

Priddy Primary School

Inspection report

Unique Reference Number	123658
Local Authority	Somerset
Inspection number	327956
Inspection date	18 March 2009
Reporting inspector	Jane Neech

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	51
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Steve Stotesbury
Headteacher	Sue Lidgley
Date of previous school inspection	28 September 2005
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Priddy Wells BA5 3BE
Telephone number	01749 870354
Fax number	01749 870685

Age group	4–11
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Introduction

The inspection was carried out by two Additional Inspectors. Inspectors evaluated the overall effectiveness of the school and investigated the following issues:

- The effectiveness of making learning personal for each pupil to ensure outstanding progress is maintained in English, mathematics and science.
- The effectiveness of tracking systems and ways of supporting individual pupil progress in raising achievement.
- The quality of information pupils receive through marking and assessment and the opportunities learners have for assessing their own work.

Evidence was gathered from the examination of school documentation and data, discussions with pupils, school staff and governors, and by observing teaching and learning and other activities. The inspectors took account of parents' views expressed in questionnaires. Other aspects of the school's work were not investigated in detail, but the inspectors found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in this report.

Description of the school

Priddy Primary School is a very small village school at the centre of a close-knit community. Pupils are taught in two mixed-aged classes. The proportion of pupils with learning difficulties and/or disabilities, including those with a statement of special educational needs, is below the national average. Pupils are mainly of White British heritage. The school has the Healthy School Award, Sports Active Mark Award and the Inclusive Dyslexia Friendly Status.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

Priddy Primary provides an outstanding education for its pupils. There is a warm and caring atmosphere which starts at the school gate, where teachers are on hand daily to greet pupils and parents. Every child is given the opportunity to flourish and, as a result, pupils achieve outstandingly well in their academic work and their personal development. Parents are hugely supportive of the school and its work. As one parent put it, 'I am delighted with Priddy School in all aspects of my children's education.'

Pupils make excellent progress in their work. Children in Early Years Foundation Stage make good progress in their learning. As each pupil moves through the school, detailed attention is given to continually tracking individual progress. This ensures every pupil achieves very well. The school has placed a high emphasis on setting challenging targets for pupils. There is a continuous focus on pupils' personal learning journeys and, as a result, they consistently achieve or exceed their targets. Pupils with learning difficulties and/or disabilities and those at risk of falling behind are quickly identified. Timely support is given and these pupils achieve very well as a result of effective interventions. More able pupils benefit from successful extension opportunities and this can be seen in their high levels of achievement. Parents are well informed about their children's progress through formal and informal meetings with teachers. National test results and school data show that by the time pupils leave in Year 6, standards are well above average in English, mathematics and science. Leadership and management are outstanding and have a significant impact on pupils' progress and the high standards they reach in all subjects. The headteacher provides a clear direction for the work of the school. The governors and staff work together as a seamless team, always with the best interests of the pupils as central to everything they do. As one governor commented, 'There is no missing link in the work of the school.' The school development plan details priorities for development, and actions taken are strongly underpinned by the 'Every Child Matters' philosophy. This is a school that is always looking to improve. An example is the emphasis placed on making learning personal for each pupil, leading to all pupils reaching high standards and achieving very well. Staff teamwork enhances daily school life. Enrichment activities are run by support staff and volunteers, and there is much creative use of resources and sharing of expertise. The real sense of 'all hands to the pump' results in pupils' high levels of achievement and enjoyment. Governors are regularly in school and have an extremely accurate understanding of how well the school is doing and what the school needs to do next. The capacity to improve the school further is excellent.

Teaching is outstanding. Teachers prepare lessons thoroughly to meet the needs of every pupil. Teachers skilfully pitch lessons, in the mixed-aged classes, at the right levels so all pupils can succeed. Pupils therefore, are keen to contribute because there is an overwhelming sense of value for each child; for example, a Year 6 debate about the death penalty gave the opportunity for pupils to confidently display impressive speaking, listening and questioning skills. However, in written work, pupils do not always do themselves justice in the presentation of their work and this is not always commented on by teachers. Support staff and volunteers work sensitively with individuals and groups of pupils and this leads to very good relationships. Behaviour in lessons is good and pupils work well with each other. Older pupils are given the opportunity to assess their own and each other's work. As one pupil commented; 'It doesn't matter if you get it wrong because no one makes fun of you.' Teachers mark work regularly, praising effort and signalling where they have discussed pupils' work with them. Points for improvement are

sometimes linked to personal targets and included in marking. Some marking does not give pupils advice as to next steps in their learning.

