

Westonzoyland Community Primary School

Inspection report

Unique Reference Number	123697
Local Authority	Somerset
Inspection number	359489
Inspection dates	11–12 November 2010
Reporting inspector	Stephen Lake

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	155
Appropriate authority	The governing body
Chair	Pernell Vernon
Headteacher	Jason Eveleigh
Date of previous school inspection	5 December 2007
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Introduction

This inspection was carried out by three additional inspectors. They observed 20 lessons or parts of lessons with five teachers being seen. Inspectors held meetings with representatives of the governing body, members of staff, the School Improvement Partner and pupils; they also spoke to a number of parents and carers. They observed the school's work and looked at: the most recent school self-evaluation form; the school development plan; the governing body minutes; the school's assessments of pupils' attainment and progress; the records held on vulnerable pupils and those with special educational needs and/or disabilities; school policies; and reports from the School Improvement Partner. Inspectors analysed questionnaires received from pupils, staff and 67 parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following.

- Achievement at both key stages to determine whether teaching is sufficiently challenging, particularly for pupils with special educational needs and/or disabilities.
- Systems for assessing pupils' progress to see if data are used effectively to set challenging targets based upon high expectations.
- The effectiveness of support provided by teaching assistants.
- The quality of self-evaluation throughout the school, including of the Early Years Foundation Stage, to gauge if the governing body holds the school to account effectively.
- The impact of the new senior leadership team on raising expectations.

Information about the school

This is a smaller than average school serving mainly its immediate surrounding area. Almost all pupils are of White British heritage and no pupils currently speak English as an additional language. The proportion of pupils known to be entitled to free school meals is below average. The percentage of pupils with special educational needs and/or disabilities is average but no pupils currently have a statement of special educational needs. The majority of these pupils have moderate learning difficulties, although the school has several pupils with hearing or visual impairment. The school has been through a period of change since the previous inspection. A new headteacher has been in post since September 2010 and a number of governing body members are comparatively new to their roles. A new pre-school section was opened in September 2010 to extend the Early Years Foundation Stage.

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 school provides a satisfactory education for pupils. The school has a welcoming family atmosphere where the good quality care, guidance and support is demonstrated by the concern all staff show for pupils. Pupils clearly enjoy school and have a good understanding of how to keep fit and healthy. The procedures for safeguarding are good. Pupils are kept safe and have a good understanding of how to stay safe. Links with parents and carers are strong. Behaviour is good and pupils make a strong contribution to the school and wider community. Their understanding of the wide range of cultures in the United Kingdom and other countries is less well developed.

Pupils' achievement is satisfactory. They make satisfactory progress from starting points in line with those normally found when they start school in the Early Years Foundation Stage and typically attain broadly average standards at Year 6. After a period of lower attainment, standards are improving. Good support from the local authority has helped improve the quality of pupils' writing and attainment in English is now above average. Information on how well pupils are progressing is used appropriately in English to plan work that challenges most pupils well, but this is not as consistent in mathematics. Pupils in the current Year 6 did not make enough progress in mathematics in previous years. Progress is now satisfactory in this subject, but attainment is lower than in English because the targets set for pupils are not challenging enough to make up for this deficit. Teachers' expectations of what pupils can achieve are not always high enough.

Pupils with special educational needs and/or disabilities make the same progress as other pupils. They attain less well because the work planned for them is not matched closely enough to their needs so they do not always make the accelerated progress needed to raise their attainment. Recently improved systems for assessing pupils' progress are starting to address this issue, but inconsistencies remain including in the Early Years Foundation Stage. The curriculum in the Early Years Foundation Stage is uneven because the newly added section for children aged three is not yet following the same curriculum as the rest of the unit. The lack of suitable protective cover also limits the use of the outdoor area for children in the Early Years Foundation Stage.

In a short time, the new headteacher has obtained an accurate picture of the school's strengths and weaknesses, and used these to develop a well-targeted development plan. Information on pupils' progress is being analysed more thoroughly to provide a clearer view of school performance to senior leaders and the governing body, who support the school well. They have been effective in their efforts to bring stability but do not have a clear enough understanding that their role is strategic not operational. In particular, they have failed to develop a coherent and effective plan to promote community cohesion, which is judged to be inadequate. Nevertheless, improvement is evident in a number of areas. Attainment and progress in English have improved, assessment procedures are

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strengthening, leadership and management are more effective, and engagement with parents and carers is strong. Effective action has already started on the areas of weakness identified. Teaching assistants are now more involved in supporting school improvement and feel part of the team. As a consequence of this improving picture, the school has a satisfactory capacity to improve.

