

# Hinton St George Church of England School

## Inspection report

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<b>Unique Reference Number</b>	123762
<b>Local Authority</b>	Somerset
<b>Inspection number</b>	292778
<b>Inspection date</b>	23 May 2007
<b>Reporting inspector</b>	David Curtis

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

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<b>Type of school</b>	First
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4–9
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	66
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Derek Esp
<b>Headteacher</b>	Heather Barraclough
<b>Date of previous school inspection</b>	23 December 2005
<b>School address</b>	West Street Hinton St George TA17 8SA
<b>Telephone number</b>	01460 72653
<b>Fax number</b>	01460 72653

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<b>Age group</b>	4–9
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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

This is a small village first school. It is popular and oversubscribed. At the end of Year 4, pupils transfer to middle school. All pupils are of White British heritage. The proportion of pupils with learning difficulties is below average. With small year groups, attainment on entry varies from year to year, but trends indicate that it is at least average. The school was placed into the category of 'serious weaknesses' following the inspection in April 2005.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

This is a satisfactory school with many good features. Through the good leadership of the headteacher, with very effective support from governors and the local authority, she has remedied the issues that placed the school into 'serious weaknesses' two years ago. The school now has good systems and procedures in place so that it can monitor and assess accurately its own performance. Leadership and management are satisfactory rather than good because work still needs to be done in relation to developing the roles of subject leaders further. At the moment, there are no clear means of measuring the success of their action plans. The school's capacity for future improvement is satisfactory.

Underpinned by good care, guidance and support, pupils' personal development and well-being are good. Pupils enjoy school as shown by their very good attendance. Their behaviour is outstanding and they have very good and trusting relationships with each other. Pupils have a good understanding of the need to eat healthily and to be fit and active. Preparation for their future economic well-being is good. Pupils feel safe in school and value the support and guidance from adults, particularly if they have concerns or worries. Giving pupils targets to help them improve their work is recent and is not currently embedded sufficiently across the school. At the moment, not all pupils are clear as to how they know whether they have reached a specific target.

Standards are above average at the end of Year 2 and Year 4 and continue the year on year positive trend. However, achievement is only satisfactory because more able pupils do not always make the progress of which they are capable. Weaker elements of satisfactory teaching and learning adversely affect pupils' progress. In some lessons, work is undemanding and there is an over-reliance on worksheets which do not make pupils think for themselves. Stronger features of teaching are the very good relationships between teachers and pupils and the very effective way in which teachers plan for the work of teaching assistants. Teaching assistants make a valuable contribution to the good progress made by pupils with learning difficulties. The curriculum is satisfactory although it is not meeting fully the needs of more able pupils. However, the school provides a good range of extra-curricular activities. The very good use of visitors and educational visits enhances pupils' learning and enjoyment of school.

Provision and standards in Reception are satisfactory and improving. In the current year group, there is evidence that children continue the trend whereby each year more are on course to meet the goals expected of them. Recent improvements to teaching mean that children's personal, social and emotional development is now satisfactory. Currently, children's progress in mathematical development is unsatisfactory and they are behind in their learning in this area.

Parents are very supportive of the school. Parents of children who transferred from other schools are particularly appreciative as to the way the school welcomes them.

### What the school should do to improve further

- Use assessment data to provide more challenge in lessons for more able pupils.
- Raise standards and improve progress in mathematical development for children in Reception.
- Ensure that subject action plans have a clear means by which the success in meeting targets can be measured.

- Improve the consistency of setting pupil targets and ensuring pupils know when they have achieved them. A small proportion of schools whose overall effectiveness is judged as satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next Section 5 inspection.

## **Achievement and standards**

### **Grade: 3**

By the end of Year 2 and Year 4, standards are above average but not all of the more able pupils make the progress of which they are capable. In lessons, they are not always sufficiently challenged and expectations of what they can achieve are not consistently high enough. Pupils with learning difficulties make good progress, with many meeting or exceeding the levels they are expected to reach in national tests and assessments. For all pupils, there are good examples of them applying their literacy skills well in other subjects, especially history. A number of individual history projects undertaken by pupils are of a very high standard and reflect what they can achieve if given the chance to do so.

In Reception, progress is satisfactory. Children are on course to meet the goals expected of them, except in mathematical development where they are behind. For this stage of the year, their work in calculations and shape, space and measures is unsatisfactory. Recent improvements in teaching mean that children now make much better progress in their personal development, especially in working independently.

