

# Shepton Beauchamp CE Primary School

## Inspection report

---

<b>Unique Reference Number</b>	123773
<b>Local Authority</b>	Somerset
<b>Inspection number</b>	340424
<b>Inspection dates</b>	22–23 September 2009
<b>Reporting inspector</b>	Joyce Cox

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

---

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4–9
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	42
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Reverend Geoff Wade
<b>Headteacher</b>	Karen Brooker
<b>Date of previous school inspection</b>	4 February 2007
<b>School address</b>	Church Street Shepton Beauchamp Somerset TA19 0LQ
<b>Telephone number</b>	01460 240793
<b>Fax number</b>	01460 240793
<b>Email address</b>	Kbrooker2@educ.somerset.gov.uk

---

<b>Age group</b>	4–9
<b>Inspection dates</b>	22–23 September 2009
<b>Inspection number</b>	340424

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404045, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

Royal Exchange Buildings  
St Ann's Square  
Manchester M2 7LA

T: 08456 404045

Textphone: 0161 618 8524

E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)

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

© Crown copyright 2009

## Introduction

This inspection was carried out by one additional inspector. The inspector visited 6 lessons, and held meetings with governors, pupils and members of staff. She observed the school's work, and looked at pupil tracking data, school improvement planning documents, safeguarding documentation, pupils' work and analysed 55 questionnaires from parents, staff and pupils.

The inspector reviewed many aspects of the school's work and looked in detail at:

- the effectiveness of the school's actions to maintain and raise standards with a particular focus on Key Stage 2
- how successfully staff use assessment data and pupils' targets to plan the next steps in pupils' learning
- provision in the Reception and Year1 class to ensure reception children receive full access and entitlement to the Early Years Foundation Stage curriculum
- the extent to which the school takes actions to promote community cohesion within the school and beyond
- the extent and impact of the subject leaders' involvement in whole school improvement.

## Information about the school

This very small school lies in the centre of the village and attracts pupils from the surrounding area as well as the village. Until very recently the school was a first school; however in September 2009 it became a primary school. The number of pupils attending the school has declined since the last inspection because some families selected the primary system and transferred to other local schools. Most pupils are of White British heritage. Validated data show that there has been a substantial increase in the proportion of pupils with special educational needs and/or disabilities joining the school in all year groups. Figures are now slightly below average.

The school makes use of adjoining land and village facilities as it has no hall and limited indoor and outdoor space. Pupils are currently taught in two classes: children in the Early Years Foundation Stage are in a mixed Reception and Year 1 class, while pupils in Years 2 to 5 are currently taught together in the other class due to building work. When the building work is completed pupils will be taught in two classes for Monday, Tuesday and Wednesday and in one class for Thursday and Friday.

A new teacher, school administrator and a headteacher have all been appointed since the last inspection. The headteacher leads and manages two small village schools and divides her time between the two settings. The school has achieved a Healthy Schools award and Bronze and Silver Eco School Awards.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**3**

**The school's capacity for sustained improvement**

**3**

### Main findings

The headteacher, with effective local authority support, has formed an accurate understanding of the school's strengths and areas for development. She has set a clear direction for improvement and has correctly identified major priorities, such as improving teachers' use of assessment data to plan pupils' learning. There has been significant improvement in key areas, such as the way in which pupils' achievements are assessed and tracked. These improvements have not yet had time to have their full impact on raising pupils' achievement beyond current satisfactory levels. In some lessons, insufficient use is made of assessment information to plan work that matches pupils' widely differing ages and abilities, especially in the class that caters for pupils in Years 2 to 5. This is the main reason why pupils make satisfactory, rather than good, progress. Although pupils have targets to reach they are not always clear about what these are or how to check their own progress in lessons.

The school has improved the provision for outdoor learning for Reception children, but there are shortcomings in the planning and provision for the Early Years Foundation Stage. Children make satisfactory progress in acquiring basic skills but they do not always have enough opportunities to select their own learning, to investigate and explore or to engage in purposeful play. Activities are not always planned carefully enough to meet their individual needs.

The school's self-evaluation is occasionally over-generous. Governors are very supportive and keen to improve the school but do not play a rigorous enough role in keeping a close check on pupils' attainment and achievement. Subject leaders are steadily developing their roles but are not yet sufficiently involved in monitoring the quality of pupils' learning and progress or the impact of initiatives to raise attainment in their areas of responsibility. All of these factors indicate that the school's capacity for sustained improvement is satisfactory.

