

Tatworth Primary School

Inspection report

Unique Reference Number	123665
Local Authority	Somerset
Inspection number	340392
Inspection dates	4–5 May 2010
Reporting inspector	Jill Bavin

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 of pupils on the school roll	212
Appropriate authority	The governing body
Chair	Val Joslin
Headteacher	David Knight
Date of previous school inspection	5 May 2010
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Introduction

This inspection was carried out by three additional inspectors who observed eight teachers, visited 15 lessons, saw one individual session and made five additional visits to classes to focus on data handling and problem solving in mathematics. Additionally, the team met with staff, governors and pupils both formally and informally. They scrutinised a variety of documentation, including policies and documents related to safeguarding, data about pupils' progress and the school improvement plan. Responses to questionnaires from 84 parents, 100 pupils and 32 members of staff were also analysed.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the consistency of challenge in lessons for higher attaining pupils and girls
- the impact of current provision for science and mathematics on pupils' learning
- how effectively the school has developed all levels of assessment since the previous inspection
- the impact for pupils of links with other schools in the United Kingdom
- how fully and effectively governors and subject leaders contribute to school improvement

Information about the school

This is an average-sized village school. The percentage of pupils with special educational needs and/or disabilities is below average, although in some year groups the proportion is significant. There are fewer minority ethnic pupils than is typical nationally and very few pupils are at an early stage of learning English. A breakfast club and an after-school 'Stay and Play' club are provided by the school and were included in this inspection. The school roll has increased over recent years as several pupils have joined during Key Stage 2. Children in the Early Years Foundation Stage are provided for within the Reception class. The school gained Healthy School status in 2007 and Dyslexia Friendly status in 2009.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

This is a good and popular school. Some aspects of its work are outstanding. One parent's comment about their child, 'We have seen him blossom,' reflected the views of many. Outstanding care and safeguarding arrangements contribute to pupils' exceptional sense of security and well-being. Strengths in extra-curricular activities such as Fair Trade, sporting and musical events with local schools and residents, enable pupils to make an outstanding contribution to their immediate communities. The school has begun to develop the curriculum and links with another school to extend pupils' understanding of diverse cultures in the United Kingdom, but this work is in its early stages.

The school's good capacity for further improvement is indicated through the extent to which it has sustained considerable strengths in pupils' personal development since the previous inspection, as the school has grown. Similarly, it is evident through the school's success during this time in 'nipping in the bud' a brief period of declining standards when they fell to just below average in mathematics and science. Records about pupils' progress have become far more detailed and information from these has been used more effectively to provide a much increased range of support programmes to meet individual needs. The information generated, effectively and routinely, contributes to teachers' planning in order to meet the varying needs of pupils within their classes. Consequently, throughout the school all groups of pupils make good progress whatever their starting points and attainment has risen. Pupils currently in Year 6 are working at levels above the national average for their age in English, mathematics and science. The school has successfully closed the gap between girls' and boys' attainment that was apparent last year.

Pupils benefit from a good curriculum and good teaching and learning throughout the school. While cohorts and individual pupils vary, most typically children join school with below expected levels for their age, most significantly in early language and literacy skills. The proportion of pupils who attain at the higher levels is increasing, although the challenge for these pupils is not always as high as it could be in all lessons. While teachers routinely share learning intentions with pupils and often invite pupils to indicate how well they have understood the lesson, individual targets for pupils vary in their usefulness and are used inconsistently. Governors, the headteacher and staff share a good understanding of the school's strengths and priorities for improvement. That said, the analysis of information is largely undertaken by the headteacher. Senior staff and subject leaders embrace initiatives wholeheartedly, but their roles in driving developments are limited.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

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What does the school need to do to improve further?

- Embed higher standards in English, mathematics and science by:
 - providing more consistent challenge for higher attaining pupils
 - involving pupils more consistently in assessing their progress against clear short-term targets
 - involving senior staff and subject leaders more in analysing and using school data about pupil progress.
- Increase pupils' understanding of cultural diversity in the United Kingdom by:
 - implementing plans to develop the curriculum
 - extending pupils' links with other schools in the United Kingdom before the end of term.

