

Stawley Primary School

Inspection report

Unique Reference Number	123706
Local Authority	Somerset
Inspection number	380716
Inspection dates	22–23 November 2011
Reporting inspector	Mark Lindfield HMI

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	46
Appropriate authority	The governing body
Chair	Nikki Civil
Headteacher	Lindsay Gabriel
Date of previous school inspection	20 March 2007
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Age group	4–11
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors. He observed the school's work, and looked at documentation including: pupils' attainment and progress data; minutes of meetings; records of monitoring and school improvement planning. He observed seven lessons, taught by two teachers and a teaching assistant. Meetings were held with groups of pupils, governors and staff.

The inspector reviewed many aspects of the school's work. He looked in detail at a number of key areas.

- The quality of provision and the attainment of children in the Early Years Foundation Stage.
- Whether teaching and assessment are securing above average standards of attainment and achievement.
- The effectiveness of the governing body in providing support and challenge and in developing community cohesion.
- Whether the leaders and managers at all levels are developing, monitoring and evaluating the work of the school in order to raise and sustain the achievement of all pupils.

Information about the school

Stawley Primary School is a much smaller than the average primary school. The majority of pupils are White British, with about a tenth of pupils from minority ethnic groups. The proportion of pupils with special educational needs and/or disabilities who are being supported at school action is lower than average and no pupils currently have a statement of special educational needs. A higher than average proportion of pupils join, and some leave the school part way through their education.

The school is managed jointly by a federated governing body having entered into a partnership with a neighbouring primary school in September 2008. Both primary schools currently retain a separate full-time headteacher. The school provides an Early Years Foundation Stage education for eight reception-aged children within a single Key Stage 1 class.

The school has achieved Activemark, Healthy Schools Plus and Bronze Ecological Award in 2009 and International School Award in 2010.

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

Stawley Primary School is a good school. It has some outstanding features. The drive and ambition of the headteacher have a huge impact on ensuring that the majority of outcomes for pupils are outstanding. Her approach is mirrored by a caring and supportive staff team who are effective in developing pupils' excellent personal, social and moral skills. The headteacher is quick to respond to any fluctuations in the school's work as is evident in the school's effective response to last year's lower attendance levels. Despite increasing demands on the headteacher's time with requests to complete leadership roles in other schools, the school staff have sustained the high quality provision and have maintained outstanding outcomes for pupils. The capacity of the school to continue to improve is good.

Relationships between staff and pupils are excellent and underpinned by respect, humour and a willingness to celebrate pupils' every achievement. Pupils enjoy many aspects of the school day and are enthusiastic about the opportunities the school provides. During the inspection all younger pupils attended a sports event with other schools and the whole school went to swimming lessons, attended a performance of *Oliver Twist* and turned out in large numbers to participate after the school day in exciting science investigations and a fencing club. These opportunities are typical of the school's provision and similar activities regularly form an integral part of the school's excellent curriculum. The promotion of equal opportunities is excellent and is central to much of the school's work.

Pupils are rightly proud and committed to making their school a friendly and welcoming environment. The school council takes its role seriously, knowing that it is helping to make improvements to the school and local community. In developing an adventure playground area and bringing improvements to local facilities, pupils make an outstanding contribution to the wider community. Their awareness of how to stay safe and live healthily is outstanding, as is their social, moral, spiritual and cultural development. Pupils' enjoyment is evident in their high levels of concentration and excellent behaviour as well as their attendance, which is above average and improving.

Teaching across the school is consistently good. As a result pupils make good progress and leave Year 6 with standards well above average in all subjects. Teachers are confident in using a range of strategies and resources that elicit enthusiastic responses from pupils. Pupils with special educational needs and/or disabilities make good progress because they are provided with additional lessons by

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well-trained and qualified staff. These key staff are able to ensure that the gains made are reinforced and learning is applied in whole-class lessons. Teachers scan and monitor pupils' progress but occasionally miss opportunities to assess pupils' understanding during lessons and adapt work accordingly. Marking of pupils' work is regular and provides encouragement and praise but does not consistently inform pupils of ways to improve their work or identify their next steps.

Each year a small cohort of reception-aged children arrive in the school's Key Stage 1 class and are provided with an Early Years Foundation Stage education. Children in the Early Years Foundation Stage enjoy a wide range of interesting activities. They are helped in their development by the presence of Year 1 and Year 2 pupils who help them to quickly develop their speaking and listening skills. Staff provide good supervision and specific activities such as early reading sessions so that children make good progress by the time they reach Year 1. The class is a bright and stimulating environment but opportunities for children to learn and play outdoors independently and to develop their creativity are more limited.

What does the school need to do to improve further?

- Raise the quality of teaching and learning from good to outstanding by:
 - encouraging teachers to use assessments during lessons to ensure that all pupils are secure in their understanding before introducing and moving them on to new concepts, especially in mathematics
 - developing marking procedures so that pupils may more accurately evaluate their work and identify the next steps to take to improve.

