

# Mendip Green Primary School

Greenwood Road, Weston-super-Mare, Somerset, BS22 6EX

**Inspection dates** 6–7 February 2013

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Children make good progress in the Early Years Foundation Stage, especially in learning their letters and sounds.
- In Key Stage 1, pupils make good progress in reading, writing and mathematics. The good progress in reading and writing continues in Year 3.
- Teaching is much better than at the time of the last inspection, with strengths in the teaching of reading.
- Behaviour is excellent and pupils feel very safe in school. This is confirmed by their parents.
- The school provides high-quality care for its pupils, especially for those whose circumstances may make them vulnerable.
- Senior leaders have improved pupils' achievement and the quality of teaching from satisfactory to good since the last inspection. They now have a very clear understanding of the progress of all groups of pupils.
- The governing body has played a key role in driving school improvement because of the way it challenges senior leaders to ensure all pupils make good progress.

### It is not yet an outstanding school because

- In Year 3, pupils' progress in mathematics is not fast enough because the pupils do not have enough time to apply their skills in problem solving and investigations.
- Not enough pupils reach the higher levels in reading, writing and mathematics.

## Information about this inspection

- The inspectors observed 25 lessons taught by 16 teachers of which half were with members of the senior leadership team. In addition, inspectors spent nearly two hours dropping into classes.
- Inspectors met with the senior leadership team, the special educational needs coordinator, the Early Years Foundation Stage leader, the Chair and parent member of the Governing Body, a representative from the local authority and the school council.
- They looked at a range of documentation, including that for safeguarding, school self-evaluation and improvement planning, the school's current data showing pupils' progress and records of visit made by the local authority.
- Inspectors took account of the 49 responses to the on-line questionnaire (Parent View) and the 44 questionnaires returned by staff. They looked at the parental responses to the school's most recent questionnaire.

## Inspection team

David Curtis, Lead inspector

Additional Inspector

Claire Plumb

Additional Inspector

Roisin Chambers

Additional Inspector

## Full report

### Information about this school

- This is a much larger than average primary school. From 1 September 2012, the school's status changed from First to Primary. However, pupils currently in Year 2 and Year 3 will still transfer to a local primary school at the end of Year 3. Those children in the Early Years Foundation Stage will remain in the school until the end of Year 6.
- In the Early Years Foundation Stage, there are three classes. In Years 1, 2 and 3, there are four classes. In Years 2 and 3, pupils are taught in sets (ability groups) for mathematics.
- The proportion of pupils known to be eligible for the pupil premium (funding for pupils known to be eligible for free school meals, looked after children and children from service families) is average.
- The proportion of pupils on the school's register of special educational needs supported at school action is below the national average. The proportion support at school action plus or with a statement of special educational needs is slightly above average.
- The school has a resource base for children with hearing and language difficulties.
- There are no pupils who receive any form of alternative provision.
- The governing body manages the breakfast club.

### What does the school need to do to improve further?

- Increase the proportion of pupils reaching the higher levels by giving more-able pupils harder work in lessons and making sure they know what they need to do to reach them.
- Improve achievement in mathematics in Year 3 so that it matches the good achievement in English by:
  - reducing the amount of work done from photocopied worksheets
  - giving pupils more time to use and apply their key skills in problem solving and investigations
  - linking marking more closely to pupils' targets.

## Inspection judgements

### The achievement of pupils

is good

- Children make good progress in the Early Years Foundation Stage from starting points that are below expectations. Children have a good understanding of letters and sounds which they use very well in their reading and writing. In mathematics, they show a good understanding of number and in practical measurement, for example in the height and length of their dinosaur pictures.
- Good progress in reading continues in Key Stage 1 and Year 3. The results of the Year 1 phonics screening check in 2012 were above the national average. By the end of Year 2, standards in reading are above average and above expectations by the end of Year 3. (There is no national average for Year 3 with which to compare.) Pupils enjoy reading and use their knowledge of letters and sounds to help them read new and/or unfamiliar words. They give reasons why they choose books from the library and show good skills in finding facts in information books.
- In Key Stage 1, progress in mathematics is good and standards are above average. In Year 3, pupils spend too much time doing sums and using photocopied worksheets that do not provide enough challenge. Pupils do not have enough time to use their key skills in solving problems or in carrying out mathematical investigations.
- Disabled pupils and those with special educational needs, including those in the resource base, make good progress. The extra help they receive is of good quality and staff make sure that work is matched closely to their learning needs.
- In the teacher assessments at the end of Year 2 in 2012, pupils entitled to the pupil premium did less well than other pupils. The average point score gap was 2.3 in reading, 3.0 in writing and 1.3 in mathematics. Evidence from the inspection, supported by the school's data, shows that the gap is narrowing because of the quality extra help these pupils receive and the school checking up on their progress much more often than in the past.