Outcomes for individuals and groups of pupils

2

Data for 2009 indicated that higher attaining pupils and girls did less well than their peers nationally. However, lesson observations and a scrutiny of pupils' work showed that these pupils consistently achieve as well as their classmates. For example, girls, boys and higher attaining pupils made equally good progress in scientific understanding in Year 4 exploring the concept of air resistance. Similarly, pupils in Year 6 made good progress when applying their understanding of 'probability' to create 'more than even chances'. All groups made equally outstanding progress when a high level of challenge was maintained throughout a variety of Year 6 literacy activities in a short space of time. Learning is good, rather than outstanding for higher attaining pupils when they are not fully challenged in introductions and final sessions of lessons.

The very few pupils who are at an early stage of learning English make equally good progress, often because of well-targeted adult support. Pupils with special educational needs and/or disabilities make good progress because they receive helpful support from teaching assistants as well as having work adapted to suit their needs. One pupil with dyslexia explained to inspectors that this was very effective, reflecting the school's award in this area.

Pupils behave extremely well, enjoy school and have highly positive attitudes to learning. They are thoughtful young people with a mature understanding that classmates with particular needs may behave differently from themselves. Their sensible attitudes are reflected in their composure when performing at public venues, and in their independent organisation of fundraising cafes. Pupils embrace the opportunities available to them enthusiastically, but their insight into other cultures is limited. Their good understanding of what constitutes a healthy lifestyle is reflected in the school's Healthy School status. Pupils' good personal skills, together with their satisfactory literacy, numeracy and information and communication technology skills, ensure pupils are well prepared for the next stage of their education.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	1
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Good relationships between adults and pupils motivate pupils, and underpin effective behaviour management. Teachers have good subject knowledge which helps them to extend pupils' ideas with skilful questioning. Opportunities are sometimes missed to sharpen questions by making them more challenging for higher attaining pupils when the whole class is working together. Teachers make good use of technology to support pupils' learning and effective links between subjects add interest for pupils.

Provision for English, mathematics and science is good and supports effective learning. Key strengths in the curriculum are the regular opportunities for practical work and pupils' use of technology, supported by periodic special events. For example, the recent highly practical Mathematics Week enriched pupils' learning with many opportunities for links between mathematics and other subjects. Pupils in Year 5 applied their understanding of shape and measurement to build replica Roman villas, alongside pupils in Year 3 using similar mathematical skills to produce 'packaging'. Careful planning allowed these year groups to simultaneously extend mathematical, technical and social skills by working together.

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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The school provides extremely effective support for pupils who face particular challenges and, as a result, many make significant strides forward in their social and emotional development as well as in their learning. Staff share a strong commitment to do their best for all pupils which contributes to the equally positive responses from all groups of pupils. The breakfast and after-school clubs are very popular with pupils and much appreciated by parents. They are well staffed and pupils enjoy positive relationships with adults who provide a good balance of activities and respond sensitively to pupils' preferences and needs.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

All pupils and staff and most parents surveyed through the inspection questionnaire felt that the school is well led. The headteacher, ably supported by the chair of governors, continues to lead by example. In spite of the limited time available to senior leaders to undertake full leadership roles, the school has successfully driven through recent improvements to the benefit of pupils. Most significantly, the school has enhanced equal opportunities for pupils by closing previous gaps between girls' and boys' attainment. A recently appointed assessment coordinator has made a good start to collating the extremely detailed information the school now holds about pupil progress, and is in a good position to develop this role. This is a cohesive school, ambitious for its pupils, where staff are justifiably proud of their effective teamwork and morale is high.

The school successfully promotes community cohesion. There are several examples of strong links between the school and the local community, such as the cricket team that includes staff, parents and ex-pupils and plays local village teams. Pupils are involved in various local projects, such as musical events and environmental activities. International links include pen pals with schools in France and Austria and national links with another school have begun for one year group. Governors are rigorous in ensuring they fulfil their statutory requirements and contribute to the outstanding safeguarding procedures found at the time of the inspection. They contribute effectively to the positive ethos of the school and the highly effective care of potentially vulnerable pupils. They take a full part in the strategic development of the school and monitor its performance closely.