What does the school need to do to improve further?

- Improve the quality of teaching, especially in mathematics, by:
 - ensuring that information on pupils' attainment and progress is used effectively to plan work that challenges all pupils, especially those with special educational needs and/or disabilities ♦
 - ensuring that marking makes it clear to pupils exactly what they need to do to improve their work.
- Improve the way the governing body fulfils its strategic role by:
 - providing additional training on this aspect of the governors' role so that they focus on strategic and not operational issues
 - modifying the way information of pupils' attainment and progress is analysed
 - developing coherent systems to evaluate the effectiveness of strategies to promote community cohesion
 - supporting school leaders in their efforts to develop pupils' knowledge and understanding of cultural diversity in the United Kingdom and other countries.
- Consolidate the changes made to the Early Years Foundation Stage unit to include the new 3 ♦ 4-years-old section so that by September 2011:
 - the Early Years Foundation Stage curriculum and common assessment procedures are followed across the whole unit
 - suitable arrangements are put in place to address the current limitations in the use of the outdoor area.

Outcomes for individuals and groups of pupils

3

Pupils enjoy school and are keen to learn. The focus on discussing with a talk partner before writing has led to improvement in pupils' attainment in English. For example, in an English lesson, pupils were encouraged to discuss hedgehogs with their talk partners and identify the key points that they wanted to make before writing about them. Challenging but realistic targets have been set for attainment in English at the end of Year 6 but targets for mathematics are not as challenging. In some lessons in a number of classes, the same work is set for the whole class, especially in mathematics, and not enough attention is given to the differing abilities of pupils. This means that lower-attaining pupils, especially those with special educational needs and/or disabilities, are sometimes faced with work that is too difficult for them; in such cases, this limits their progress. In contrast, pupils in class 3 have work matched more closely to their needs and, as a result, are making better progress. In a mathematics lesson observed during the inspection, teaching was modified for lower-attaining pupils to enable them to develop a better

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understanding of how to group items. This enabled them to understand their three and four times tables well.

Pupils are polite, friendly and confident when talking to visitors to the school. They reported that there is almost no bullying in the school and they trust teachers to deal effectively with any that might occur. Pupils make a good contribution to the school and local community. They undertake a wide range of responsibilities such as school council representatives, or in helping to look after younger pupils during after-school parent/teacher consultations. Older pupils, particularly, enjoy being journalists for the school's new pupil newsletter. The wider personal skills gained from these activities, together with their satisfactory information and communication technology (ICT) skills, help prepare them satisfactorily for their future lives. Pupils clearly know right from wrong and show respect for themselves and others.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	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
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	3

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

Well-chosen appointments have strengthened the teaching team This is supported by appropriate changes to the curriculum to provide activities that give a better stimulus for writing and a higher degree of challenge. For example, in a lesson on biographies, the teacher challenged most pupils well by the use of 'talk partners' to discuss the important points that should be in a biography and through whole-class discussion. Good oral feedback to help improve learning is often given to pupils to support their learning. In

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many lessons, the good use of talk partners helps pupils to assess how well they are doing and improve their own performance. However, written marking does not consistently guide pupils on how to improve their work or set them individual short-term targets. Examples of good quality practice that can be used as a model for other teachers can be found, particularly in class 3. When given clear guidance and direction by the teacher, capable teaching assistants provide good quality support to pupils. Nevertheless, in some lessons, they are not given enough direction to ensure that lower-attaining pupils and those with special educational needs and/or disabilities are supported consistently.

The balance of the curriculum has improved this year with a broad range of activities that support learning appropriately. It makes a secure contribution to most aspects of pupils' personal development, especially through visits and visitors. The school has correctly identified that too few of these visits and visitors support either community cohesion beyond the local community or pupils' understanding of other cultures sufficiently. Action has started to develop a link with a school in Ghana to help address this but this is at a very early stage. The many after-school clubs are attended by a large number of pupils and links with local schools provide ample opportunities for competitive sports.

Pastoral care, especially for vulnerable pupils and those with additional needs, is a strength of the school. Child protection procedures are robust and good links with outside agencies ensure support for vulnerable pupils. Those pupils with disabilities receive good support with care taken to provide appropriate equipment, such as larger computer keyboards for those visually impaired. Those pupils identified as gifted and talented are supported appropriately through links with other local schools and the local secondary school. Pupils' progress is suitably tracked and recorded to enable easy identification of where support is needed. The records of those pupils with special educational needs are sufficiently detailed but the individual education plans drawn up by teachers using this information are not always precise enough.

