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Mrs Gilly Kempton  
Charlton Mackrell CofE Primary School  
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Dear Mrs Kempton

### **Short inspection of Charlton Mackrell CofE Primary School**

Following my visit to the school on 19 January 2016, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. The visit was the first short inspection carried out since the school was judged to be good in March 2011.

#### **This school continues to be good.**

The leadership team has maintained the good quality of education in the school since the previous inspection.

You are passionate and proud of your pupils and staff and lead a very well-organised, calm and caring school. The school's size means that all staff feel part of a very close-knit community. Pupils speak fondly of their love of their school. They enjoy lessons and also the wide range of extra opportunities available to them. They feel safe and, as one pupil said, 'We are welcoming and a family.'

The curriculum is exciting and vibrant for pupils, including in the early years. It meets their academic needs well but also provides them with rich cultural experiences. In particular, pupils relish the excellent provision to develop their musical abilities through singing. The school hall often rings with the sound of pupils singing in harmony and their smiling faces show the pride and enjoyment that they feel. Pupils also fully embrace the wide range of sporting activities on offer, in particular swimming.

You have embraced the key aims of the new National Curriculum, not only to maintain the good standard of education at the school, but to also improve it further. The introduction of a 'mastery' and 'grand-mastery' curriculum demands more of both pupils and teachers; everyone has risen to this challenge well. Pupils

are encouraged to think more deeply about their learning which, in turn, enables them to have a better understanding of key concepts and ideas.

The key area identified as in need of improvement at the previous inspection, namely the quality of feedback pupils receive, has been tackled effectively. The feedback policy is followed consistently by all staff. As a result, pupils are able to talk knowledgeably about what they can do well and also what they need to do to improve further.

Pupils attain well. In 2015, all Year 6 pupils gained at least a level 4 in mathematics, reading and writing. Pupils make at least good progress in reading and mathematics. Their progress has been less consistent in spelling. Work in books shows that when pupils are able to write creatively and their interest is suitably stimulated, they produce writing of a much higher standard than when they see writing as more 'routine'.

### **Safeguarding is effective.**

A clear culture of caring for pupils is evident at the school. The designated safeguarding lead has relevant training and all staff receive regular safeguarding updates. Staff are clear on the steps to take should they have any concerns over pupils' safety or well-being.

Pupils' individual needs and personal circumstances are regularly discussed at whole-staff meetings, which ensure that staff are fully informed about any vulnerable pupil. Staff work effectively with parents and external support agencies to provide appropriate support for pupils and their families.

### **Inspection findings**

- Teachers have very high expectations of pupils' behaviour and work. Effective routines are in place which enable learning to proceed in a calm and purposeful manner; no time is lost to poor behaviour.
- Relationships between staff and pupils and between pupils are a real strength at the school. Pupils work very well on their own and with their peers. Pupils respect each other's thoughts and opinions; they encourage each other to do their best. For example, in a physical education lesson one pupil said to another, 'Well done, you did really well.'
- Leaders have an accurate view of the school's strengths and areas in need of further development. They use extra government funding effectively to support disadvantaged pupils so that they achieve as well as their peers.
- Improvements in the teaching of phonics (the sounds that letters make) are helping pupils to improve their spelling. Pupils heard reading used their phonics skills well to decode words which they had not met before.

- Pupils enjoy taking on positions of responsibility. Their understanding of British values, in particular democracy, has been deepened through participation in school elections, with pupils campaigning to be elected. The school council works well alongside staff to share pupils' views on aspects of the school's work and to suggest improvements.
- Pupils are welcoming, pleasant and polite. They conduct themselves impeccably in lessons and around the school site. Pupils' spiritual, moral and social development is enhanced well through aspects of the curriculum and the close links to the nearby church.
- The school environment is vibrant, with excellent displays which are well respected by pupils. Governors have been successful in raising money to enhance the school buildings and create new teaching spaces.
- The governing body is effective in providing an appropriate balance of challenge and support to the headteacher. Governors understand their school very well through accurate reports from the headteacher and their first-hand evidence from visits to the school.
- The local authority has funded training for the headteacher and governors but provides no academic support to leaders at the school. They have recently funded an all-weather sports pitch and ensure the on-going maintenance of buildings and grounds.

### **Next steps for the school**

Leaders and those responsible for governance should ensure that:

- pupils' enthusiasm, creativity and interest are embraced to fully develop their writing skills across all aspects of the curriculum and improve the progress that they make.

I am copying this letter to the Chair of the Governing Body, the Director of Education for the Diocese of Bath and Wells, the Regional Schools Commissioner and the Director of Children's Services for Somerset County Council. This letter will be published on the Ofsted website.

Yours sincerely

Simon Rowe  
**Her Majesty's Inspector**

## **Information about the inspection**

During the inspection, I met with you, other staff, governors and a representative of the local authority. We visited lessons, spoke to pupils during lessons and scrutinised work in pupils' books. I met with a group of pupils and listened to pupils from Key Stage 1 read. Documents provided by the school were considered, including the self-evaluation and those related to safeguarding pupils.