

Sampford Arundel Community Primary School

Sampford Arundel, Wellington, Somerset, TA21 9QR

Inspection dates 1–2 July 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- All pupils achieve well and make good progress in reading, writing and mathematics. By the time they leave, in Year 6, they are well prepared for the next stage of education.
- Pupils make excellent progress in communication and social skills, becoming articulate and confident young people.
- Excellent relationships exist at all levels in this harmonious community.
- Pupils say that they feel safe, get on really well together, and there is no bullying. Any minor disagreements are dealt with swiftly by adults.
- Pupils are highly motivated by the well-planned activities that teachers provide. Teachers set work at the right level so that all pupils, including the most able, are stretched.
- There is strong team work within the staff and the governing body across the schools, led well by the executive headteacher. There is a continual drive for improvement.
- Parents highly value the work of the school, they say that their children do really well, are happy and really enjoy coming to school.

It is not yet an outstanding school because

- In mathematics, not all pupils understand the language used in order to solve problems quickly. Also, there are not enough opportunities for older, middle ability pupils, to write at length in a range of styles.
- Targets for pupils' progress are not sufficiently measurable, so that leaders and governors do not always know how well the school is doing.

Information about this inspection

- The inspector observed nine lessons. Four of these were jointly observed with the headteacher or senior teacher. In addition, short visits were made to classrooms and the inspector listened to pupils read.
- Meetings were held with the executive headteacher, middle leaders, the Chair of the Governing Body and six members, a group of pupils and there was a telephone call to a representative from the local authority.
- The inspector took account of the responses to the online questionnaire, Parent View, and also of a recent parent questionnaire conducted by the school. The 11 responses to the staff questionnaire were also analysed.
- The inspector looked at school documents, including school information relating to checks on pupils' progress, planning for school improvement, the monitoring of teaching and learning, records relating to behaviour and attendance, minutes of the governing body and safeguarding documents.
- The other school in the federation, Stawley Primary School, was inspected at the same time.

Inspection team

Janet Dinsmore, Lead inspector

Additional Inspector

Full report

Information about this school

- This school is part of the Wellington Area Rural Federation with Stawley Primary School.
- This school is much smaller than average and has two classes. Class 1 for the Reception Year and Years 1 and 2 and Class 2 for Years 3 to 6.
- There is an onsite pre-school which operates for two days per week, run by the governing body.
- The proportion of pupils known to be eligible for pupil premium (additional government funding for those pupils known to be eligible for free school meals and children who are looked after) is average.
- The proportion of pupils who arrive at times other than would be expected is much higher than average. This year there has been a 20% increase in the numbers on roll at Key Stage 2. Almost all the pupils are of White British origin.
- The proportion of disabled pupils and those with special educational needs supported at school action plus or with a statement is lower than average. There is a lower than average proportion supported at school action.
- The headteacher has been executive headteacher of both schools in the federation since September 2013. He retires at the end of August 2014.

What does the school need to do to improve further?

- Improve teaching so that a greater proportion is outstanding, to raise pupils' achievement further by making sure that:
 - middle ability pupils have more opportunities to write at length, in a variety of styles and for a wider range of purposes
 - pupils rapidly understand how to solve mathematical problems when presented as written questions.
- Ensure targets to improve pupils' progress are clear, specific, and measurable so that leaders and governors can fully evaluate how well the school is performing.

Inspection judgements

The achievement of pupils

is good

- Each cohort of pupils varies considerably in size and there is a wide range of ability. Some children have skills below that which would be expected for their age, particularly in literacy, when they start school.
- Children make good progress particularly in language and social development in the pre-school that is part of the school. This enables a smooth transition into Class 1. The good progress continues and accelerates for literacy skills, so that by the time they enter Year 1 children are well prepared for the next stage of their education. They are beginning to read and write simple sentences and understand how to calculate.
- Good progress continues in Class 1 with all pupils achieving well. By the time they reach the end of Key Stage 1 some are reaching the higher Level 3 and display confidence in reading and beginning to write at length. They understand sentence structure and how to use words creatively and effectively in their writing. They also can measure in millilitres and litres, for example, and understand the relationship between these.
- In Class 2, pupils continue to make good progress. The most able pupils are always stretched. They demonstrate good writing skills, achieving at the higher Level 5 over the last five years.
- Pupils read well and their progress speeds up as they move through the school. They enjoy reading, have good understanding and can explain authors' intentions in writing. They also show that they understand technical language relating to text composition, for example.
- Pupils practise basic number skills each day and regularly apply mathematics skills in science, constructing graphs and collecting information in experiments. They can perform calculations well, but do not always understand mathematical language when solving problems. When this occurs their progress slows, and this is why achievement is not yet outstanding.
- Pupils in Class 2 show that they can decide how to create a fair test to discover quantities of solids that will make a saturated solution, for example. They apply their previous knowledge and experience of solubility and measurement well.
- Pupils known to be eligible for additional government funding achieve as well as their peers. They receive additional help if their progress slows.
- Disabled pupils and those with special educational needs make good progress, with some making rapid progress.
- Pupils who are new to the school settle quickly and make good progress.

