

# Stawley Primary School

Appley Cross, Stawley, Wellington, Somerset, TA21 0HH

**Inspection dates** 1–2 July 2014

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	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

- Through effective leadership, the headteacher has maintained good standards of teaching and learning and has ensured that Stawley has the capacity for ongoing improvement.
- All staff have high ambitions for the pupils and understand the needs and abilities of each individual.
- Good, and at times outstanding, teaching ensures that all pupils achieve well. In reading, writing and mathematics, progress and attainment are above average for all groups of pupils.
- Pupils are extremely well motivated to learn. They are very polite and caring towards one another.
- The behaviour of the pupils is outstanding. They feel part of the school 'family' and enjoy the happy and friendly atmosphere.
- The school's work to keep the pupils safe is outstanding. The staff at Stawley provide high quality care and support which are appreciated by parents.
- The school enjoys excellent relationships with the parents and the local community.
- The governing body is determined to provide high quality of learning for pupils. The governors know Stawley well and challenge the school effectively.
- Pupil numbers have steadily increased in recent years and this reflects the school's good reputation.

### It is not yet an outstanding school because

- The proportion of outstanding teaching is not high enough and the work set is sometimes too easy for the more able pupils.
- Teachers do not always make sure that pupils make improvements to their work following teacher feedback and marking.

## Information about this inspection

- The inspector observed nine lessons. Two of the lessons were joint observations with the headteacher.
- The inspector held meetings with school leaders, teaching staff, the special educational needs coordinator, groups of pupils, the Chair of the Governing Body, the Vice-Chair and four other governors.
- A telephone call was made to the local authority primary school improvement leader.
- The inspector looked at a wide range of school documents, including development plans, the school's self-evaluation, safeguarding and curriculum information and records and documents relating to staff performance.
- The inspector also scrutinised the work that pupils are doing in their books.
- The inspector heard individual pupils from Years 2 and 3 read.
- The 16 responses to the online questionnaire, Parent View, and 12 written questionnaires were considered by the inspector.
- The nine responses to the questionnaire for school staff were also taken into account.

## Inspection team

Mark Anderson, Lead inspector

Additional Inspector

## Full report

### Information about this school

- Stawley is a much smaller than average-sized primary school. Pupils are taught in two mixed-age classes.
- The proportion of pupils known to be eligible for additional funding (pupil premium) is below average. Pupil premium is additional government funding for pupils known to be eligible for free school meals and children in the care of the local authority.
- The proportion of pupils supported through school action is below average. The proportion of pupils supported at school action plus or with a statement of special educational needs is also below average.
- Most pupils are of White British origin.
- A new executive headteacher has recently been appointed and will be taking up her post in September 2014.
- Stawley is a member of the Wellington Rural Area Federation. The federation consists of two primary schools, Stawley and Sampford Arundel Primary School. The two schools share the same governing body.
- The majority of pupils join Stawley from the local pre-school, although a significant number join in older year groups.

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

- Improve the quality of teaching so that a greater proportion is outstanding by ensuring that:
  - higher attaining pupils are always challenged and that they are moved on to more demanding work as soon as they are ready
  - pupils can regularly make amendments and improvements to their work following feedback from teachers and other adults.

