

Neroche Primary School

Broadway, Ilminster, Somerset, TA19 9RG

Inspection dates 6–7 March 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Outstanding	1
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school.

- The quality of teaching is outstanding and has improved immensely since the last inspection. The introduction of new teaching staff to the school has resulted in pupils achieving exceptionally well, especially in literacy, including reading, and mathematics, and they make outstanding progress. Pupils are very well prepared for the next stage of their education.
- Pupils' attitudes to learning are exemplary and their behaviour is outstanding. Pupils work hard in lessons, feel extremely safe and display a high level of respect for others.
- The school has developed a curriculum which mixes different subjects together very well in order to make learning interesting and enjoyable. It provides pupils with a wealth of learning experiences. Literacy lessons, music and a wide range of sporting activities feature highly when pupils talk about the things they most enjoy about school.
- The overwhelming majority of parents and carers believe that their children are happy at the school, very safe and well looked after. All the parents and carers who talked to the inspector were full of praise for the school and correctly believed that their children were making excellent progress.
- Leadership and management are outstanding and have improved greatly since the last inspection. This has been an important factor in improving the school's overall effectiveness. The headteacher, staff and governors are working very well together to ensure that the school maintains these improvements.
- The governing body provides the school with a very effective level of support. Governors are fully involved in the life of the school and are confident enough to ask the headteacher and staff challenging questions about the effectiveness of the school.

Information about this inspection

- The inspector observed eight lessons taught by five teachers. Two were joint observations with the headteacher.
- The inspector listened to pupils from Year 1, Year 2 and Year 6 read and made short observations of sessions on the teaching of phonics (pupils learning letter patterns and the sounds they represent).
- Discussions were held with the headteacher, school leaders, members of the governing body, staff, parents and carers and pupils.
- The inspector took account of the 71 responses to the on-line Parent View survey and 18 responses to the staff questionnaire.
- The inspector observed pupils' behaviour and scrutinised the school's safeguarding procedures.
- The inspector observed the work of the school and looked at documentation, including the school's self-evaluation, teachers' planning, school development planning, tracking documentation of individual pupils' progress, performance management documentation and school policy documents.

Inspection team

Michael Barron, Lead inspector

Additional inspector

Full report

Information about this school

- This is a smaller-than-average-sized primary school.
- Nearly all the present teaching staff have been appointed to the school since the last inspection.
- Most pupils are taught in mixed age group classes, the exception being pupils in Year 6.
- Nearly all pupils attending the school come from a White British background.
- The proportions of disabled pupils and those who have special educational needs supported at school action, school action plus or have a statement of special educational needs are below average. These needs include moderate learning difficulties and behaviour, social and emotional difficulties.
- The proportion of pupils known to be eligible for the pupil premium (additional funding from the government for groups of pupils including those known to be eligible for free school meals, children who are looked after by the local authority and the children of service families) is well below average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in Year 6.
- There is an after-school club on the school site. It is not managed by the governing body and therefore did not form part of this inspection

What does the school need to do to improve further?

- Improve pupils' understanding and knowledge of the similarities and differences in the lifestyles of people living in cities compared to their own lifestyles by, for example, building up links with an inner city school.

Inspection judgements

The achievement of pupils

is outstanding

- Children usually enter the school's Early Years Foundation Stage with the skill levels expected for their age, although this can vary. For example, pupils presently in Year 2 entered with well below expected skill levels.
- The classroom and outdoor areas which Reception Year children share with Year 1 pupils are colourful and spacious and provide children with a stimulating and very well resourced learning environment. As a result, children enjoy their first experiences of school, are keen to learn and make outstanding progress because teaching caters extremely well for their individual needs.
- This strong start is built on very effectively throughout the rest of the school. As a result, pupils' achievement is outstanding in all year groups and has improved a lot since the time when the school was last inspected. Taking into account pupils' different starting points, the proportion of pupils in the school exceeding the expected rate of progress is high compared to national figures. This includes the more-able pupils, those with disabilities, pupils with special educational needs and also the relatively small number of pupils entitled to additional help from pupil premium funding.
- By the end of Year 1, pupils' standards of attainment in reading are well above those expected for their age and this was clear from the school's performance in the Year 1 phonics check. Standards of attainment in reading, writing and mathematics in Year 2 are also well above average and this has been reflected in the school's significantly above average results in the Year 2 national assessments every year since 2010. Previously, the school's results were significantly below average.
- Attainment in the Year 6 national tests has also been well above average almost every year since the previous inspection. The standards of attainment of pupils presently in Year 6 were significantly below average when they were in Year 2 in 2008. However, these pupils are now on course to reach the challenging targets set for them by the school and attain well above average results in the forthcoming national tests. This was evident from a scrutiny of pupils' work in a range of subjects, including English and mathematics, and also from data from the school's well-developed systems to track the progress of individual pupils.
- These tracking systems are also used effectively to ensure that pupils in danger of falling behind with their learning are quickly identified and provided with the support they need to improve their progress.
- Funding received by the school for pupils entitled to the pupil premium has been used effectively to ensure they are provided with similar opportunities to all other pupils. The extra support they receive is wide ranging and includes funding for violin tuition and subsidising pupils' involvement in the on-site after-school club. The pupil premium is also used ensure that individual pupils receive the extra help they need in order to make the same outstanding academic progress as all other pupils. As a result, the standards in English and mathematics of pupils in Year 6 entitled to this funding were similar to the standards attained by all other Year 6 pupils in the 2012 national tests and are also similar at present.

