

Inspection of Curry Rivel Church of England VC Primary School

Church Street, Curry Rivel, Langport, Somerset TA10 0HD

Inspection dates: 13 and 14 June 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Requires improvement

What is it like to attend this school?

Pupils are proud to attend Curry Rivel Church of England Primary School. They enjoy coming to school and attend well. There are strong relationships between pupils and staff. As a result, pupils say that everyone feels safe and that staff care for them. The school's values underpin their sense of belonging.

Parents and carers are overwhelmingly positive. They value the welcoming environment that leaders provide. Staff have high expectations and pupils know why these are important. Pupils are keen to learn. They are enthusiastic about the opportunities to develop their knowledge. Pupils enjoy earning merits and receiving certificates for making good choices about their work or behaviour.

Pupils take pride in the responsibilities they hold. These include being play leaders and school councillors. Through their leadership positions, pupils develop confidence and independence. Pupils are happy to speak to adults and express their opinions. They are inquisitive and curious to find out about the lives of others.

Pupils take part in a range of enrichment activities. These are carefully planned to support and build on areas of the curriculum. For example, pupils enjoy visiting a local farm to learn more about science and geography.

What does the school do well and what does it need to do better?

Leaders have reviewed and developed the curriculum so that it is relevant and ambitious in many subjects. In many areas, it focuses on the important content leaders want pupils to learn over time. Pupils revisit learning regularly and apply what they know.

However, in some subjects, the curriculum leaders have not yet identified the important knowledge and skills pupils need to progress in their learning. Consequently, pupils do not always learn the knowledge they need. In some subjects, where pupils have secured knowledge and are ready to learn more, the curriculum is not as ambitious as it could be. As a result, pupils do not move on to more complex work when they are ready.

Pupils make a strong start in the nursery. Leaders have planned a curriculum that helps children to build knowledge securely over time. Children enjoy their learning. They practise counting successfully and learn about sharing and taking turns. Staff help them to develop independence. Children enjoy sharing books with staff. They join in with well-known rhymes or accompany stories with musical instruments. Children are well prepared for their next steps.

Once they start school, this sharp focus on reading continues. Children begin to learn to read within their first few weeks. They learn letters and their corresponding sounds successfully. Teachers make sure pupils know how to pronounce each word accurately. Books are well matched to the letters and sounds pupils know. Those

who need extra help with their reading get appropriate support. As a result, pupils become fluent, confident readers. Older pupils talk enthusiastically about the texts they read. They understand how the school helps them improve their reading.

Pupils with special educational needs and/or disabilities (SEND) are well supported. Staff know pupils' precise needs. Leaders work in partnership with parents and external agencies to secure support. Teachers consider the talents and interests of pupils with SEND and plan the curriculum to develop these. Consequently, pupils with SEND learn the curriculum with success.

Pupils are taught a well-considered curriculum to support their broader development. Leaders ensure that pupils learn about a wide variety of cultures. Pupils have a mature understanding of equality and diversity. They talk confidently about British values such as democracy. Pupils make links between the democratic process and voting for school councillors. They have a strong sense of justice because they understand that discrimination is wrong and that everyone should be treated equally. Pupils are tolerant towards others and accept differences. This helps to prepare them for life in modern Britain.

Leaders have developed strong links with the local community. Pupils benefit from these. For example, older pupils enjoyed sharing their views on the development of a local cycle track. They develop a strong sense of community and empowerment.

Leaders are considerate of staff workload. Staff appreciate the professional development available. The governing body is knowledgeable about the school. Governors bring a range of experience to their roles. Therefore, they challenge and support leaders effectively. Governors ensure that the values and ethos of the school are well understood by all.

Safeguarding

The arrangements for safeguarding are effective.

Leaders, including governors, prioritise pupils' safety and well-being. Staff know pupils and families well. All staff receive regular up-to-date training. They are vigilant and know how to report a concern. Leaders follow up on any concerns quickly and robustly. They work closely with external agencies, where appropriate, to support pupils and families.

The school keeps detailed records on the suitability of staff to work within the school. The curriculum provides opportunities for pupils to learn how to keep themselves healthy and how to stay safe online.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some areas of the curriculum are not well structured. Leaders have not yet identified the important content pupils need. Consequently, pupils do not always learn the range of knowledge they require. Leaders should ensure that the curriculum sets out with precision the essential subject content.
- In some subjects, where pupils have secured knowledge and are ready to learn more, the curriculum is not as ambitious as it could be. As a result, some pupils do not move on to more complex learning when they are ready. Leaders should ensure that the curriculum is ambitious in every subject so that all pupils learn well.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for published performance information about the school.

In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	123752
Local authority	Somerset
Inspection number	10268256
Type of school	Primary
School category	Voluntary controlled
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	194
Appropriate authority	The governing body
Chair of governing body	Charlene Hunsperger
Headteacher	Alison Pook
Website	www.curryrivelpriamary.co.uk
Date of previous inspection	26 May 2021, under section 8 of the Education Act 2005

Information about this school

- The school is a voluntary controlled Church of England school.
- The school has a nursery on site.
- The school does not use alternative provision.
- The school runs a breakfast and after-school club.

Information about this inspection

The inspector(s) carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with leaders and has taken that into account in their evaluation of the school.
- Inspectors held meetings with the headteacher, the senior teacher, curriculum leaders, the special educational needs coordinator, staff and members of the governing body, including the chair.

- Inspectors carried out deep dives in these subjects: early reading, mathematics, science and design technology. For each deep dive, the inspector discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers and pupils and looked at samples of pupils' work.
- The lead inspector listened to pupils in Years 1, 2 and 3 read to an adult.
- The lead inspector considered how well the school protects pupils and keeps them safe.
- Inspectors observed pupils' behaviour in lessons and around the school site.
- Inspectors gathered the views of parents at the school gate, through Ofsted Parent View and free-text responses. Responses to the online pupil and staff surveys were also considered.

Inspection team

Liz Geller, lead inspector

His Majesty's Inspector

Katharine Anstey

Ofsted Inspector

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 and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023