These are the grades for the quality of provision

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

How effective are leadership and management?

The lack of clear direction in recent years due to the leadership difficulties faced by the school has been addressed. The new headteacher and the governing body have high expectations for the school and a shared commitment to secure its continuing improvement. They have yet to successfully embed this drive for improvement within the whole staff but there is clear evidence to show this is now occurring. The satisfactory arrangements for evaluating the quality of teaching and learning are improving as subject leadership is strengthened by recent appointments. The school is taking appropriate steps

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to ensure equality of opportunity in learning and tackle discrimination. For example, more rigorous analysis of assessment data has already highlighted differences in attainment between some of those with special educational needs and/or disabilities and other pupils. This is enabling the headteacher to identify ways in which these differences can be eliminated through improved planning and teaching.

Careful financial management has enabled the school to make important changes to the provision for the Early Years Foundation Stage children in order to allow the previous pre-school provision to be brought under the management of the governing body. Governors visit the school regularly to observe its work and meet with staff. They ensure that safeguarding requirements are met well. Many governors have received training in child protection and governors are effective in ensuring the procedures for health and safety and site security are robust, but their monitoring of the school's performance in other areas is not rigorous enough. For example, they do not give enough attention to monitoring and evaluating how well the school promotes community cohesion, particularly with regard to pupils' appreciation of cultural diversity. No suitable audit of the school has been conducted and no effective systems exist for the governors to monitor the effectiveness of strategies to promote community cohesion. Nevertheless, the school is effective in ensuring cohesion and inclusivity within its own immediate community, enabling all aspects of pupils' personal and social development to be at least satisfactory.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	4
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Well-established routines and strong links with parents and carers help children get a secure start to their education, particularly in the new pre-school section. The strong teamwork between teachers and teaching assistants ensures that the welfare and needs of the children are met well. Children achieve satisfactorily overall but this is uneven with

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the best progress currently being made in the Reception class. Teachers and other adults usually ensure a good balance between direct teaching and opportunities for children to learn through purposeful play. Most whole-class activities are planned well but inconsistencies between the classes mean that the individual needs of children are not always met fully. The new pre-school section does not yet fully follow the required Early Years Foundation Stage curriculum. In the pre-school section, activities planned are not sufficiently focused to allow step-by-step learning across all areas. Suitable systems for checking on children's progress are in place but these are not used consistently in all classes to challenge all children to achieve well. Although assessment procedures in the Reception class are robust, they are not so well developed in the new pre-school section. There is a limited understanding of how best to assess children when they enter the school which restricts opportunities to plan work matched to the needs of the youngest children. The outdoor area provides stimulating opportunities for children to move freely between indoor and outdoor activities, but the lack of suitable cover limits the way this area can be used. The Early Years Foundation Stage leader is aware of the areas for improvement as the new unit is integrated into the school but it is too early for this to be securely in place.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
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

The vast majority of parents and carers are pleased with most aspects of the school. A small minority were concerned that behaviour is not dealt with effectively. Many wrote comments supporting the school and commenting upon the improvement taking place. Typical of these comments was, 'I can feel the difference now that the new headteacher has taken over. The school seems more united.'

Inspectors agree with the positive comments of parents and carers. Inspection evidence shows that behaviour is dealt with effectively and pupils' behaviour is judged to be good.

Responses from parents and carers to Ofsted's questionnaire

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	46	69	20	30	1	1	0	0
The school keeps my child safe	52	78	15	22	0	0	0	0
My school informs me about my child's progress	37	55	27	40	3	4	0	0
My child is making enough progress at this school	30	45	34	51	2	3	0	0
The teaching is good at this school	36	54	29	44	1	1	1	1
The school helps me to support my child's learning	35	52	30	45	2	3	0	0
The school helps my child to have a healthy lifestyle	33	49	33	49	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)	23	34	32	48	1	1	2	3
The school meets my child's particular needs	33	49	31	46	2	3	0	0
The school deals effectively with unacceptable behaviour	35	52	22	33	5	7	2	3
The school takes account of my suggestions and concerns	29	43	34	51	2	3	1	1
The school is led and managed effectively	40	60	23	34	3	4	0	0
Overall, I am happy with my child's experience at this school	45	67	20	30	1	1	1	1

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 all 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.



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