### The quality of teaching

is good

- Teaching has improved significantly since the last inspection and has been consistently good for the last eighteen months, with the result that pupils' achievement is now good.
- In the Early Years Foundation Stage, the teaching of letters and sounds is good. There is a strength in that children are expected to use and apply what they are taught when they read and write. Staff support children well and there is a good balance between activities led by adults and those chosen by the children. The checking-up of children's progress is good and recorded well in their 'Learning Diaries'.
- In Key Stage 1, and in Year 3, the teaching of reading is good. The teaching of letters and sounds is good which contributes to pupils' confidence in reading. Once pupils become fluent readers, there are strengths in the teaching of comprehension and in the use of information books, such as understanding 'index', 'contents' and 'glossary'.
- Learning support assistants are used well in lessons by teachers to support disabled pupils and those with special educational needs. Staff have a good understanding of how to give extra help with reading and mathematics that meets the individual needs of these pupils.
- For pupils entitled to the pupil premium, the additional one-to-one and small-group support is effective in meeting the needs of these pupils. The regular checking up of their progress, together with staff planning work based on their needs, contributes to their much better progress and the closing of the gap compared to other pupils in the school.
- Marking is good and tells pupils how well they are doing and what they need to do to improve. For pupils who are capable of reaching the higher levels, marking does not link closely enough to their individual targets so that they know what they must do, for example to be a Level 3 reader, writer or mathematician.
- In mathematics in Year 3, there is an overuse of photocopied worksheets that are often

undated, unmarked and that do not give pupils enough challenge or the chance to think.

- The quality of singing in assemblies is very impressive, including singing in two parts.
- Parents say that their children are taught well and inspection findings support this view.

### **The behaviour and safety of pupils are outstanding**

- During the inspection, the team were presented with a card from pupils with the message on the front, 'The big word around Mendip Green is Friends'. The message is 'spot on' and is very convincing evidence as to why behaviour and safety are outstanding.
- In the Early Years Foundation Stage, children are happy, secure and confident. They relate very well to each other, staff and visitors. They sustain interest and concentration for long periods, for example in painting a Chinese dragon or making a number line with the numbers 1 to 20 and the Chinese equivalent.
- Behaviour in lessons, around the school and over time is excellent. There have been no exclusions and attendance is above average.
- Pupils feel totally safe in school and this is confirmed by all of the parents who completed Parent View. For their age, pupils have a good understanding of the different types of bullying, including the dangers of the internet. In the Early Years Foundation Stage, children sign up to the school's code of conduct for safe use of the internet.
- Pupils work extremely well on their own for long periods, for example in Year 3 where, in a guided-reading lesson, they made good progress in researching information from books without the help of an adult.

### **The leadership and management are good**

- The headteacher and senior leaders have brought about significant improvements to the school since the last inspection, especially in improving the quality of teaching and in raising pupils' achievement. The key to this success was the recognition that senior leaders and teachers had to improve their understanding and accountability for pupils' progress, especially by gender and ability.
- The school now has a very detailed picture of pupils' progress because of the regular checking up on their progress and dealing straight away with any groups at risk of falling behind. Individual class teachers have a much greater awareness that it is their responsibility to ensure that all of their pupils make good progress.
- As previous inspection reports show, the school has always provided high-quality care for all its pupils, especially those whose circumstances may make them vulnerable. That quality of care is still very evident and shows that the school is committed fully to include all pupils in its day-to-day life, including not tolerating discrimination of any kind.
- The school is now in a much stronger place in giving pupils greater equality of opportunity because of the much improved focus on achievement, with the results that any gaps in the performance of different groups are closing.
- The school's allocation of £70,000 for pupils eligible for the pupil premium is spent well. Most of the money goes to additional teaching, either in small groups or one to one, to the benefit of pupils, with the result that the gap between their achievement and all pupils nationally is closing.
- The curriculum promotes successfully pupils' spiritual, moral, social and cultural development. Music is a particular strength, with over 75 pupils due to perform at Clifton Cathedral in the near future. The needs of all pupils are met successfully and pupils have many opportunities to use their literacy and numeracy skills in other subjects.
- Following the previous inspection, the school received a lot of help from the local authority, which had a major impact of the way senior leaders brought about improvements to teaching and achievement. Since September 2012, the level of support has reduced significantly because the school, as inspection findings confirm, has the capacity to drive improvement by itself.

■ **The governance of the school:**

- Over the last year, following changes in its membership, the governing body has made an excellent contribution to school improvement. Members have a relentless focus on challenging senior leaders in relation to pupils' progress, including those eligible for the pupil premium and expecting detailed reasons if any groups underperform. Similarly, governors have a detailed picture of the quality of teaching and how the school manages the performance of teachers and their salary progression. They get this information from headteacher reports and regular visits to school. Governors have benefited from training, in order to improve their performance and understanding. Members ensure that the school complies fully with all requirements for safeguarding pupils.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	109102
<b>Local authority</b>	North Somerset
<b>Inspection number</b>	405212

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	433
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Anita Yandell-Jones
<b>Headteacher</b>	Bruce Dale
<b>Date of previous school inspection</b>	17–18 October 2010
<b>Telephone number</b>	01934 513791
<b>Fax number</b>	01934 522152
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