

# Langford Budville Church of England Primary School

Inspection report

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<b>Unique Reference Number</b>	123796
<b>Local Authority</b>	Somerset
<b>Inspection number</b>	359518
<b>Inspection dates</b>	8–9 December 2010
<b>Reporting inspector</b>	Joyce Cox

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

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	53
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Katherine West
<b>Headteacher</b>	Keith Sharpe
<b>Date of previous school inspection</b>	1 May 2008
<b>School address</b>	Langford Budville Wellington, Somerset TA21 0RD
<b>Telephone number</b>	01823 400483
<b>Fax number</b>	01823 401003
<b>Email address</b>	office@langfordbudville.somerset.sch.uk

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## Introduction

This inspection was carried out by two additional inspectors. The inspection team observed five teachers and visited six lessons. They held meetings with the Chair of the Governing Body, staff and pupils, and looked at the school development plan, assessment information, teachers' planning, pupils' work and safeguarding procedures. They analysed 21 parental questionnaires and 35 questionnaires from pupils in Years 3 to 6.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The sustainability of pupils' improved attainment and achievement in Year 6 assessments.
- How successfully staff use assessment information to meet the various learning needs of all pupils in mixed-aged classes.
- The quality of the indoor and outdoor learning experiences for children in the Early Years Foundation Stage.
- The extent of pupils' knowledge and understanding of life for children in other parts of the United Kingdom and globally.

## Information about the school

This is a two-class primary school in a rural area and is much smaller than average. Seventy nine per cent of the pupils come from the nearby town of Wellington which is two miles away. Children in the Early Years Foundation Stage are taught in a mixed Reception and Year 1 and Year 2 class. The vast majority of pupils are White British. The proportion of pupils with special educational needs and/or disabilities is above average. The main areas of need are speech, language and communication, and moderate learning and behaviour difficulties. A well-below average number of pupils are eligible for free school meals.

**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?**

**2**

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

**2**

## Main findings

This is a good school where pupils are exceptionally well cared for and are happy, work hard and achieve well. The school has come a long way since its previous inspection and now produces good outcomes for all its pupils. One parent, speaking for many, comments, 'This is a wonderful village school with a family atmosphere. Staff, parents and children work together in an efficient and effective manner to provide an excellent education.' Reception children have an excellent learning environment and a very happy and successful start to their school life. Teaching throughout the school is nearly always good. Lessons move at a brisk pace and engage pupils in interesting and practical activities. Teaching assistants provide good support for pupils with special educational needs and/or disabilities. Precise analysis of assessment information points teachers towards those pupils who need extra support. The headteacher has taken much of the lead on improvements but increasingly, through good professional development, other staff play their part. ♦ Attainment at the end of Year 6 has risen significantly since the last inspection especially in mathematics, clearly showing the good progress pupils make during their time at the school. Pupils' attainment in writing is the slightly weaker element. Behaviour is good and pupils say they enjoy school because 'we go to a small school where we all know and help each other'. Positive relationships, good classroom management and careful planning for mixed-age classes ensure that work is normally matched to the needs of individuals and groups. However, in a few literacy lessons more-able pupils are not always sufficiently challenged to achieve more and pupils' learning targets are not highlighted as much as they might be. ♦

The opportunities and activities on offer continue to be improved and enriched through an exciting curriculum with numerous interesting projects and visits. Pupils make a good contribution to school and local community life. A relatively weaker area is pupils' knowledge and understanding of being part of a diverse British community and a wider global community. Self-evaluation is accurate and clearly demonstrates the high expectations that are being set for future developments and pupils' achievements. This has ensured that the school has correctly identified the key areas for improvement. Attainment is rising throughout the school and the considerable improvements to teaching, assessment and curriculum planning mean that the school demonstrates a good capacity to improve further.

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

- Raise pupils' attainment and achievement in writing further by:
  - ensuring that more-able pupils are consistently challenged in lessons

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- always reminding pupils to remember their literacy targets when they are writing.
- 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

2

All groups of pupils, including those who have special educational needs and/or disabilities, achieve well. They say they enjoy school because 'teachers make our lessons fun and interesting and help us when we're stuck'. Their good academic and personal skills, together with their above average attendance, prepare them well for later life and learning. Children enter the Early Years Foundation Stage with skills at levels that are similar to those expected for their age. By the time pupils leave the school, their attainment is above average. Staff have worked very hard and successfully to raise pupils' achievement in mathematics. Pupils' attainment is slightly lower in writing compared to mathematics and reading.

