Age group 4-11

Inspection date 22 October 2008

Inspection number 327982

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This is a small school that draws its pupils from North Cadbury and other nearby villages. Nearly all pupils are of White British origin. There is an average proportion of pupils with learning difficulties and/or disabilities, mostly with social and emotional needs. The small numbers in each year group means that there is considerable variance in attainment on entry into the Early Years Foundation Stage (EYFS).

The school has been successful in gaining several awards, including Healthy Schools, Activemark and Eco School status.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

North Cadbury Primary is a good school. Pupils' personal development and well-being are outstanding because of the excellent care provided and the positive way in which adults interact with pupils. Standards are above average and achievement is good, mainly because of pupils' very positive attitudes, good teaching and the excellent curriculum. Provision in Reception is good and children are well prepared for work in Year 1. Pupils greatly enjoy their time here, their behaviour is exemplary and they attend well. Both adults and the pupils are very proud of their school, which is shown in the good quality displays and the beautiful grounds, which have many different areas for the pupils to be active or sit and reflect quietly.

Almost all parents comment positively about what the school offers. Many recognise the nurturing ethos and positive learning environment. They value the friendly and approachable staff. They typically comment that, 'there is a super learning environment with inspirational teachers'; 'we feel privileged for our children to attend such a warm, well managed, highly respected school.' Pupils are very complimentary and say, 'We have such a lot of different and interesting activities to do.' Pupils take a great deal of interest in their work because of lively teaching and a diverse curriculum. They say they like lessons and that the teachers are friendly. Teachers create a harmonious atmosphere for learning in all classes. There are many good opportunities for pupils to be active in their learning and develop their speaking and listening skills through discussion. Consequently, many pupils make good progress. Care, guidance and support are good. Pupils have targets, which they know. However, in some classes, these are not used regularly enough to help the pupils with their learning, and this is impeding progress.

Self-evaluation and planning for improvement are good. Leaders have clearly identified where improvements are needed. The school is successfully developing pupils' writing and problem solving skills and action taken has already led to good improvement, particularly in Years 3 to 6. However, there is more to do to raise standards further, especially in Years 1 and 2, because too few pupils reach the higher Level 3. Teaching is not always meeting the needs of more able pupils. However, the success of initiatives so far shows that the school is well placed to improve.

The pupils have a strong grasp of their rights and responsibilities. They express their views with great confidence and clarity, discussing, for example, what they need to do to keep themselves safe. The school is a very healthy community. Pupils have a keen awareness of the benefits of a healthy diet and really like sport. Their contribution to the school and wider community is good. They readily take on responsibility to look after each other. They are well prepared for the future.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Children's skills are broadly at the expected levels for their age on entry to the school, but below those expected in writing. Children achieve well because of the good teaching and curriculum which provide rewarding and enjoyable experiences. Children's personal, social and emotional development is excellent. The EYFS coordinator provides a clear direction for further improvement and has rightly identified that more needs to be done to improve children's letter formation. Children work and play cooperatively with each other. They talk about fires and fire engines in the excellent role-play area. The outdoor learning environment is used well to promote investigation, and the transition into Year 1 is carefully managed. Leaders have forged

strong links with parents. One parent whose child is new to the school says he has settled very well and is having a fantastic time, reflecting the high quality care provided.

What the school should do to improve further

- Improve the consistency of teaching in Years 1 and 2 to ensure that more pupils reach the higher Level 3.
- Increase the use of individual targets in lessons to enable pupils to support their own learning more effectively.

Achievement and standards

Grade: 2

Children make good progress in the Reception Year. Over the past three years, standards in Year 2 have been broadly average. The 2008 results show that standards are broadly similar. However, insufficient numbers of pupils reach the higher Level 3 in reading writing and mathematics. The school's tracking of pupils in Years 1 and 2 shows that they make good progress. Year 6 standards in 2007 were broadly average in English, mathematics and science. The school's 2008 assessment results show improvement, particularly in reading, where a high proportion of pupils reached the higher Level 5. These pupils have made good progress from their starting points in Year 3. Standards in the current Years 5 and 6 are above average. In Year 6, several pupils are already working at the higher Level 5. They produce thoughtful and mature pieces of written work and use mental mathematics skills confidently.

Personal development and well-being

Grade: 1

Pupils thoroughly enjoy coming to school. They are very keen to learn and readily take on responsibility, such as being 'buddies' and play helpers. Older pupils lead the younger ones in daily 'wake and shake' activities. Pupils show concern about the welfare of others. Pupils' spiritual, social, moral and cultural development is outstanding and the atmosphere in the school is one of harmony and sharing. The few pupils who find it difficult to concentrate in lessons persevere well because they are given good support. Pupils feel very safe around the school and in the playground.