The school provides good care and support for all pupils, which ensures they feel safe, have good attitudes to learning and behave well. There are effective relationships with parents and carers, most of whom show great trust in and approval of the school. The school has successfully promoted cohesion within its own community and has forged strong links with the local church and the village. Indeed the village community recently raised £9,000 to buy computers and laptops, much to the delight and appreciation of the pupils and staff. The weaker areas of community cohesion are pupils' knowledge and understanding of being part of the United Kingdom and wider global communities.

**What does the school need to do to improve further?**

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

- Raise the quality of teaching in the school from satisfactory to good by: ensuring that teachers make consistently good use of assessment data to plan pupils' learning, especially in Years 2 to 5 setting clear and precise learning targets in each lesson that are carefully matched to meet the needs of the different groups of pupils involving pupils in checking their own progress towards these targets during the lesson.
- Accelerate children's progress in the Early Years Foundation Stage by: ensuring learning experiences match children's range of abilities and build upon what each child already knows, understands and can do developing a more challenging, stimulating and exciting curriculum so that children can select their own activities, investigate and explore and enjoy purposeful structured play indoors and outdoors.
- Ensure that all subject leaders and governors play a full part in monitoring the school's work, identifying improvement priorities and evaluating the impact of their actions to raise attainment and achievement.
- Devise and implement plans to improve pupils' knowledge and understanding of being part of the United Kingdom and wider global communities.

**Outcomes for individuals and groups of pupils****3**

The good personal development of the pupils is a key factor in ensuring this small school has a warm and friendly atmosphere. Pupils behave well in class, even when teachers talk for too long without engaging them sufficiently. In virtually all lessons observed during the inspection, pupils made satisfactory progress and attained average standards. By contrast, teachers' assessments for the oldest pupils over the last three years and a scrutiny of their work last year show above average attainment. This is because the current arrangement of having four different year groups in one class is not always as effective as it might be in meeting pupils' individual needs. In smaller group activities, pupils show good concentration and perseverance when completing tasks. Pupils with special educational needs and/or disabilities are supported appropriately so that they have access to all activities and make satisfactory progress.

Other key features of the outcomes for pupils:

*These are the grades for pupils' outcomes*

---

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**  
Please turn to the glossary for a description of the grades and inspection terms

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

### How effective is the provision?

Teachers make good use of information technology to stimulate pupils' interest and enhance their learning. They are consistent in expecting pupils to behave well. Relationships are warm and pupils say they like their teachers. Opportunities for pupils to discuss their learning are increasing, which helps pupils to develop their understanding and vocabulary. The school has appropriate systems for tracking pupils' progress. These are not used well enough by all staff to plan work and devise activities to meet pupils' various capabilities. Over-long introductions to lessons result in some pupils becoming restless. During this time other staff sit and watch rather than actively supporting pupils' learning. Teachers do not always explain the objectives of the lesson or refer to pupils' targets and this hampers pupils' learning and progress. On the other hand, some lessons are good. For example, in a mathematics lesson in the older class, pupils were split into small groups, each with an adult, and work was matched precisely to their various ages and abilities. Consequently all pupils achieved well in this lesson. The curriculum is adequately matched to pupils' needs, interests and abilities. Teachers are making increasingly effective links between different subjects as in the current whole-school topic about India. Educational visits, visitors to the school, including an exciting helicopter landing, and the good range of after school activities contribute well to the pupils' enjoyment of school and their good personal development. Carefully planned arrangements for the care of all pupils contribute to their good personal development and well-being. There are close links with the village pre-school and links with the local middle schools are developing steadily. Clearly targeted support for vulnerable pupils ensures that individuals who have to overcome significant barriers

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

to learning succeed just as well as others.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

**How effective are leadership and management?**

The headteacher is keen to accelerate the pace of improvement and is effective in focusing the school's efforts on its most important priorities. The weaknesses identified in subject leadership are improving slowly. Action to implement agreed strategies to improve teaching, such as consistent use of pupils' targets and sharing the learning objectives for each lesson, is not taken swiftly enough. The school has appropriate policies to promote equality and tackle discrimination. These are reviewed regularly and clearly indicate successes and areas for development. The school is aware of the need to ensure that all pupils have equally good opportunities to achieve well, particularly in Years 2 to 5.

At the time of the inspection, procedures to ensure the appropriateness of all adults who work within the school were good. All other safeguarding regulations are met and the school takes care to ensure the well-being of all pupils. One indication of this is the pupils' clear understanding of how to use the internet safely. Good use is made of governors' knowledge and expertise to support the school but there is insufficient rigour in their monitoring of standards and pupils' achievement. The school has a highly positive relationship with most of its parents and carers. Parents' views are valued and the school has recently consulted them about school meals, dyslexia, computers and extended schools. One parent's comment sums up the views of many others, 'The school provides a fantastic grounding for my children's social and personal development as they are taught in a safe and friendly environment.'

