

Sampford Arundel Community Primary School

Sampford Arundel, Wellington, Somerset TA21 9QN

Inspection dates

18–19 June 2019

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Outstanding
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Not previously inspected

Summary of key findings for parents and pupils

This is a good school

- The headteacher's leadership of the school is strong. Staff believe that they are very well supported and, along with governors, they share the headteacher's high aspirations for pupils' achievement.
- Leaders have successfully addressed the recommendations of the last inspection. They have provided relevant training, which has improved teaching and pupils' outcomes in reading, writing and mathematics.
- Teachers use accurate assessment to plan learning that is mostly well matched to pupils' needs. This ensures that pupils develop and consolidate their knowledge and skills in reading, writing and mathematics.
- Teachers intervene appropriately in pupils' learning to move their learning on. However, they sometimes do not identify where further challenge is needed, particularly in mathematics. This hinders pupils from achieving their full potential.
- The teaching of phonics is consistently strong. This enables pupils to get off to a flying start in reading.
- Precisely focused academic and pastoral support for disadvantaged pupils and pupils with special educational needs and/or disabilities (SEND) ensures that they make good, and sometimes rapid, progress.
- Pastoral provision is exceptionally strong because adults care deeply about pupils' welfare. The support that the school provides is precisely matched to pupils' needs.
- Pupils are a credit to the school. Their behaviour is impeccable and their attitudes to learning are exceptionally positive. Pupils are caring and friendly and they form positive relationships with adults and peers. They enjoy school and attend regularly.
- Children achieve consistently well in the early years, because they are supported effectively to develop appropriate knowledge and skills. Adults plan exciting activities which help children to become absorbed in their learning. However, occasionally activities do not fully challenge children to achieve their full potential.
- The curriculum is rich and varied. Activities that teachers plan for pupils enable them to develop a thirst for learning. However, teaching of the wider curriculum does not consistently enable pupils to match the good progress they make in reading, writing and mathematics.
- Parents are overwhelmingly positive about the school. They typically comment, 'I am constantly amazed at the school's efforts and the genuine care and consideration shown towards each child.'

Full report

What does the school need to do to improve further?

- Further improve the quality of teaching, learning and assessment, by:
 - continuing to embed improvements to teaching, particularly in mathematics, so that pupils consistently achieve their full potential
 - ensuring that the teaching of the wider curriculum enables pupils consistently to match the strong progress that they make in reading, writing and mathematics.

Inspection judgements

Effectiveness of leadership and management

Good

- The headteacher is very well respected. She leads the school with enthusiasm and determination, because she passionately believes that all pupils are entitled to the best education. Other leaders and teachers share her view. As a result, staff work diligently to try to identify and remove barriers to pupils' learning, to help them to succeed.
- The headteacher is ably supported by leaders in the federation and partnership schools. She also makes effective use of coaching and guidance provided by the local authority to identify precisely how to improve the school.
- All leaders are dedicated to driving school improvement. They robustly monitor and evaluate their work. This helps them to identify which aspects need improving. Consequently, school development plans are well focused.
- English and mathematics leaders provide staff with well-targeted training and support, which have improved assessment and the quality of teaching. Staff are proud to work at the school and believe that leaders support them well. Staff say that they feel valued, because leaders are considerate of their well-being.
- Leaders have successfully addressed the vast majority of the recommendations of last year's short inspection. They are now embedding improvements to assure themselves that these can be sustained.
- Leaders ensure that teachers use accurate assessment to plan pupils' learning in reading, writing and mathematics. This enables pupils to consolidate their skills and achieve well. However, occasionally leaders do not intervene when teaching needs to be more challenging, particularly in mathematics. This hinders pupils from achieving what they are capable of.
- Leaders make effective use of additional funding for pupils with SEND. The special educational needs coordinator (SENCo) uses her accurate understanding of pupils' specific needs to plan precisely targeted teaching and pastoral support. This is improving pupils' confidence and their ability to persevere with their learning. As a result, they are making good progress and the gaps in their knowledge and skills are narrowing. Parents of pupils with SEND typically commend the school for their help.
- The pupil premium is used well to improve disadvantaged pupils' achievement and support their personal development. Additional adults are deployed effectively to help pupils who need to catch up. As a result, most disadvantaged pupils make good, and sometimes rapid, progress. Disadvantaged pupils' achievement is similar to that of their peers.
- Leaders are committed to developing pupils' enthusiasm for physical education and supporting pupils' mental health. As a result, they make effective use of the sport premium to provide pupils with a wide range of opportunities. For example, the physical education leader takes pupils to Wellington Leisure Centre each week. She helps pupils to become confident swimmers and develop their skills in gymnastics.
- Pupils are provided with opportunities to participate in clubs, such as basketball, cycling and yoga. Pupils enjoy taking part in sporting competitions with other schools. The

school has received several awards for its work in developing physical education.