## Inspection judgements

### The achievement of pupils

is good

- Attainment at the end of Year 6 is above the national average. The proportion of pupils reaching the higher Level 5 in mathematics, reading and writing was also above the national average in 2013.
- The school's records of pupils' progress and work seen in lessons and in pupils' books during the inspection show that the progress of all groups of pupils, including the more able, is good in English and mathematics.
- A few of the more able pupils are not always provided with challenging enough work. They do not always benefit from activities that fully stretch and challenge their thinking. A greater proportion of pupils have the potential to achieve higher levels, especially in English.
- Children join Stawley with skills, knowledge and understanding that are typical for their age. Children make good progress in Class 1, which includes Reception, Years 1 and 2 pupils. This is because of the consistently good teaching and the effective support that they receive in a happy and nurturing atmosphere. This good progress is maintained and built on through Key Stage 2.
- Pupils display very positive attitudes to their learning and are keen to give of their best. This strong appetite for learning results in good levels of achievement.
- Pupils' knowledge of phonics (the sounds that letters make) is good. Every pupil exceeded the national average in the Year 1 phonics check in 2013. Pupils are encouraged to read widely in all year groups. The school places a strong emphasis on instilling confidence and enjoyment in reading. Pupils' enthusiasm for developing their phonic skills was observed during a Phonics Treasure Hunt in the school garden.
- Disabled pupils and those with special educational needs make at least good progress. They often make rapid progress, especially in their personal development. This is because the teachers and support staff know pupils very well and make sure they are able to achieve their full potential.
- The few pupils who are known to be eligible for the pupil premium attain as well, and make the same rate of progress, as their classmates. This is because the additional funding has been spent on meeting the needs of identified pupils. This is through very well targeted one-to-one support and small group teaching.
- All pupils develop good social skills in their mixed-age classes and through participation in a wide range of activities and after-school clubs. This means they are well prepared to move onto larger schools in the next stage of their education.

### The quality of teaching

is good

- Teaching is typically good and some is outstanding. Pupils respond well to high expectations and interesting activities which enable them to make good progress. Teachers' good relationships with their pupils are a fundamental strength of the school.
- Teachers and teaching assistants form a strong team. They work well together to create a focused and productive working atmosphere in which all pupils try to do their best.
- Teachers demonstrate effective questioning skills and keep a close check on how well their pupils are learning. They also make good links between different subjects and to previous learning.
- Class teachers check pupils' progress regularly. If any pupil is falling behind they are provided with individual support to help them catch up. As a result, disabled pupils and those with special educational needs are able to take part fully in lessons and make good progress, as do pupils eligible for additional funding.
- Pupils enjoy and benefit from a wide range of interesting and challenging tasks in lessons. For example, during the inspection, Class 1 enjoyed their weekly Tuesday Trek to a local meadow. They returned full of enthusiasm having observed an interesting variety of insects and different

habitats. Key Stage 2 pupils expanded their knowledge of French and the solar system through a highly enjoyable 'Skyped' French lesson.

- Teaching provides many opportunities for pupils to practise and improve their literary and numeracy skills in other subjects.
- There is a strong focus on teaching pupils to read throughout the school. Daily teaching of phonics ensures that all pupils develop effective reading skills, as well as a desire to read from an early age.
- Regular homework is completed and parents are kept informed about their child's learning so that they can support them effectively.
- Where teaching is less effective, the progress of the some more able pupils is slowed and lesson time wasted as they sometimes wait for others in the class to catch up with them. Occasionally, they are given extra work when they complete a task, which does little to extend their thinking or strengthen their skills.
- Not all teachers provide clear enough advice for pupils about how to further improve their work and do not always make sure that pupils follow up this advice by applying it and showing their teachers that they have understood.

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

- The behaviour of pupils is outstanding. Their attitude to learning is always highly positive and they are always eager to learn and are very well motivated. Pupils of all ages get on extremely well together and are taught to care for, and respect, each other.
- All adults at Stawley are positive role models for the pupils. The school has developed a very strong family ethos, which means that every pupil is valued for who they are. A group of parents commented that their children 'love coming to school and wish they could come very day'.
- The older pupils told the inspector that they will be really sorry to leave Stawley at the end of Year 6, but were excited about the opportunities to learn new things and make new friends. They are well prepared for secondary education.
- The school's work to keep pupils safe and secure is outstanding. All pupils feel extremely safe at Stawley. Parents confirmed this view, stating that the school does all it can to keep their children safe.
- Pupils have a complete understanding of the different forms of bullying, but insisted that they had 'never seen any bullying or unkind behaviour at the school'.
- The school's records of behaviour provide evidence that incidents of inappropriate behaviour are exceptionally rare. Pupils are very polite and well mannered. They are genuinely proud of their school and each other.
- All pupils have the opportunity to take on a variety of responsibilities and the school council provides a clear focus for the pupils' opinions.
- The high quality of behaviour and relationships was observed on the second morning of the inspection when pupils of all ages and staff were observed playing tennis before the start of school.
- Pupils enjoy school. Their achievements, both inside and outside of school, are rewarded and celebrated. Attendance is currently well above the national average.