In lessons, pupils show positive attitudes to learning and good levels of sustained concentration. All pupils work well together and are clearly involved and engaged in their learning. A strength in many lessons is the way pupils support each other, for example as talk partners. Staff work very hard with the pupils who have specific and sometimes quite complex difficulties and barriers to their learning. These pupils, often among the most vulnerable in the school, learn successfully and make equally good progress.

Most pupils say they feel safe in school and older pupils are very clear about internet dangers. They are confident they can always ask for help and support if they need it. They comment that most pupils behave well although some feel that football games can occasionally lead to arguments and would like more activities in the playground. Inspectors support pupils' views regarding increased playground games and equipment. Pupils have a good awareness of the need for sleep, exercise, healthy food and drink, and good hygiene. They also enjoy growing their own vegetables and produced jars of chutney for a recent Christmas fair. They are proud of, and committed to, their school community. Many older pupils have a leadership role in the school and help with assemblies and lunchtimes. All pupils have a strong voice in decisions relating to their well-being and learning through the school and eco councils. Councillors devise the school rules and older pupils write the Christmas production and plan and organise sports days. Pupils are involved in many projects in conjunction with the local community. For example, they take part in Wellington in Bloom and joined a Big Sing event to welcome the Bishop of Bath and Wells to Wellington. Pupils' relationships with staff and each other are good. Their spiritual, moral, social and cultural development is good and they think deeply about a wide range of issues, although their knowledge of different cultures within and beyond the United Kingdom is relatively weaker. ♦ They happily support a pupil in an orphanage in Uganda. There are very close links with the local church which was packed for the recent Christmas production, 'The Landlord's Cat'. ♦

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*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<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>2</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>

<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

## How effective is the provision?

Teachers' planning is detailed and lessons are conducted at a swift pace. Pupils are mostly clear about what they are learning and how well they have tackled and achieved tasks. Staff manage pupils' behaviour sensitively and skilfully and create an encouraging and supportive atmosphere in lessons so that pupils are confident to have a go at answering questions and attempting new challenges. Whereas most teachers plan lessons to cater for pupils' different ages and abilities, there are a few occasions when more-able pupils are not always challenged to achieve more in lessons, nor are consistent references made to pupils' writing targets.

A key feature of the good curriculum is the way it is planned carefully to meet the wide variety of ages within the two classes. For example, good use is made of additional staff to ensure that the 35 children in the Year 3 to Year 6 class are always taught in smaller groups. Specialist French and music teachers and highly effective teaching assistants are deployed well to aid the normal staffing ratio. Parents and carers appreciate this; as one comments, 'The headteacher has pulled together a lovely learning system and all the teachers and teaching assistants have excelled themselves. I'm thrilled.' A wide range of visits, visitors and clubs considerably enriches pupils' learning experiences. Older pupils told inspectors how much they had learnt from and enjoyed a recent topic about Isambard Kingdom Brunel, which included a memorable visit to the SS Great Britain and the Clifton Suspension Bridge. All the pupils at the school have free membership of the National Trust

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which means that they can visit many places of historical interest for just the cost of the coach fare. The headteacher and staff are currently reviewing the curriculum to make sure all the necessary skills are being taught progressively. The quality of care and guidance across the school is outstanding. Through strong links with other agencies, pupils, parents and carers receive targeted and helpful support. There are many examples of this having a very positive impact on pupils' welfare and achievement, including for those who are encountering particularly anxious times in their lives. One parent comments, 'Two of my children have special educational needs which were detected in school and catered for excellently.'

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

Through very good leadership, the headteacher has successfully embedded high ambition. Consequently all staff and the governing body have been clear-sighted about what have needed to be the main priorities and strategies in guiding the school forwards. Staff work together well as an effective and ambitious team and are all committed to school improvement and ensuring all their pupils have a good primary education. There is close attention to promoting equality of opportunity and tackling discrimination, enabling all pupils to achieve well, whatever their circumstances or difficulties, and breaking down any barriers that might hinder their learning. The system for tracking pupils' academic progress is effective so that any pupil who is not making enough progress is identified quickly and a raft of support is put in place. The provision for pupils with special educational needs and/or disabilities is led and managed effectively and consequently achievement for these pupils is good. The headteacher and staff have worked hard to build effective partnerships and trust with parents and carers. The governing body provides strong leadership and good challenge to the school. There are good policies, strategies and procedures to ensure the welfare of all pupils. Safeguarding policies and risk assessments are of a good quality and constantly reviewed to ensure pupils' safety. Community cohesion has been promoted effectively within school and with the local community. This is reflected in the school's inclusive ethos; visitors are made to feel very welcome and pupils show good tolerance and understanding of each other's differences. It has been less effective in its promotion of community cohesion more widely, at the national and international levels.