- Leaders and teachers are keen to spark pupils' interest in learning. Consequently, they plan a rich and interesting curriculum. This enhances pupils' spiritual, moral, social and cultural development and prepares them well for life in Britain. For example, pupils learn the importance of tolerance and respect when they discuss friendships. They appreciate that people sometimes have different beliefs and ideas. Pupils consider similarities and differences between religions. For example, Christianity, Hinduism and Islam. They reflect on different forms of worship when they learn about the Jewish festival of Shabbat and make mezuzah prayer scrolls.
- Leaders ensure that teaching enables pupils to consolidate their reading, writing and mathematics skills in a range of subjects. However, they have not ensured that the wider curriculum routinely enables pupils to build knowledge and skills at the depth required for their age.

Governance of the school

- Governors have relevant skills and experience, which enable them to fulfil their roles effectively. They regularly visit the school to meet with leaders and review pupils' learning. Governors make effective use of the information that the school provides and ask pertinent questions to evaluate the school's effectiveness.
- Governors ensure that additional funding is allocated appropriately and they check that it has a positive impact on pupils' outcomes.
- Governors understand that it is their duty to ensure that safeguarding is robust. As a result, they routinely check attendance and the school's procedures for recruiting staff.

Safeguarding

- The arrangements for safeguarding are effective.
- There is a strong culture of safeguarding at the school. All adults are vigilant because they are acutely aware that they have a responsibility for keeping pupils safe.
- Staff are provided with regular updates to training and this ensures that they know how to keep pupils safe in different situations. Adults can describe the signs that might indicate a pupil is at risk. They understand how to refer concerns without delay.
- Leaders act decisively when they have concerns about pupils' safety. They make timely referrals and relentlessly follow up their actions to assure themselves that they are making a difference. Safeguarding records are precise and detailed. Leaders make effective links with external agencies to support pupils and their families when specialist help is required.
- All essential checks are made to ensure that adults are safe to work with children. These details are meticulously recorded on the school's single central record.

Quality of teaching, learning and assessment

Good

- Teachers have high expectations of pupils' attitudes to learning and achievement. As a result, they plan exciting opportunities which capitalise on pupils' enthusiasm for learning. For example, pupils wrote letters to Flybe to find out about tourism and careers in aviation. They are eagerly anticipating a visit to Exeter airport to learn more.
- Teaching has improved in the last year, particularly in writing, and this is still being developed. Teachers' assessment in reading, writing and mathematics is now usually sharply focused and accurate. This ensures that activities planned for pupils are well matched to their ability. As a result, pupils make good or rapid progress from their different starting points.
- The teaching of phonics is consistently strong and, as a result, a high proportion of pupils achieve well in the phonics screening check at the end of Year 1. Pupils apply their knowledge of phonics well to read and spell accurately.
- Pupils enjoy choosing books that interest them. Pupils read regularly and enjoy taking part in reading challenges. Good teaching ensures that pupils become confident, fluent readers. They demonstrate good recall and develop vocabulary and comprehension appropriate to their age.
- The teaching of writing is effective because teachers plan work which is precisely focused on pupils' age and stage of learning. Pupils consistently apply their secure understanding of grammar, punctuation and spelling to produce high-quality pieces of writing.
- Adults model learning well and ask appropriate questions to check pupils' understanding. They provide helpful feedback which ensures that pupils know how to improve their work. For example, older pupils learn to proofread and edit their work.
- Pupils are developing fluency in mathematics, because teaching routinely enables them to apply the skills they have learned to reason and solve problems.
- Adults check pupils' work and ask relevant questions to assess pupils' understanding and clarify any misunderstanding. However, occasionally teachers do not intervene swiftly enough when pupils find work easy, particularly in mathematics. This limits the degree to which they can ensure that pupils' work sufficiently stretches them.
- Additional adults are well deployed, so that pupils who need extra help are provided with focused support. Adults explain tasks effectively and guide pupils with their learning, which helps them to understand what to do. This is improving pupils' engagement in their learning and has a positive impact on their achievement.
- Teaching routinely enables pupils to consolidate their reading, writing and mathematics skills in other subjects. For example, pupils carry out research and write about their school in Victorian times. Pupils apply their understanding of coordinates in mathematics to develop their mapping skills in geography.
- Older pupils enjoy applying the skills they have learned in art, design technology and science to make pop-up books about plants. They enjoy sharing and celebrating their work with younger pupils.
- Teachers' assessment in the wider curriculum is not sufficiently precise. Therefore, pupils are not routinely supported to develop the depth of knowledge and skills appropriate for their age. Consequently, pupils' achievement in other subjects does not match the strong progress that they make in reading, writing and mathematics.

