



Compton Dundon CofE Primary School

Inspection Report

Unique Reference Number 123748
LEA Somerset
Inspection number 281549
Inspection dates 10 November 2005 to 10 November 2005
Reporting inspector David Curtis RISP

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

Type of school	Primary	School address	School Lane
School category	Voluntary controlled		Compton Dundon
Age range of pupils	4 to 11		Somerton, Somerset TA11 6TE
Gender of pupils	Mixed	Telephone number	01458 272766
Number on roll	58	Fax number	01458 272388
Appropriate authority	The governing body	Chair of governors	Mr Peter Lindsey
Date of previous inspection	20 March 2000	Headteacher	Mrs Jane Thomas

Age group 4 to 11	Inspection dates 10 November 2005 - 10 November 2005	Inspection number 281549
-----------------------------	---	------------------------------------

© Crown copyright 2006

Website: 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

This is a small village primary school with three classes. It is situated between Somerton and Street in Somerset. All pupils are of White British backgrounds. A small number are pupils from Traveller families. The proportion of pupils with learning difficulties and disabilities is below the national average. The number of pupils who join or leave the school at times other than of normal transfer/admission is high. During the year 2004/05 some classes were taught by several different teachers while their class teachers were on maternity leave.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a good school, which gives good value for money. The school is rather too pessimistic in judging its own effectiveness as satisfactory.

Since her appointment in January 2004, the headteacher has brought rigour and challenge to the school. She has placed great emphasis on ensuring that all pupils make the progress of which they are capable. The key to this is ensuring that the teachers' planning meets effectively the diverse learning needs of pupils who are in classes with more than one year group. In addition, she has involved parents and pupils in setting detailed targets. Pupils really enjoy having targets and take great delight when they achieve them. Parents are very supportive of the school. As one wrote, 'My child thrives here!' Progress since the last inspection has been good. The school has the clear capacity for further improvement.

The provision for children in the Reception class is good. The significant strength is the quality of planning for children who are in a class with pupils from Year 1. High quality planning means that children are taught early key skills in language and number in an exceptionally good way. Most exceed the goals they are expected to reach by the time they start Year 1.

The school is seeking to address identified areas of weakness: attendance is unsatisfactory, mainly because of high numbers of authorised absences; and the governing body, which has recently been reconstituted, does not yet have a clear picture of the school's strengths and weaknesses and a number of policies are not fully in place.

Resources are generally good, but pupils say that they would like a wider range of reading in their classes, and to make a contribution to running the school library, which is currently underused.

What the school should do to improve further

- work with parents and pupils to improve attendance through stressing the importance of not missing schoolwork
- ensure that the governing body has all statutory policies in place and that it develops a stronger understanding of the school's strengths and weaknesses
- provide a wider range of books in classes and work with pupils to develop the use of the library.

Achievement and standards

Grade: 2

Pupils start school with standards that vary from year to year but are generally below average. Pupils make good progress in the school because of effective teaching, which motivates and challenges them.

The setting of individual targets based on pupils' prior learning is a particular strength. There is a strong emphasis on tracking the performance of individual pupils within

very small year groups. As a result, pupils meet the challenging targets set for them and reach the standards of which they are capable. Progress in reading, writing, mathematics and Information and Communication Technology is particularly strong. There is good evidence to show that the school's current initiative to improve pupils' mental arithmetic skills is bearing fruit. Pupils with learning difficulties and disabilities make exceptionally good progress because of the high quality support they receive. Pupils from traveller families achieve as well as other pupils. The school does not publish the results of national tests because numbers are so small. Recent trends show that standards are broadly average.

Children make good progress in the Reception class although very few go on to spend the whole of their primary education in the school. Progress in personal, social and emotional development is particularly good. Children make equally good progress in learning to read, write and count.

Personal development and well-being

Grade: 2

Pupils enjoy school and are very happy. They particularly value their friends. Behaviour is good both in lessons and at break times. From Reception onwards, pupils settle quickly into school life and become very confident. One boy in Reception told an inspector in a very firm voice, 'You are not standing in the line!' A parent of a child who joined the school in Year 5 said, 'She has settled into the class perfectly....her confidence increases every day'.

Attendance is affected by too many authorised absences because families take children on holiday in term time. In addition, too many pupils have the odd day off for trivial reasons, making attendance unsatisfactory overall. The school is working hard to address this issue.

Pupils' spiritual, moral, social and cultural development is good. They take great pride when they receive awards and certificates. As part of their spiritual development, pupils see the school grounds as a very special place. Relationships are good and pupils have a strong sense of right and wrong. They have a good understanding of their own cultural heritage and that Britain is a multicultural society.

Pupils understand the need to be healthy and safe. They have regular access to water in lessons and they enjoy eating fruit. Sport is something they particularly enjoy.