- Develop the outdoor learning areas in the Early Years Foundation Stage to more fully develop children's independence and creativity.

Outcomes for individuals and groups of pupils

1

The school's assessment data show that the majority of pupils in their final two years are making good or better progress in writing and reading from their starting points in Year 2. Progress in mathematics varies; the majority of pupils in these year groups are making good progress although for a proportion progress is no better than satisfactory. Pupils with special educational needs and/or disabilities respond positively to the additional support provided and the school provides evidence of clear progress made by these pupils. Overall, pupils' progress as confirmed by inspection observations is typically good or better across a range of subjects. As a result, pupils' attainment at the end of Year 2 has risen since 2007 and was significantly above average in English and mathematics in 2011. Similarly, the standards reached by pupils in Year 6 in 2011 were well above average in English and mathematics.

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Pupils report feeling exceptionally safe at school; everyone gets on extremely well and pupils say that bullying is not an issue. Minor incidents of teasing are quickly sorted out either by pupils themselves or with support of observant and vigilant staff. As a consequence, pupils develop their self-confidence from a young age and develop their ability to take into consideration the needs and well-being of others around them. Pupils have an excellent understanding of what it means to live healthy lives. The school’s strong emphasis on sport and healthy exercise, as confirmed by recent Healthy Schools and Activemark awards, encourages all pupils to participate in regular and frequent exercise. Healthy eating is endorsed by policies and practices which emanate from the school council and include a cookery club and the sale of school-grown produce in the village shop.

Pupils make an excellent contribution to making a very welcoming and friendly environment. Cultural development is strong, made so by the school’s inclusive ethos and a stimulating curriculum which develops close links with national and international school communities. This extends to the local community where pupils have been instrumental in providing a local play structure and have made other tangible contributions which place it at the heart of the community.

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	2
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	1
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	1

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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How effective is the provision?

Teachers set high expectations and provide good levels of challenge to the different abilities and age groups within classes. Good use is made of a range of strategies to stimulate pupils and to develop their understanding. During a stimulating introduction to a lesson, Reception children, and Year 1 and Year 2 pupils showed an excellent understanding of the specific properties of a range of two-dimensional shapes. Teachers quickly set pupils to work by explaining different tasks for different groups so that little time was wasted. Excellent relationships between staff and pupils mean that pupils are encouraged to 'have a go' and they respond with positive attitudes and good levels of concentration. In lessons teachers working within mixed-age classes occasionally move pupils on before fully checking their understanding. For example, in a mathematics lesson pupils were introduced to new learning at a suitable pace for the higher-attaining pupils in the class. However, others less confident were expected to compare fractions before they had all securely understood their work on percentages.

The curriculum is stimulating and provides pupils with a wide variety of memorable experiences. It makes good links between subjects so that pupils regularly use their information and communication technology (ICT), literacy and numeracy skills across the curriculum. Pupils breaking open the entrance of an Egyptian tomb crawled through a dark opening to find the sarcophagus of a king, and deciphered hieroglyphics using portable ICT equipment. The school provides a wide range of exciting and well-attended enrichment activities. Partnerships with other schools and agencies provide pupils with additional opportunities to participate in sporting activities and develop their spiritual understanding and their healthy lifestyles. Regular links with schools in the United Kingdom and in other countries help to develop pupils' understanding of the wider community.

There are well-organised arrangements for the care of all pupils. The school's targeted support for pupils whose circumstances make them more vulnerable has resulted in clear improvements to their levels of self-confidence and attitudes to work. The new coordinator of special educational needs provides good quality advice and guidance. The school has improved procedures to encourage families not to take holidays in term time. Last year's overall average attendance has been quickly addressed and there are clear improvements in levels of attendance for the current academic year.

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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	1
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The school's highly motivated headteacher ensures the school provides outstanding value for money by providing a high standard of education for pupils, which helps them to develop excellent personal and social skills. She has systematically used professional development and training to develop a well-qualified and enthusiastic staff team. Morale in the school is high and staff share a common commitment to developing children's emotional well-being and enjoyment. Actions taken by senior leaders have addressed areas of comparative weakness. For example, with good support from the governing body, the school has reacted effectively to reduce the proportion of families taking holidays in term time.

Parents and carers are very happy with the school and recognise its special qualities, including the excellent promotion of equality. The school is highly inclusive; pupils with a wide range of abilities and from a broad spectrum of cultural backgrounds work and play harmoniously together. As one parent noted, 'The school has the most amazing camaraderie among the pupils. All the children, regardless of age or year, look after each other and play together.' Parents and carers are impressed with how much their children enjoy school life. The federated governing body completes its statutory duties efficiently and ensures the safety of pupils and staff is a high priority. In this small school community, the governing body's management board has frequent communication with families and regularly obtains their support as volunteers to involve them in the work of the school.