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

- The headteacher has provided determined and consistent leadership. He has been well supported by an enthusiastic and capable staff and a committed board of governors. There is a unified sense of purpose and ambition to continue to raise the aspirations of everyone at Stawley.
- A new executive headteacher for the federation has been appointed for September 2014. Everyone within the school community is looking ahead to the next academic year with

excitement and optimism.

- Morale is high and good teamwork underpins all that takes place at Stawley. Everyone who works at the school is supportive of each other. They demonstrate a shared sense of responsibility and this contributes to a good capacity for ongoing improvement.
- The headteacher and governors have an accurate overview of teaching strengths and what should be improved. They acknowledge that the key challenge is to increase the proportion of outstanding teaching in the school. The system for setting targets for teachers is rigorous in ensuring that they are held to account for the achievement of their pupils.
- In this small school, teachers have responsibility for a number of subjects and specific aspects of the school's work. The middle leadership of the school is both focused and effective. All leaders, including those responsible for subjects, keep a close check on pupils' progress to identify those who need extra help and to find out where there are gaps in learning.
- The school is making good use of its primary school sport funding to increase pupils' participation in sport and promote their health and well-being. For example, the funding has enabled Year 2 and above to have weekly swimming and physical education sessions.
- The growth in pupil numbers in recent years is clear evidence of the school's growing reputation and the trust and confidence that parents, staff and pupils have in the school's leadership.
- The local authority has provided light touch support for this effective school, when appropriate.
- The school has limited indoor space, but best possible use is made of the space available. Staff and pupils take a genuine pride in the maintenance and appearance of their school, both inside and out.
- Stawley makes sure that every pupil has an equal chance of doing well and that everyone is given the chance to take advantage of all the school has to offer.
- The school works closely with parents who all consider that the school is well led and managed. Weekly newsletters are distributed to all parents. The parents' association (F.O.S.S.) works extremely hard to support the school.
- The curriculum offers a broad range of varied and exciting experiences for the pupils which contribute well to their social, moral, spiritual and cultural development. These include themed weeks, such as farm week, and a visit to London and the Houses of Parliament. There is also a week-long residential trip for Years 5 and 6. The school also has established links with schools, both in the United Kingdom and abroad.
- Stawley has established close links with pre-school in the village as well as the secondary schools to which the majority of pupils transfer.
- **The governance of the school:**
  - Governors are far sighted and ambitious for the school, helping to shape its ethos and providing strong support for its leaders and staff. The appointment of a new executive headteacher to start in September 2014 is an example of clear strategic decision making for the future of the federation and Stawley. Governors are well trained and use a variety of skills from business, finance, public services and personnel management. They use these successfully to support and challenge the school.
  - Governors have structured and recorded their work well and are a focused team. They hold the headteacher to account effectively through performance management. They know that the quality of teaching is good and that there is no underperformance, both from their own visits and the headteacher's reports. They have made sure that teachers are appropriately rewarded for their performance in the classroom.
  - The governing body is aware that the pupil premium has been spent effectively to provide additional support in reading and writing for eligible pupils.
  - Governors have a clear understanding of how the school's performance compares with similar schools nationally.

## 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>	123706
<b>Local authority</b>	Somerset
<b>Inspection number</b>	447469

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>	50
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	John Troake
<b>Headteacher</b>	Eddie East
<b>Date of previous school inspection</b>	22–23 November 2011
<b>Telephone number</b>	01823 672486
<b>Fax number</b>	01823 672486
<b>Email address</b>	office@stawley.somerset.sch.uk

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