



# Sampford Arundel Community Primary School

## Inspection Report

---

**Unique Reference Number** 123705  
**Local Authority** Somerset  
**Inspection number** 292754  
**Inspection date** 19 October 2006  
**Reporting inspector** Susan Orpin

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

---

<b>Type of school</b>	Primary	<b>School address</b>	Sampford Arundel
<b>School category</b>	Community		Wellington
<b>Age range of pupils</b>	4-10		TA21 9QR
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01823 672342
<b>Number on roll (school)</b>	45	<b>Fax number</b>	01823 672519
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Maggie Crockett
		<b>Headteacher</b>	Eddie East
<b>Date of previous school inspection</b>	1 February 2001		

---

<b>Age group</b> 4-10	<b>Inspection date</b> 19 October 2006	<b>Inspection number</b> 292754
--------------------------	---	------------------------------------

---

---

© Crown copyright 2006

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## **Introduction**

The inspection was carried out by two Additional Inspectors.

## **Description of the school**

The school is very small and has a falling roll as a consequence of local circumstances. Since September pupils have been taught in two rather than three classes. The proportion of statemented pupils and those with learning difficulties and disabilities is average.

## **Key for inspection grades**

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 3

The overall effectiveness of the school is satisfactory. The school is a caring, safe community where pupils learn to be confident and look after each other in a distinctive family atmosphere. As a result of this, pupils' personal development is good. They behave well and are confident and friendly, enjoying strong relationships with teachers. As one pupil said about adults at the school, 'They are kind, listen to our concerns and encourage us to be friendly with everyone'. Pupils are learning to adopt healthy lifestyles and readily offer their opinions about the school community. They enjoy their work and the good range of extra activities. The standards pupils, including those in Reception (Foundation Stage), reach are average and this represents satisfactory achievement overall, although more able pupils in Year 6 achieved less well in numeracy in 2006 than in previous years. Leadership and management are also satisfactory, but while leaders anticipated and smoothed the transition from three to two classes with parents, their monitoring of teaching and learning is not sharp enough to bring about consistent and regular improvement. Teachers' expectations of what pupils can achieve are sometimes too low and pupils do not always know what is expected of them. Teachers do not always use their knowledge of pupils' different abilities to plan challenging activities and as a result some work is too easy. The school's self-evaluation procedures and subsequent improvement plans have had an impact on improving standards in writing, but as a whole do not show that the school has an accurate view of how well it is doing and what it needs to do to improve. The curriculum is satisfactory and pupils benefit from a good range of extra activities. Lack of space, though, restricts the opportunities for Reception children to play outside. Pupils are prepared for their future lives, including the move to secondary education, in a satisfactory way. There is a secure system for tracking pupils' progress but it is not always used to identify where their progress is slowing. The care, guidance and support for pupils are satisfactory and ensure that pupils are safe and are valued members of the school community. Support for their academic development does not always ensure that they are given sufficient information to know how to improve their work. The governing body undertakes its role in a satisfactory way and has tackled issues from the previous inspection; for example, collective worship now meets statutory requirements.

### What the school should do to improve further

- Improve pupils' achievement, by raising the expectations of staff and making sure that pupils know clearly what is expected of them.
- Improve teaching by ensuring that assessments of pupils are used to plan activities that challenge pupils sufficiently.
- Strengthen school self-evaluation and improvement planning so that managers have a more accurate view of the school's effectiveness in establishing their priorities for improvement.

## **Achievement and standards**

### **Grade: 3**

Pupils' achievement is satisfactory and standards are close to the national average. The small number of pupils in each year means that their standards when they join the school vary considerably from year to year. However, generally children join Reception with standards that are as you would expect. Children make satisfactory progress so that by the time they reach Year 1, they have achieved standards that are average. In recent years, the standards pupils have reached have fluctuated. By the end of Year 2, writing has been weaker than reading and mathematics. However, in 2006, results show an improvement in writing so that standards now match those in reading. The results in Year 6, although better, have also fluctuated, with writing and mathematics being weaker than reading. Results in mathematics were better in 2005 but declined in 2006 because higher attaining pupils did not achieve as well. The achievement of more able pupils in science is now generally satisfactory, representing an improvement since the last inspection. Most pupils with learning difficulties and disabilities make satisfactory progress.