These are the grades for leadership and management

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

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The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Good teamwork between teachers and teaching assistants contributes to the good start children make to their learning in the Reception class. Consistent expectations from adults, and close links with families to share information, help children to feel secure and settle quickly. The two teachers share the leadership of the provision and have made a good start to implementing the latest national guidance for this age group. Staff make accurate individual assessments and use these in their planning for developing early skills within topics, such as Space and Aliens, that are of interest to the children. This helps children make good progress in all areas of learning. Assessment books record children's progress and are beginning to identify 'next steps', although these are not always clearly recorded.

Increasingly, children have opportunities to make choices and learn independently, supported by stimulating resources and activities. Recent developments to the outside area mean that it is widely used for both adult-led and independent work. However, adults usually lead an activity so there is not always an adult available to circulate and provide sensitive support for independent work both inside and outside. During the inspection a small group made good use of a variety of imaginative, story-telling, mathematical, physical and social skills to set up a garden shop outside. They demonstrated their knowledge and understanding of the world by 'selling' the lead inspector a bunch of brightly coloured plastic flowers, in a pot of real soil, for a pound. They found the correct button on the 'till', and accepted a small red plastic teddy as a one pound coin, pragmatically merging reality with make believe.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

A just above average proportion of questionnaires were returned by parents. The overwhelming majority showed that parents are happy with their child's experience of the school. Most parents responded positively to all the questions, with a very large majority agreeing that teaching in the school is good. Very few concerns were expressed. A few parents disagreed that the school took account of their concerns and that the school deals with unacceptable behaviour effectively. These concerns were not substantiated by other inspection evidence, for example pupils told inspectors that in their school, 'We don't allow bad behaviour.'

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Tatworth Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 84 completed questionnaires by the end of the on-site inspection. In total, there are 212 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	63	75	17	20	0	0	1	1
The school keeps my child safe	60	71	20	24	1	1	0	0
The school informs me about my child's progress	60	71	20	24	1	1	0	0
My child is making enough progress at this school	59	70	20	24	2	2	0	0
The teaching is good at this school	63	75	18	21	0	0	0	0
The school helps me to support my child's learning	59	70	21	25	1	1	0	0
The school helps my child to have a healthy lifestyle	59	70	20	24	2	2	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	57	68	20	24	0	0	0	0
The school meets my child's particular needs	57	68	24	29	0	0	0	0
The school deals effectively with unacceptable behaviour	48	57	28	33	5	6	0	0
The school takes account of my suggestions and concerns	54	64	21	25	5	6	0	0
The school is led and managed effectively	69	82	11	13	1	1	0	0
Overall, I am happy with my child's experience at this school	67	80	14	17	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



6 May 2010

Dear Pupils

Inspection of Tatworth Primary School, Chard TA20 2RX

Thank you for being so friendly and helpful when we visited your school recently. A special thank you goes to those pupils who met me and shared their work with me in the library. We agree with you and your parents that you go to a good school and some things are fantastic. We were especially impressed by how well you behave in lessons and around school and all the activities you undertake to support your school and local community. We were very pleased to hear how extremely safe you feel in school and to see how extremely well your school takes care of you all. There are too many good things to mention them all but here are some.

- You make good progress in English, mathematics and science.
- You learn well in lessons because teachers plan well to meet everybody's abilities.
- You have plenty of practical activities that make interesting links between subjects.
- Your headteacher keeps working hard to make the school even better, and all the teachers support him in this.
- The governors also care about you a great deal and work hard to support the headteacher and all the staff for your benefit.

We have suggested that the most important things for the school to do next are to make sure that work is always hard enough for those of you who find learning quite easy. We have asked the teachers to make sure your literacy and mathematics targets are always clear enough for you to judge your own progress against them. We have asked the staff to become more involved in working out what you do well and how to make things even better. You do not have many chances to learn about other people in the United Kingdom who come from different backgrounds so we have asked the staff to act on their plans to develop the curriculum and make more links with other schools to help you with this.

You can help by continuing to work so enthusiastically. We hope you always enjoy learning so much and wish you every success in the future.

Yours sincerely

Jill Bavin

Lead inspector

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