The quality of teaching

is good

- Children in the Early Years Foundation Stage in Class 1 benefit from excellent planned activities that ensure that they each make good progress in learning letters and sounds. They, along with their classmates at Key Stage 1, use this well in many opportunities provided for writing after they have been exploring in the village or on the school field. Pupils create imaginative stories based on others that they have read.
- Teachers plan activities well so that they are set at the right level and pupils know exactly what they need to do. Pupils know how to improve through effective questioning and marking of their books. Teachers provide appropriate challenge for all groups, including the most able.
- Class teaching teams of teacher and teaching assistants work seamlessly together. Teaching assistants are trained well. They have good skills to help pupils deepen their knowledge and understanding. They tell the teacher what pupils have learned so that the next steps in learning are carefully planned for.
- Teachers check individual pupils' progress well, particularly in Class 1, making sure that pupils are always sufficiently challenged and continue to make good progress. If any slight slowing of progress is identified in either class, individuals receive the help they need quickly to catch up.
- Teaching is not outstanding because there are not always enough opportunities for older middle

ability pupils to write at length in a wider range of styles. They are not always given precise enough feedback so that they make rapid progress.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. They are motivated in class and respond to instruction quickly. Behaviour is not outstanding because occasionally, when the pace of learning slows, pupils can be distracted and lose concentration.
- Each individual pupil makes good progress, especially in developing their confidence, communication and social skills. Pupils enjoy school and are therefore enthusiastic learners. Pupils new to the school say that they settle really quickly and make friends.
- There are high expectations of behaviour throughout the school, both in lessons and the playground. Pupils show high levels of respect and are courteous and polite. There are equal opportunities and no discrimination.
- There have been no exclusions or reports of racial incidents. Pupils understand all aspects of bullying and are adamant that it does not occur. They also say that any minor falling out is dealt with swiftly by staff.
- Pupils are safe and say that personal, social and relationship education is taught well and they always have an adult that they can go to if they have any concerns. Social and moral education is excellent.
- Pupils demonstrate excellent working with partners in classes, which they do frequently at the teacher's direction. They get on well with each other and support each other's learning well, questioning and challenging each other. They demonstrate, for example, in Class 1 that they can share and take turns; in Class 2, they can decide exactly how to conduct a fair test.
- The school's work to keep pupils safe is good. Pupils know how to stay safe and manage risk on the playground equipment. They also know how to conduct themselves whilst on the regular visits to the village or sports centre.
- Pupils know how to stay safe on the internet and clearly explain the procedures for this.

The leadership and management are good

- The school and federation have demonstrated the capacity to improve because the areas for improvement, identified at the previous inspection of improving achievement in mathematics and working to a common plan across the federation, have now been implemented.
- There are effective partnerships within the local cluster of schools to support improvement in the schools. Self-evaluation is accurate, but the resulting plans for improvement do not have sufficiently measurable targets for demonstrating the improvements in pupils' progress. This is why leadership and management are not outstanding.
- The curriculum provides creative and well-linked opportunities for pupils to make good progress in all subjects. Staff are well trained and plans are in place for the introduction of the new curriculum in 2014.
- Cultural and spiritual education is excellent and is fully integrated into the life of the school. All pupils have good opportunities to perform regularly, learn musical instruments and use and appreciate the local rural environment.
- Teachers' performance is managed well, there is no underperformance. Teachers are appropriately rewarded for their performance in the classroom, linked to pupils' progress, and their contribution to the school and federation in other leadership roles.
- Sport funding is spent to provide good access to swimming and the high-quality facilities at a neighbouring sports centre. There are opportunities for almost all pupils to be involved in competitive sports and after-school sports clubs. This is a key feature of the school, promoting a healthy and holistic lifestyle.
- Additional government funding is used well for the pupils for whom it applies to make sure they

receive the support they need to accelerate progress in reading and mathematics.

- There is an excellent relationship with parents and many are volunteers at the school. They know that concerns are dealt with rapidly because they have daily contact with the class teachers. Several say that their children have settled and done really well after having difficulties at other schools. The majority make a proactive choice of this school because they live outside the catchment area.
- The local authority recognises the experience of the executive headteacher. It has not provided support for this school, but is checking the results. It is confident in the appointment of the new headteacher.
- Safeguarding arrangements meet current requirements.
- The headteacher uses a good range of ways to check the quality of teaching and pupils' progress. The resulting information is used to make improvements to teaching and support for specific pupils.
- **The governance of the school:**
 - The governing body of the federation is ambitious. 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 both schools. Governors are trained well and use a good variety of skills from business, finance, public services and human resource management. They use these to effectively challenge and support the school. They have structured and recorded their work well and are an effective team. They hold the headteacher to account effectively and set challenging targets for improvement. They know that the quality of teaching is good and there is no underperformance, both from their own visits and the reports from the headteacher. They have made sure that teachers are appropriately rewarded for their performance in the classroom, linked to pupils' progress. They know that pupil premium has been spent to provide additional support in reading and mathematics for eligible pupils and how information about the school's performance compares with similar schools nationally. They meet all their statutory duties, including those for safeguarding.

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	123705
Local authority	Somerset
Inspection number	443814

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	44
Appropriate authority	The governing body
Chair	John Troake
Headteacher	Eddie East
Date of previous school inspection	9–10 December 2009
Telephone number	01823 672342
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