## **Personal development and well-being**

### **Grade: 2**

Pupils' personal development, including their spiritual, moral, social and cultural development, is good. Pupils are confident and friendly. They behave well and most enjoy school, having positive attitudes to their work. Pupils mostly make healthy lifestyle choices and can explain why, such as eating fruit at break times. They also enthusiastically take part in a range of physical activities such as swimming and rugby. Older pupils readily take responsibilities, such as being librarians, playground leaders and contributing to the 'Somerset Children's Parliament'. Although pupils have a good understanding of their own culture they are less aware of other cultures. Pupils feel safe and have learned to keep themselves and others safe around the school. Although there is no formal school council, the school's leaders listen to pupils' views because the close family atmosphere means that relationships between pupils and adults are particularly good and open. Attendance is satisfactory and has been so over recent years.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Teaching and learning are satisfactory. Relationships between adults and pupils are friendly and positive so pupils are keen to learn. Typically, teachers organise their classrooms and resources effectively, taking account of the wide range of ages they are teaching. Learning support assistants are usually used well to help cater for different age groups. Pupils' behaviour is managed well so there are few problems. However,

there are some weaknesses which slow down pupils' progress. Teachers do not always expect enough from their pupils so the challenge provided in some activities is too low. Likewise teachers do not always use what they know about pupils' achievements to plan work for the very wide range of ages and abilities within their classes. Teachers organise resources well but despite detailed planning, they do not always make the purpose of the lesson clear for the different age groups in the class. The teaching of children in the Foundation Stage is satisfactory although at times there are too few opportunities for play.

## **Curriculum and other activities**

### **Grade: 3**

The curriculum provided is satisfactory. Throughout the school, teachers' planning makes good links between subjects to make lessons more interesting and relevant to pupils. Although there is detailed planning for the wide range of year groups in the two classes, it is less effective for older, more able pupils in mathematics. The curriculum to support pupils' personal and health needs is good and this enables pupils to become self-assured and knowledgeable about health matters. The provision for information and communication technology (ICT) has improved in recent years and is now good. In the Foundation Stage, the curriculum is still satisfactory, but there are too few opportunities for children to play because the space in their classroom, shared with Years 1 and 2, is too cramped at times. There is also no designated outside area for these children to develop their physical skills. Pupils benefit from a good range of after school activities including rugby sessions and guitar lessons and a good range of trips and visitors that gives pupils experience of the wider world. Their learning is enriched by the use of specialist teachers for music and physical education.

## **Care, guidance and support**

### **Grade: 3**

The care, guidance and support of pupils are satisfactory. Pupils work in safe surroundings and good child protection procedures are in place. The school effectively assists pupils to become confident and outgoing. The pastoral care of pupils is strong and relationships are open and supportive. Pupils know there is an adult to talk to if needed and they are confident that staff will sort out any problems that arise. Pupils with learning difficulties and those who are particularly able are usually supported appropriately. However, although pupils are assessed regularly, they do not always get sufficient academic guidance for them to know how to improve. They are set targets, but these are not specific and challenging enough to ensure that they make progress that is better than satisfactory.

## **Leadership and management**

### **Grade: 3**

Leadership and management are satisfactory. The main strength has been how they have established the strong and safe family atmosphere in the school. They ensure

that pupils feel valued and enjoy being in school. This has impacted on their personal development and ensured they are confident to face the changes to their lives as they get older. Leadership and management are less effective at bringing about improvements to pupils' achievement. The governing body, together with senior staff, does not have an accurate view of the school's effectiveness. This means that it is not clear what needs to be improved. For example, school improvement planning does not focus enough on improving pupils' achievement to be better than satisfactory. Although teaching is monitored through lesson observations and looking at pupils' work, insufficient support has been given to teachers on how to improve their skills. Consultation and communication with parents work well. This was demonstrated by the smooth way that the transition from three to two classes was conducted. The school works well with outside agencies and organisations to improve pupils' learning. Since the last inspection there have been improvements and this indicates that the school's capacity to improve is satisfactory.

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).**

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</b>
---	-----------------------

### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	3
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	3
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	3
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	3
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	3

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	3
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	3
<b>How well are learners cared for, guided and supported?</b>	3

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

### **Text from letter to pupils explaining the findings of the inspection**

- Thank you for making us so welcome in your school. We enjoyed talking to you and seeing how friendly and welcoming you are. You shared your views in an open and honest way. We are pleased that you enjoy school.
- Your school is satisfactory and you make sound progress.
- You behave well, care about each other and get on well with adults and other children.
- Teaching is satisfactory, although teachers sometimes do not expect enough from you.
- You learn a sound range of subjects, and enjoy a good variety of extra activities.
- The school looks after you well to keep you safe and is helping you to become confident.
- Adults in charge of the school are doing this in a satisfactory way, and have helped you improve your writing. We found that some improvements are needed and have asked your headteacher and others to do further work on:
  - expecting more from you so that you are able to progress at a faster rate and know how to improve your work
  - making sure that lessons are not too easy so that you all make more progress
  - making sure they are clear about what your school is doing well and what it needs to improve. The adults in school want the best for you and they know how to improve.