The governing body is strongly supportive of the school and ensures that all safeguarding arrangements and health and safety procedures are regularly reviewed. It has ensured the school is actively promoting community cohesion. Previously, governors have made an exceptional contribution to the work and direction of the school in frequently observing teaching and learning. Although this level of involvement decreased last year, they have redoubled their efforts and have completed observations of mathematics teaching this term. Similarly, senior leaders, in the absence of the headteacher on other duties, have maintained good standards of teaching through monitoring lessons and reporting honestly to each other. The

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headteacher has an accurate grasp of teachers’ strengths and areas for development.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
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	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	1
The effectiveness with which the school deploys resources to achieve value for money	1

Early Years Foundation Stage

Children enjoy their learning and are enthusiastic in their work and play. They are well cared for and as a result clearly feel happy and secure. They arrive cheerfully into the school and immediately join in a lively registration session answering confidently in several different languages. Their behaviour is outstanding because children of all abilities share resources, play and cooperate cheerfully with each other from an early age. They make good progress during their time in Reception so that the majority enter Year 1 working above expectations in all areas of learning. They are stimulated into talking and communicating well by the presence of friendly and considerate older pupils in the class.

Teaching is consistently good, providing interesting activities that match the learning needs of children. There is good support for children with special educational needs and/or disabilities from well-trained and qualified staff. Children’s individual achievements receive genuine praise and encouragement from adults and displays of children’s work enhance the classroom. As a result, children learn and play in an attractive environment that provides good levels of challenge and guidance.

Assessments are well recorded and children’s achievement is regularly monitored through direct observations. Careful logging of observations are shared with parents and carers but opportunities are missed to celebrate children’s achievements outside of school and engage adults more fully in their children’s learning. The Early Years Foundation Stage leader is well organised and has plans in place to increase

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opportunities for children to develop their creativity and independence in outdoor areas.

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

Parents and carers are extremely supportive and appreciative of the work of the school. All of those parents and carers who responded to the questionnaire expressed the opinion that their children enjoy school, are helped to have a healthy lifestyle, are kept safe and are well prepared for their future. They also reported that they are kept informed about their child’s progress and that teaching is good in the school. A very few felt that their child was not making enough progress and that the school did not meet their child’s needs. The inspection looked at these areas and found that the very large majority of children make good progress and that the school meets children’s particular needs well.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Stawley 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 inspector received 29 completed questionnaires by the end of the on-site inspection. In total, there are 46 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	26	90	3	10	0	0	0	0
The school keeps my child safe	25	86	4	14	0	0	0	0
The school informs me about my child’s progress	22	76	7	24	0	0	0	0
My child is making enough progress at this school	22	76	6	21	1	3	0	0
The teaching is good at this school	27	93	2	7	0	0	0	0
The school helps me to support my child’s learning	25	86	4	14	0	0	0	0
The school helps my child to have a healthy lifestyle	25	86	4	14	0	0	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)	24	83	5	17	0	0	0	0
The school meets my child’s particular needs	24	83	4	14	1	3	0	0
The school deals effectively with unacceptable behaviour	24	83	5	17	0	0	0	0
The school takes account of my suggestions and concerns	25	86	4	14	0	0	0	0
The school is led and managed effectively	26	90	3	10	0	0	0	0
Overall, I am happy with my child’s experience at this school	27	93	2	7	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 all 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 are for the period 1 September 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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 pupils' 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.



24 November 2011

Dear Pupils

Inspection of Stawley Primary School, Wellington, TA21 0HH

Thank you for the warmth of your welcome. We were very impressed by the politeness and kindness that you showed to us during our inspection. We really enjoyed visiting your school, looking at your work and talking with you. We especially enjoyed listening to children in Class 1 answering the register in a range of different languages, including in Australian!

Your school is a good school and has many really special features. You have an excellent understanding of how to keep healthy and to stay safe. You are proud of your school and you all do a lot to help to make the school the special place that it is. You help the school and local community by allowing them to use your adventure playground and by improving areas around the village. You learn a great deal about other children in our country and around the world.

All of the adults working with you care very much about you and want you to do well. Your headteacher leads and manages your school very well indeed. Nearly all of your parents and carers said how impressed they are with the care and enthusiasm of the staff at your school. You make good progress in many subjects from the time you arrive at the school. We noticed that in mathematics lessons teachers occasionally set some of you new tasks before you had all really understood what you were learning. We have asked them to make sure that they check your understanding in lessons to help you to make the maximum progress possible.

You have so many opportunities to participate in exciting activities and after-school clubs. We saw how much you enjoyed breaking in to the tomb of an Egyptian king in a history lesson. It was good to see how kind you are and how willingly you help each other and play together. Your behaviour is excellent and you certainly like to concentrate and work hard in lessons. We have asked teachers to make sure that when marking your work they give you clear advice on how to improve your work.

Yours sincerely

Mark Lindfield
Her Majesty's Inspector

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