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>3</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

Children join the school with skills that are in line with expected levels for children of this age. They make satisfactory progress and standards are broadly average in all the areas of learning at the start of Year 1. Recent improvements to the environment have enabled children to have access to an outdoor area. However, some of the learning activities, both indoors and outdoors, lack challenge and excitement. For example, activities are normally set out for the children so that they are not able to select their own resources or initiate their own learning. Role-play areas provide satisfactory opportunities for children to develop their understanding of the wider world, but are not sufficiently inviting or interesting to extend the children's social and language skills. There is an appropriate emphasis on the development of basic skills, such as phonics, to help children's early reading and writing skills.

Adults have a satisfactory knowledge and understanding of the learning and welfare requirements and guidance for the Early Years Foundation Stage. Children normally behave well, but on some occasions can become boisterous when their work and play activities lack structure and adults do not participate in their play. Adults use a satisfactory range of teaching methods and there are adequate resources. Staff are developing sound procedures for observing children and assessing their progress and are beginning to use this information in their planning to meet children's individual needs. However, in many activities, children receive the same learning and play experiences and these do not challenge older and more able children or consistently meet the additional needs of others.

Policies and procedures are adequate as staff become increasingly familiar with the requirements of the Early Years Foundation Stage. There are good relationships and partnerships with parents and the village playgroup so children have a smooth start to school. The relocation of the Reception classroom to enable children to have easy access to an outdoor area is evidence that an awareness of best practice is developing, although much work remains to be done to improve planning and organisation. The headteacher is working in close co-operation with the local authority to secure much needed rapid improvement in provision, leadership and outcomes.



**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

## Views of parents and carers

Of the high proportion of parents who responded to the questionnaire (30 out of 34 families), the overwhelming majority were positive about the school. There were supportive comments about the encouraging, friendly and supportive staff. Inspection evidence supports the parents' view that the school provides good care and support to its pupils. A very small minority of parents had concerns about the progress their children were making and the way the school helps them to support their children's learning at home. The findings of the inspection reflect parents' concerns about pupils' rates of progress throughout the school. A summary of concerns, praise and constructive comments raised by parents were shared with the headteacher without identifying any individual.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Shepton Beauchamp CE Primary to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 12 statements about the school.

The inspector received 30 completed parental questionnaires by the end of the on-site inspection. In total, there are 42 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	21	70	9	30	0	0	0	0
The school keeps my child safe	21	70	8	27	0	0	0	0
The school informs me about my child's progress	13	43	14	47	2	7	1	3
My child is making enough progress at this school	14	47	13	43	2	7	0	0
The teaching is good at this school	17	57	12	40	0	0	0	0
The school helps me to support my child's learning	14	47	12	40	3	10	0	0
The school helps my child to have a healthy lifestyle	16	53	13	43	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	16	53	10	33	0	0	0	0
The school meets my child's particular needs	17	57	11	37	0	0	0	0
The school deals effectively with unacceptable behaviour	13	43	13	43	2	7	0	0
The school takes account of my suggestions and concerns	15	50	8	27	1	3	1	3
The school is led and managed effectively	18	60	9	30	2	7	0	0
Overall, I am happy with my child's experience at this school	18	60	10	33	1	3	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



24 September 2009

Dear Pupils

Inspection of Shepton Beauchamp CE Primary School, Somerset, TA19 0LQ

Thank you for the warm welcome you gave me when I visited your school. I enjoyed coming into lessons and talking with you about school life. You told me that you like school and your teachers and you enjoy all the clubs and visits.

These are the things I found out:

- You enjoy school, feel safe and your behaviour is good.
- Teachers help you to make satisfactory progress in your work.
- There are a good number of clubs and visits and visitors.
- You have good relationships with your teachers and you work hard for them.
- You go to a caring school. Everyone has your best interests at heart and wants you to be safe and happy and to do as well as you can.
- The headteacher is a good leader and together with the staff she is working hard to make sure the school gets better.

I have asked the headteacher, staff and governors to do four main things to help the school improve further:

- Help teachers to make sure you always have good lessons and make good progress.
  - Make sure that the Reception children have more opportunities to explore and to learn through play.
  - Make sure that all staff and governors know what are the strengths and areas for improvement in the school and that they act quickly to improve any weaknesses.
  - Help you to learn more about other pupils' lives in the United Kingdom and abroad.
- You can help by always working hard, attending school regularly and continuing to behave well.

I wish you all the very best for the future.

Joyce Cox

Lead inspector

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 08456 404045, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).**