The curriculum is enriched by a wide range of activities and opportunities which lead to high levels of enjoyment from pupils. Opportunities for working with the local community are particularly enjoyed, such as the older pupils helping to run the Tote at the local races, and taking part in the annual folk festival. As a result of the excellent relationships between the school and the community, the pupils benefit from the use of a large playing field for sports and the development of an area of land as a forest school. Good links exist with the local secondary school, where enrichment activities are run for more able pupils. The school's contribution to community cohesion is excellent. There is a well-planned programme of activities linked to the curriculum which impacts favourably on pupils' knowledge of their place in society and the wider world.

The school is a lively, happy place where all adults have built a culture of care and respect in which all pupils thrive. Attendance is in line with the national average. The school has effective systems in place to monitor absence and lateness is closely monitored. Procedures for keeping all pupils safe are robust, meeting national guidelines, including advice given to parents and pupils on the safe use of the internet. Pastoral care for pupils is outstanding and this extends into the wider community and how it supports the work of the school. Staff report that during the recent snowfalls, members of the local community volunteered to clear the access to the school, such is the high regard with which the school is held locally. Good attention is paid to pupils eating healthily. The school has secured a partnership with the village public house to provide a hot meal once a week with locally sourced ingredients. This has been welcomed by both parents and pupils alike and there is a high take-up as a result. A nutritionist has been engaged to give advice on healthy eating and the school now provides a mid-afternoon snack which leads to better focus from pupils at the end of the afternoon.

Effectiveness of the Early Years Foundation Stage

Grade: 2

The youngest children settle well into school as a result of the good introduction they receive. Their enjoyment of school can be seen in the confident way in which they sing simple rhymes in front of their older classmates. Children start school in Reception with levels of ability expected for their age. They make good progress in their learning in all areas during their first year at school and enter Year 1 with above average standards. Adults plan well for the Reception-aged children within a mixed-age class. Children experience a good balance of activities between deciding on their own learning and adult-led activities. There is opportunity for learning and playing outside. Adult-led activities are appropriate and children are well supported which enables them to make progress in their learning. However, there is less opportunity within the Early Years Foundation Stage curriculum for children to develop as independent learners through planned imaginative and creative-play situations. All adults work well as a team and make regular assessments of children's progress. The leadership and management of the Early Years Foundation Stage are good and have good potential to develop further through the whole-school approach to making learning experiences personal for each child.

What the school should do to improve further

- Ensure there is consistency in the marking of pupils' work and in the feedback they receive which is directly linked to pupils' targets and individual learning.

- Raise the quality of the presentation of pupils' work.

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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	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	1
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	1
The capacity to make any necessary improvements	1

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

Achievement and standards

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

¹Grade 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.

Personal development and well-being

How good are the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
The extent to which learners enjoy their education	1
The attendance of learners	3
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

The quality of provision

How effective are teaching and learning in meeting the full range of learners' needs?	1
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination eliminated	1
How well does the school contribute to community cohesion?	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
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

Annex B**Text from letter to pupils explaining the findings of the inspection**

18 March 2009

Dear Pupils

Inspection of Priddy Primary School, Wells BA5 3BE

I am writing to thank you for making the inspection team feel so welcome in your school when we visited recently and for helping us with our questions. We also enjoyed sharing your delicious lunch! This is what we found out about you and your school.

We agree with you and your parents that your school is a very friendly and caring school. We judged it to be outstanding overall, which means that there are lots of things that you do extremely well. Here are some of the things we particularly liked about Priddy Primary.

- You love coming to school and everyone gets on well together.
- If you are new to school, everyone knows you quickly and helps you to make friends.
- You achieve very well in your work.
- You are polite and respect all adults in school.
- Your headteacher knows each one of you and your families very well and has provided lots of exciting opportunities for you to enjoy.
- All staff and governors work in one big team to care for you, keep you safe and healthy, so you feel confident in all that you do.
- You enjoy taking part in community events.
- People in the local community help the school because they want you to do well.
- Many of you enjoy a range of clubs and sporting events.

We would like you to continue to make very good progress in your learning, and have asked your teachers to work on two things. When your teachers mark your work, we would like them to always give you help to achieve your targets. We would also like your teachers to help you improve the presentation of your work by always expecting you to do your best.

Thank you again for making us welcome. Keep up the very good work in all that you do.

Yours faithfully

Jane Neech

Lead Inspector