Pupils regularly eat fruit and understand why it is important to eat healthily. Many enjoy being active or relaxing in the quiet areas around the school, such as the 'peace garden'. There is a high take-up of additional sporting activities. Pupils have a strong voice in saying what they would like to be changed and older pupils learn about democracy through links with the local councils. They are aware of possible dangers of using the internet. Pupils use information and communication technology (ICT) confidently. They work very well together in teams taking on different roles. The school's Eco-council actively supports saving electricity and have helped set a target for reducing bills.

Quality of provision

Teaching and learning

Grade: 2

Teachers promote strong relationships and manage the pupils very effectively. They set clear guidelines for those pupils who find it difficult to concentrate and, as a result, they are well settled in class. Good independence in learning starts in Reception and is built on effectively

throughout the rest of the school. Teachers rarely need to intervene to gain the attention of the pupils, indicating how happy pupils are in class. There is a buzz of interest and enthusiasm when pupils discuss their ideas together. Teachers provide many practical approaches to make learning active. Lessons are usually planned well to meet the needs of different pupils. However, on a few occasions particularly in Years 1 and 2, teachers do not deliver these well enough. As a result, pupils do not always produce their best work or have a clear enough idea about what is expected. Teaching assistants make a valuable contribution to helping pupils learn in small groups but their skills are not always utilised well enough throughout the whole of lessons.

Curriculum and other activities

Grade: 1

The curriculum is highly successful in promoting pupils' personal, social and health needs. It strongly promotes creative thinking and independence. Adaptations to raise the achievement of the pupils, such as motivating boys to write, have been very successful. There are many opportunities for pupils to develop their understanding through speaking and listening. ICT is used extensively to help the pupils to learn. Topics draw extensively on the local environment and visitors coming into the school. For example, Year 1 pupils were set the problem of moving water to put out a fire, following a visit from the fire brigade. The outside areas offer a rich learning experience for pupils, including environmental work and growing plants. A strong focus on environmental issues has provided the pupils with knowledge and understanding about sustainable development and being eco-friendly. In the EYFS, there are good opportunities for children to choose activities for themselves. Pupils' enjoyment is greatly enhanced by an excellent range of trips, all of which have a clear learning focus.

Care, guidance and support

Grade: 2

The school provides an exceptionally safe learning environment for all pupils. Children settle quickly in the EYFS because of the effective induction programme and strong links with parents. Health and safety routines, risk assessments and child protection procedures are securely in place. Pupils have good opportunities to assess risks for themselves. Pupils with learning difficulties and/or disabilities are supported well. Pupils have well-written targets for literacy and numeracy which are very accessible. However, they are not using these targets regularly enough in all classes to help with their learning. This is preventing them from making even better progress. The standard of marking is good, with useful comments to help pupils improve.

Leadership and management

Grade: 2

The headteacher provides a strong lead in setting learning at the heart of the school's work. The current focus on encouraging boys to write and developing mental mathematics is improving progress and raising standards. Although monitoring of teaching and learning is thorough and improving learning, more work remains to be done to improve the consistency of delivery in Years 1 and 2. Leaders are reflective and embrace new ideas while retaining and improving the existing strengths of the school. Pupils' performance is carefully tracked, and challenging targets set for Year 6 in 2008 were met. Governors have a clear understanding of the strengths and areas for development. They are well informed, visit regularly and provide good challenge

and support. They encourage parents to make their views known so that further improvement can be made. The school has an effective strategy for engaging with the local community.

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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?	1
The capacity to make any necessary improvements	1

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?	1
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	1

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/or disabilities make progress	2

¹Grade 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

How good are the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
The extent to which learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	1
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

How effective are teaching and learning in meeting the full range of 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

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 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	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

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

Dear Pupils Inspection of North Cadbury Church of England Primary School, Yeovil BA22 7DE

Thank you for the very warm welcome you gave us when we visited your school. We enjoyed talking with you and were very impressed with your friendliness and confidence. The valuable information you gave us was a great help. Your school cares for you exceptionally well and gives you a good education. Teaching is good and the curriculum is outstanding. You are making good progress and achieving well. Leadership of your school is good. We were very impressed by your very positive attitudes to learning. Your behaviour is outstanding and you come to school very regularly.

- What your school does particularly well:
- You make a good start in the Early Years Foundation Stage.
- Teaching is lively and ensures that you have many enjoyable and interesting activities to help you to learn.
- There are very strong links with your parents or carers.
- You have an excellent understanding about keeping yourselves safe and being healthy.
- There is a rich curriculum provided, with many adults coming in to support your learning, and this is helping you to enjoy school a great deal.
- Adults make sure that the school is a happy and welcoming place.
- Your headteacher and other leaders are making changes that are helping you to improve your work.

We have asked your headteacher and the other adults to do these things:

- Improve the teaching in Years 1 and 2 so that more of you reach the higher Level 3.
- Help you use your individual targets more in lessons so that you can learn even better.

You can help your school to improve even further by continuing to do your best always.

Yours faithfully

Peter Clifton Lead Inspector