The quality of teaching

is outstanding

- Most of the present teaching staff have been appointed to the school since the last inspection and this has been an important factor in improving the quality of teaching. All teachers are dedicated to ensuring that the school provides pupils with the best possible education and that lessons always meet pupils' individual needs, regardless of their abilities.
- Outstanding teaching has led to a significant rise in pupils' progress and achievement during the last three years. Most of the teaching observed during the inspection was outstanding and it was never less than good. The results of internal and external moderation of teaching confirmed that teaching over time has also been outstanding.

- Teachers display very good classroom and pupil management skills and have excellent relationships with pupils. Teachers and other adults who help in classrooms ensure that those pupils requiring extra help with learning are very well supported and so make the same outstanding progress as all others. Lessons are briskly paced and enjoyable and pupils gain a real sense of achievement when they successfully complete work which teachers ensure is not too easy or too hard.
- An example of this was observed during a very well taught Year 6 numeracy lesson. Pupils made outstanding progress in building up their understanding of how to work out the area of different shapes because the teacher made sure the tasks pupils were asked to complete were very well matched to their different abilities. All pupils in the class, including disabled pupils and those with special educational needs, and also those entitled to pupil premium funding, worked hard and many smiled with delight when they realised that their answers were correct.
- The quality of teachers' marking is of a high standard. Pupils say that they appreciate the effort teachers put into marking their work and to ensuring they understand what they have to do to improve.

The behaviour and safety of pupils are outstanding

- The school places the interests of all pupils at the heart of all it does and has high expectations of how well pupils should conduct themselves, and pupils respond to this very positively. Pupils of all ages get on very well together and show a high level of respect for others. Their behaviour and attitudes to learning are outstanding.
- Pupils say that they always feel very safe in school and really well looked after. Incidents of misbehaviour are rare, and declining. There have been no recent pupil exclusions.
- Parents and carers appreciate the way the school provides a welcoming and caring environment for their children. This became evident from discussions with individual parents during the inspection and also from the results of the on-line Parent View survey.
- Pupils really enjoy being at school and this is reflected in their consistently well above average rates of attendance and their much improved punctuality to school each morning.
- During discussions with pupils it quickly became evident that they believe that very little bullying of any sort occurs in the school. They are also confident that should bullying ever occur adults would deal with it very quickly and firmly. Pupils have a very good understanding of the different forms of bullying, including physical and emotional bullying, and are well aware of potential internet safety issues such as cyber bullying.

The leadership and management are outstanding

- The school's leadership and management are outstanding at all levels. The headteacher is an inspirational and dedicated leader with a clear vision for continuous school improvement. Working very effectively with his dedicated staff and governing body, he has displayed the drive and determination to significantly improve the overall effectiveness of the school since the last inspection.
- The school receives light touch support from the local authority, which rightly considers the school to have improved immensely during the last few years and to demonstrate the capacity for further improvement.
- The leadership of teaching is outstanding. The school has implemented very effective procedures to manage the performance of staff. The headteacher and senior leadership team regularly check on the quality of teaching and ensure that staff benefit from appropriate professional development in order to continuously improve the quality of learning for pupils.
- The school's curriculum mixes different subjects together very well. It has been designed to not only make learning interesting and enjoyable for pupils but also to improve their understanding of the wider world in which they live. It has an excellent impact on children's spiritual, moral and social development. However, the school is well aware of the need to improve pupils'

understanding of the lifestyles of people living in non-rural settings, such as inner cities.

■ **The governance of the school:**

- The governing body fulfils all its statutory duties efficiently, including those linked to ensuring the safety and welfare of pupils. Governors play a crucial role in the life of the school and have a clear and realistic understanding of how well the school is doing in comparison to other primary schools. Governors are very proud of the way the school has improved its effectiveness markedly since the last inspection. Individual governors frequently visit the school and have a very good idea of the school's strengths and of the areas in need of improvement. As a result, they are able to provide the school with not only support but are also capable of asking school leaders searching questions regarding the school's effectiveness. They monitor the school's finances and keep a close watch on how the school's funds are spent. They also monitor how effectively the school uses the money it receives to improve the progress of pupils entitled to extra help from the pupil premium. Governors receive regular training about their role. They closely monitor school performance data, especially data about the quality of teaching and its links to performance management and staff salary levels. The governing body also works closely with the school to ensure that all pupils have equal opportunities to succeed and that discrimination of any kind is not tolerated.

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

Unique reference number	123673
Local authority	Somerset
Inspection number	402188

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	132
Appropriate authority	The governing body
Chair	David Pugh
Headteacher	Connel Boyle
Date of previous school inspection	30 November–1 December 2009
Telephone number	01460 52664
Fax number	01460 55607
Email address	SCH.067@educ.somerset.gov.uk

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