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*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<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>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</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>2</b>

## **Early Years Foundation Stage**

Good leadership and management, an excellent curriculum, effective teaching and loving care ensure that most children attain slightly above the expected levels for their age on entry to Year 1. Although reception children are taught alongside older children, their learning is meticulously planned and the curriculum is very skilfully adapted to suit their particular needs.

Children's days are spent in a stunning learning environment. Eye-catching artwork and interesting and interactive displays just waiting to be enjoyed convey the staff's high expectations. Children do really well in learning to read and write because of skilful teaching. Staff make learning fun and extremely enjoyable, and challenge children to think and work together well. A section of the outdoor learning area is covered and provides good outdoor learning opportunities in all winds and weathers. Reception staff work as an effective team and have very good knowledge and understanding of the personal and learning needs of young children. This ensures that children make particularly good progress in their personal, social and emotional development and are well equipped for future learning. A well-balanced mix of adult-led and child-selected learning ensures children confidently place pictures of their selected activities on the 'choosing chart' and maturely get out and put away their own equipment.

The curriculum is interesting and provides constant pleasure, excitement and adventure. For example, children cheerfully donned hats, scarves, warm coats and 'wellies' to embark on their weekly 'welly walks' around the village. Taking compasses, cameras and a collecting bag they strode off, together with staff, through the winding lanes and across the frozen fields searching for stables and sheep as part of their work about the Nativity story. They delighted in the freedom of being able to run safely across the frozen fields and were captivated by the sight of a large hare scampering across the tundra. A strong partnership is quickly formed with parents who feel their children have an 'excellent start'



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and appreciate the endless patience and unbounded enthusiasm of all the staff. One parent commented, 'I am so proud of how much my child has learnt, but most importantly she is having fun and loves going to school.' ♦

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

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

Half of the 42 families at the school responded to the questionnaire which is an above average number. All parents and carers feel that their children are kept safe, that teaching is good and that the school makes sure their children are well prepared for future learning. Inspectors agree with parents' and carers' positive views. Fourteen per cent of the parents and carers who completed the questionnaire felt that their children are not making enough progress. Inspectors looked closely at this and found that while most children make good progress, staff need to make sure that more-able pupils are always challenged to do their best work. A small number of parents and carers raised other concerns which were summarised and raised with the school 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 Langford Budville Church of England Primary School 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 13 statements about the school.

The inspection team received 21 completed questionnaires by the end of the on-site inspection. In total, there are 53 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	16	76	4	19	1	5	0	0
The school keeps my child safe	18	86	3	14	0	0	0	0
My school informs me about my child's progress	15	71	4	19	2	10	0	0
My child is making enough progress at this school	17	81	1	5	3	14	0	0
The teaching is good at this school	17	81	4	19	0	0	0	0
The school helps me to support my child's learning	16	76	4	19	1	5	0	0
The school helps my child to have a healthy lifestyle	13	62	8	38	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)	15	71	5	24	0	0	0	0
The school meets my child's particular needs	17	80	3	15	1	5	0	0
The school deals effectively with unacceptable behaviour	12	57	7	33	2	10	0	0
The school takes account of my suggestions and concerns	11	52	9	43	1	5	0	0
The school is led and managed effectively	14	67	6	28	1	5	0	0
Overall, I am happy with my child's experience at this school	17	80	3	15	1	5	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 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](http://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"> <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 pupils' 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.**



10 December 2010

Dear Pupils

**Inspection of Langford Budville Church of England Primary School, Wellington  
TA21 0RD**

We really enjoyed visiting you and I am writing to thank you for the two happy days we spent at your school. I particularly liked watching your brilliant production of 'The Landlord's Cat' and going on a 'welly walk' with Class 1.

These are the things we found out.

- You make good progress and reach above-average standards.
- Your behaviour is good and you work hard and play happily together.
- You are taught well and your lessons are usually fun and interesting.
- Reception children have a happy and successful start to school life. ♦
- Your headteacher is a good leader.
- You are very well cared for in school.
- You are helped to keep fit and eat healthily.

We have asked the school to do two things to be even better.

- Make sure you all do really well in writing.
- Help you to learn more about other pupils' lives in the United Kingdom and abroad.

You can help by always being kind, attending school regularly and by behaving well.

We wish you all the very best for the future.

Yours sincerely

Joyce Cox

Lead inspector

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