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

### **Grade: 2**

Pupils' spiritual, moral, social and cultural development is good. They devised their own 'Special Rules' based on a moral code, including 'Treat others as you would like to be treated'. Pupils have a good knowledge of other cultures and races through events such as 'World Week' and the visit by a Jamaican storyteller. They are keen to take responsibility and act as monitors and eager to make the school a better place. Currently, the new school council is not giving pupils an effective voice in the day to day life of the school. Relationships are a strength. Pupils show respect to each other and to adults. Pupils feel safe in school and those in Year 4 say they are confident in confiding in friends if they have a worry. There are times when pupils do not have enough time to work independently which restricts achievement, especially of more able pupils. In Reception, children's progress is improving in their personal, social and emotional development because they now have more chances to choose their own activities.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Teaching in Reception is satisfactory and improving. The recently introduced individual progress books give teachers a much stronger picture of children's progress. However, these books do not show progress for each of the six areas of learning, with mathematical development a particularly weaker area.

In Years 1 to 4, teachers have good relationships with pupils. Pupils are confident to voice their opinions and to answer questions. They are always willing to 'have a go' and are not afraid of 'getting it wrong'. Teaching assistants provide good support for pupils with learning difficulties

which helps them to make good progress. Support programmes, such as 'Quest', support learning effectively. Teachers are at the early stage of using assessment data to set individual targets and to plan work to meet the needs of all pupils. However, these data are not being used rigorously enough to provide high levels of challenge for more able pupils.

## **Curriculum and other activities**

### **Grade: 3**

The curriculum for children in Reception is satisfactory. Very effective use is made of the limited accommodation and outdoor areas in this small school. Planning for outdoor play is good. Currently, planning is not meeting children's needs in making sufficient progress in mathematical development.

In Years 1 to 4, the curriculum meets all statutory requirements. It is enhanced by the teaching of French. The school makes good use of its field, links with other schools and the use of sports coaches to overcome the restrictions of its accommodation. Pupils have good opportunities to use literacy skills in other subjects, especially history. Good promotion of healthy lifestyles and the personal, social and health education programme have a positive impact on personal development. There is a good range of curriculum enrichment activities, including visiting speakers and educational visits. Currently, curriculum planning is not taking sufficient account of the needs of more able pupils to allow them to reach their fullest potential.

## **Care, guidance and support**

### **Grade: 2**

The school complies fully with all statutory requirements for child protection and safeguarding pupils. It is rightly proud of its caring and supportive environment where pupils develop into confident and mature young citizens. Good procedures support pupils' very good attendance and excellent behaviour. Very good attention is given to pupils' health and safety. Pupils are confident that adults will help them if they are worried or upset. Academic guidance and support are satisfactory. Teachers are beginning to use targets to help pupils improve their work but this is inconsistent between classes and subjects. At the moment, pupils are not fully clear as to when they have achieved a target.

## **Leadership and management**

### **Grade: 3**

The very effective and dedicated headteacher has worked successfully with the local authority and governors to secure school improvement. The result of their efforts is a school that has emerged from serious weaknesses, with much stronger leadership and management at the heart of the school. Work still remains to be done, especially in developing action plans for subject leaders. Currently, action plans are only available for English and mathematics. Whilst these plans contain clear targets, the means by which subject leaders can measure success in meeting these targets are not precise enough. The year on year improvement in the progress made by children in Reception is testimony to the successful work of the headteacher.

Governors are very knowledgeable and have a very detailed understanding of the school's strengths and weaknesses. They are especially aware of the issue of more able pupils and as one member put it, 'We do not challenge the more able; there's no doubt about it.'

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## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</b>
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### 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?	3
The quality and standards in the Foundation Stage	3
The effectiveness of the school's self-evaluation	2
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	2
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	2

### 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	1
The attendance of learners	2
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	3
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

### 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>	2

<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.

## Annex A

**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	2
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

24 May 2007

Dear Pupils

Inspection of Hinton St George CE VC First School, West Street, Hinton St George, Somerset TA17 8SA

Thank you very much for your warm welcome when we visited your school. In particular, we would like to thank the school council and those of you in Year 4 who gave up part of your lunchtime to meet us. At the moment, we think that your school is satisfactory, with many good things too. One of the really good things is your excellent behaviour and the way in which you care for each other so much. These are the other things we think are especially good:

- The work that you do in English and mathematics in Years 1 to 4 is of a good standard and better than in many schools.
- You really enjoy school and all the things you can do there.
- You have good relationships with your teachers.
- The good range of clubs, visits and visitors is appreciated by all of you.
- You feel safe in school and trust your friends and adults to help you if you are worried.

There are a few things that we think would make your school even better, so we have asked your teachers and governors to:

- make sure that they give you work that challenges you and makes you work more independently in lessons
- make sure that those of you in Reception make better progress in your work on number and shape, space and measures
- help those teachers who lead subjects to set targets and to know when they have reached their targets
- give you targets that you understand and to make sure that you know when you have met them.

Yours sincerely

David Curtis Lead inspector