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- Pastoral provision is exceptionally strong. Adults care deeply about pupils' welfare and, as a result, they care for pupils extremely well. Staff form highly supportive relationships with pupils and their families. This enables them to gain an incisive understanding of pupils' specific needs. Consequently, adults act swiftly when pupils need extra help.
- The overwhelming majority of parents are exceptionally positive about the school's support of their children. They typically comment, 'Sampford Arundel is a wonderful, friendly, caring school.' Other parents commend the school for enabling their children to overcome particular difficulties.
- Adults' warm and caring relationships with pupils ensure that pupils feel valued and respected. Pupils confirm that there is always someone to talk to if they are upset.
- Pupils are acutely aware of the importance of caring for others. As a result, they show empathy and are kind and thoughtful to their peers if they are unhappy or worried.
- Pupils are exceptionally respectful towards adults and are keen to learn from them. For example, younger pupils enjoy visiting elderly residents at a local care home to find out about their lives.
- Pupils are confident, enthusiastic learners. They are excited and motivated by the opportunities that the school provides for them. Consequently, they listen attentively and quickly become absorbed in their learning. For example, pupils study photographs and log books of their school with interest, to discover what it was like in Victorian times.
- Pupils take great pride in the work that they produce. Work in pupils' books in all subjects is beautifully presented and their handwriting is neat and legible.
- Pupils are encouraged not to be deterred when learning becomes tricky. As a result, pupils persevere, because they want to achieve well. Adults' unwavering support enables pupils to build firm foundations for their future learning.
- Pupils understand how to look after themselves and manage risks effectively. For example, younger pupils learn about road safety when they undertake 'welly walks' around Sampford Arundel. Older pupils enjoy going on residential trips, where they gain the confidence to climb a waterfall and try abseiling and caving.

Behaviour

- The behaviour of pupils is outstanding.
- Pupils are positive ambassadors for the school. They are extremely welcoming and courteous to visitors and are clearly very proud of their school.
- Pupils arrive at school eager to start the day and settle to work quickly. Pupils'

attitudes to learning are consistently strong because they are inspired to learn.

- Pupils enjoy school and attend school regularly.
- Pupils of all ages have a strong understanding of right and wrong and know what adults expect of them. As a result, their behaviour is exemplary. Older pupils are highly effective role models for younger pupils.
- At breaktime and lunchtime, pupils play happily and cooperatively with each other. Transitions back into school are smooth and orderly because pupils are keen to immerse themselves in their learning.
- Pupils are confident that bullying does not happen at school. On the rare occasions that pupils' behaviour falls short of the school's expectations, adults resolve issues swiftly. Pupils are supported to reflect on their actions and know it is important to say sorry.

Outcomes for pupils

Good

- Over time, good teaching ensures that the vast majority of pupils achieve well at the end of key stages 1 and 2 in all subjects.
- Highly effective phonics teaching ensures that almost all pupils achieve the expected standard in the phonics screening check in Year 1 each year. This ensures that pupils get off to a flying start in reading.
- In the past, pupils did not make consistently strong progress, particularly in reading and writing. This hindered them from achieving the highest possible standards. Following the school's short inspection in January 2018, leaders took immediate action to improve assessment and teaching, to challenge pupils to make consistently strong progress.
- Rapid improvements to teaching have had a positive impact. Current pupils' writing and mathematics books confirm that almost all pupils, including disadvantaged pupils and pupils with SEND, are making strong progress. Several pupils with SEND are making accelerated progress due to precisely tailored pastoral and academic support. The most able pupils are working at greater depth in their learning. However, it will take time before it can be seen that leaders have sustained these improvements.
- As a result of consistently good teaching, pupils' books and the school's latest assessment information confirm that the vast majority of current pupils have made good progress. Consequently, they are achieving what is typical for their age in all subjects. One quarter to a half of pupils are achieving greater depth in their learning. However, pupils' books show that some pupils, who are capable of achieving more, are not sufficiently stretched, particularly in mathematics.
- A small minority of pupils who are new to the school or have complex needs have made weaker progress. This is because there has not been enough time for teaching and pastoral support to have a sustained impact on pupils' achievement.
- Pupils routinely consolidate and apply their reading, writing and mathematics skills in other subjects. However, in the wider curriculum, teaching does not typically help pupils to develop strong skills and knowledge. As a result, pupils' achievement elsewhere does not consistently match pupils' good progress in reading, writing and

mathematics.