Pupils are given good opportunities to take responsibility. The school council gives pupils a good understanding of citizenship, especially through the selection and voting process. Their good progress in developing the basic skills is an important element in contributing to their future economic well-being.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are very good and this is a key reason why pupils make good progress. Teachers' planning is of high quality. Its strength is that it meets the individual needs of pupils within mixed-age classes most effectively. As planning is linked closely to individual target setting, pupils know exactly what they need to do in order to improve their work. Pupils talk excitedly about their targets and there is genuine pleasure when they achieve them. Teachers' subject knowledge is good. They make lessons interesting. Good use is made of resources, including the interactive whiteboards, to excite and engage pupils in lessons. Teaching assistants play a valuable role in working with children in the mixed Reception/Year 1 class. Their support is an important part in children's good progress in key skills. Pupils with learning difficulties and disabilities receive high quality support from teachers and teaching assistants. As a result, they make particularly good progress. Parents and pupils are pleased that there are fewer changes of teachers in the school now.

Teachers' assessment of pupils' learning is good. They have a detailed understanding of the skills, knowledge and understanding achieved so far and what pupils need to do next in order to improve.

Curriculum and other activities

Grade: 2

The curriculum is good. The school works hard to provide an exciting and stimulating curriculum which captures pupils' interest and enthusiasm. Teachers place a strong emphasis on developing effective cross-curricular links. There is a good focus on pupils using and applying basic skills in other subjects successfully. The school provides an impressive range of clubs and extra-curricular activities. Sport features highly in the school. Good use is made of the local environment, especially the school grounds, to promote learning. Pupils benefit from an impressive range of visits and visitors to widen their experiences. The school places great emphasis on dealing with social, cultural and environmental issues.

The curriculum for children in Reception is good. It successfully provides children with the full range of learning experiences as set down in the six areas of learning for these children.

Care, guidance and support

Grade: 2

This aspect of provision is good, and has many outstanding features. Procedures for child protection are exemplary. With the current rebuilding programme under way, the school's focus on health and safety is first class. The headteacher and teachers know the pupils and their families extremely well. There is a high degree of care and

support, both in academic and personal development. The school's reward system is valued by pupils and parents. This is very evident in the 'Celebration Assembly' held each week to which parents are invited. The reward system is a central part in building pupils' self-esteem. Teachers' support for pupils' academic development is good. The use of individual target setting, which is shared with pupils and parents, is a significant strength.

Leadership and management

Grade: 3

Leadership and management are good. The headteacher has a very clear vision for the school. At the heart of this vision is the desire to see that all pupils make good progress and do as well as they possible can. The headteacher has the total support from her staff in wanting the very best for pupils. She regularly consults parents and pupils and their views are taken into account in school improvement planning. There is a constant analysis of what is happening in the school. The school self evaluation is accurate and supports the right priorities. Strategies put in place to bring about improvement are monitored and evaluated to ensure that they raise standards and improve teaching and learning. The determination of the headteacher is a key factor in the school being well placed to improve further.

Governance is now satisfactory. Following its recent reconstitution, the governing body is now tackling hard the provision of those statutory policies that were not in place. Performance management of the headteacher is back on track. An up-to-date prospectus is at the draft stage. As yet however, governors do not have a detailed knowledge of the school's strengths and weaknesses.

Pupils in Year 6 are desperately keen to improve the school's library, which they correctly say is underused. They have very good ideas as to how to make the library work and want to be involved in its running. Pupils would like more books in classrooms to give them a wider choice of reading material.

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.

Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
--	-----------------------	--------------

Overall effectiveness

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

Achievement and standards

How well do learners achieve?	2	NA
The standards ¹ reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	1	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	4	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

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

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Compton Dundon CE VC Primary School School Lane Compton Dundon Somerset TA11 6TE

12 November 2005

Dear Pupils

Thank you very much for making us feel so welcome when we visited your school recently. In particular, we appreciated pupils in Year 6 and those of you who are on the school council spending time talking to us. These are some of the things that we really liked about your school:

you are happy at school and really like your friends

you like your teachers and enjoy being given targets to help you learn

you show interest in your work and try your best in lessons

you enjoy sport and appreciate the lovely school grounds that you have

you particularly enjoy receiving awards as we saw in the 'Celebration Assembly'

you are friendly, polite and well mannered.

In order to make your good school even better, we have asked your headteacher, teachers and governors to:

work with you and your parents to make sure you do not take time off school unless it is absolutely necessary so that you do not miss lessons

make sure that the governors are doing all of the things they should be in order to help you and your teachers

use your ideas and give you responsibility for helping to improve your school library.

Yours sincerely

David Curtis Lead inspector