Early years provision

Good

- The early years is a safe and welcoming environment, where adults form caring and supportive relationships with children. Adults explain tasks carefully and children listen attentively, which helps them to understand what to do.
- Most children come into the early years at a stage of development broadly typical for their age. Over time, children consistently achieve well at the end of the early years. This prepares them well for Year 1.
- Leaders routinely monitor the impact of their work, which enables them to improve teaching. For example, leaders have identified the need to challenge children to exceed what is expected of them. Consequently, teachers plan opportunities to deepen children's skills and knowledge. As a result, some children have made accelerated progress and exceeded what is typical for their age. However, these improvements are not yet fully embedded or sustained.
- The early years leader and pre-school leader work effectively together to assess children's learning. They plan appropriate activities based on children's interests, needs and abilities. This allows them to develop children's knowledge, skills and understanding in a wide range of areas of learning.
- Children are sociable, polite and well-behaved, because they understand routines and adults' expectations of them. For example, children in the pre-school chat amiably with adults and their peers. They take turns to select fruit and pour milk at snack time.
- Children sustain their concentration, particularly when learning activities interest them. For example, children in the pre-school enjoy mixing ingredients to make playdough. They enjoy making handprints and footprints in the dough.
- Reception children apply their secure knowledge of phonics to write questions to ask the vet when he brings donkeys to the school. For example, 'What do they eat?' and 'How often can you groom them?'
- The early years includes valuable activities to develop children's imagination, knowledge and skills. For example, children pretend to make sandwiches and ice creams in the sandpit café. They explore what happens when they pour water through tubes and funnels. However, some activities are not planned sufficiently well to encourage children to explore and find things out for themselves. This hinders children from achieving their full potential.
- Adults intervene appropriately in children's learning, particularly during adult-led activities, to assess children's understanding and to develop their communication skills. This enables adults to move children's learning on.
- Adults form effective partnerships with parents. Parents appreciate the way in which early years staff help their children to settle when they start school. Parents enjoy being able to support their children and celebrate their achievements.

School details

Unique reference number	123705
Local authority	Somerset
Inspection number	10053160

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

Type of school	Primary
School category	Maintained
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	41
Appropriate authority	Local authority
Chair	Andrew White
Headteacher	Jacqui Collier
Telephone number	01823 672342
Website	www.sampfordarundelprimary.com
Email address	sampfordarundel@educ.somerset.gov.uk
Date of previous inspection	1–2 July 2014

Information about this school

- The school is smaller than the average-sized primary school and has two classes. Class 1 is for Reception and Years 1 and 2 pupils. Class 2 is for pupils in Years 3 to 6.
- This school is part of the Wellington Area Rural Federation with Stawley Primary School. The headteacher has been executive headteacher of both schools in the federation since 2014. The headteacher is also executive headteacher of Langford Budville Primary school, with which the school has entered into a partnership agreement.
- There is an onsite pre-school which operates on two days per week and caters for children from the age of three. The pre-school is also part of the Wellington Area Rural Federation.
- The proportion of pupils eligible for the pupil premium in the last six years is below that of pupils nationally.
- No pupils speak English as an additional language.

- The proportion of pupils receiving support for special educational needs is below that of pupils nationally.
- The proportion of pupils with an education, health or care plan is slightly above the national average.
- All pupils are White British.
- There are no children in the school who are looked after.

Information about this inspection

- The inspector observed teaching in all classes. All observations were carried out jointly with the headteacher. Together with the headteacher, SENCo and a key stage 2 teacher, the inspector scrutinised pupils' English, mathematics and topic books in all year groups.
- The inspector reviewed the school's self-evaluation and action plans. Meetings were held with the headteacher to discuss the school's latest assessment information. The inspector also reviewed other documentation such as behaviour logs, attendance information and safeguarding records.
- The inspector met with the SENCo, the early years leader and English and mathematics subject leaders.
- A meeting was held with two representatives of the governing body. The inspector also had a telephone conversation with a representative from the local authority.
- The inspector met with a group of pupils and reviewed 21 responses to the online pupil survey. Several informal discussions were also held with pupils during lessons, breaktime and lunchtime. The inspector heard pupils read.
- The inspector observed pupils' behaviour at the start of the school day, during lessons and at breaktime and lunchtime.
- The inspector talked to parents during the inspection to gain their views of the school. The inspector also considered 31 responses to the online survey, Parent View, and 15 free-text comments. The inspector took account of nine responses to the online staff questionnaire.

Inspection team

Catherine Beeks, lead inspector

Ofsted Inspector

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