

Butleigh Church of England Primary School

Inspection report

Unique Reference Number	123745
Local Authority	Somerset
Inspection number	359504
Inspection dates	3–4 March 2011
Reporting inspector	Laurie Lewin

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	106
Appropriate authority	The governing body
Chair	Caron Potts
Headteacher	Rachael Pine
Date of previous school inspection	1 November 2007
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Introduction

This inspection was carried out by two additional inspectors. Ten lessons were observed and taught by five teachers. The inspectors met with pupils, staff, parents and carers, and members of the governing body. The inspectors observed the school's work, and looked at school documentation including teachers' planning, assessment information, safeguarding policies and samples of pupils' work. The inspectors analysed 71 questionnaires from parents and carers, nine from staff and 59 from pupils.

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

- How well is assessment information about pupils used by staff to set targets and plan lessons?
- How well do more-able pupils achieve?
- To what extent do pupils have opportunities to engage with pupils and adults from a range of ethnic backgrounds?
- What impact do subject coordinators have on improving provision and raising standards?

Information about the school

This is a small school compared to others of the same type. The proportion of pupils with special educational needs and/or disabilities is broadly similar to that found in other primary schools nationally. The proportion of pupils known to be eligible for free school meals is below the national average. Nearly all of the pupils are White British. Pupils are currently taught in four classes. The school is accredited with the National Healthy School Award, the Activemark and the NCPTA Gold Star Award 2010 for 'Changing the life of the School'.

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

This is a satisfactory school. Good recent improvements have been made to the buildings. Pupils' attainment is broadly average and they make satisfactory progress. Pupils enjoy coming to school and their attendance is above average. Typical of the comments from pupils were, 'Our school is a really friendly place' and 'It's like my second home.' Staff do a good job of looking after the pupils so that all individuals feel extremely safe and develop as confident learners.

Children settle quickly in the Early Years Foundation Stage and make a sound start to school life. Teaching throughout the school is satisfactory. Staff have good relationships with pupils and are good at encouraging them. Pupils engage fully in lessons and work hard. Lessons are interesting and pupils regard much of their learning as fun. In particular, good quality support for pupils with special educational needs and/or disabilities ensures that they make good progress. However, while more-able pupils make sound progress, there are too many occasions in lessons where the work set does not challenge them sufficiently and the pace of their progress is, therefore, not always as rapid as it could be. Pupils across the school do well in reading.

Teachers have worked hard to implement new procedures to assess and track pupils' performance. However, targets set for pupils are not always as precise as they could be to help individuals fully understand how to improve their work.

The curriculum is well enriched. The National Healthy School and Activemark award schemes are used well to boost pupils' health and fitness. Pupils have an excellent understanding about how to lead a healthy lifestyle. Most eat healthy foods at break times and participate enthusiastically in the wide range of sports activities provided. The school does well in ensuring that pupils identified as gifted and/or talented, receive specific extra coaching to boost their performance, especially in sport. Staff know the pupils very well and cater sensitively for their needs. As a result, pupils' behaviour is outstanding and they develop good social and moral awareness. Pupils are very proud of their school and participate fully in aiding its development. Their contribution to the community is outstanding. For example, as a result of their excellent work in staging a local performance with a circus company, the school received an NCPTA Gold Star Award 2010 for 'Changing the life of the School'.

The headteacher works hard to implement school improvement initiatives. She has done well to drive forward actions to improve the buildings and facilities. She ensures that staff are appropriately focused on the main priorities for future development. As a result, initiatives to improve teaching and learning are working successfully so that pupils' progress has improved this year. There is a sound understanding of the school's priorities, based on effective systems for checking current strengths and weaknesses. Staff and the governing body regularly monitor the quality of education and provision. The governing

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body fulfils all of its statutory responsibilities and ensures that the school is a safe environment. Good efforts are made to engage with parents and carers and all partner organisations to help boost pupils' learning. Much has been done to promote community cohesion locally. However, the school does not do enough to engage with community groups further afield so as to give pupils the opportunity to learn how people from other cultures lead their lives. Based on broadly accurate self-evaluation, the school has clear development plans. This, along with success over the last year in strengthening pupils' progress and the good recent improvements made to buildings and facilities, shows the school currently has a satisfactory capacity to continue improving. Given the pupils' satisfactory achievement, the school provides sound value for money.

What does the school need to do to improve further?

- By December 2011, improve the teaching and progress that pupils make, by:
 - ensuring that targets set for pupils convey clearly and precisely to them the next steps they need to take to improve their work
 - ensuring that lessons are planned to consistently provide activities that will challenge and extend more-able pupils.
- Improve the provision for community cohesion by December 2011, by:
 - building links with communities further afield to enable pupils to engage with, and learn about, people from varied cultural and ethnic backgrounds and how they live their lives.

Outcomes for individuals and groups of pupils

3

When children start school, their skills are in line with the expected levels for their age. They achieve satisfactorily in the Early Years Foundation Stage so that by the start of Year 1 they attain average levels. Pupils' progress from Year 1 to Year 6 is satisfactory. In lessons, pupils acquire sound basic skills and understanding to support their progress in the future. They apply these skills appropriately in practical activities. For example, in mathematics lessons, pupils in Years 1 and 2 built up their understanding about shape through constructing simple three-dimensional models. Also, across the school, pupils gain secure skills with handling basic calculations, with many showing the ability to process mental calculations reasonably quickly. In English lessons, pupils read texts well and often with good understanding. In a lesson for Years 3 and 4, pupils used language imaginatively while writing poetry. In all classes, pupils enjoy the activities. Pupils often express themselves confidently in class discussions. Teachers have done well to improve reading standards to a good level. The main reason why progress is satisfactory rather than good or better is because too often, more-able pupils find the work easy. While they securely reinforce and broaden their knowledge, skills and understanding, they do not access higher-level work soon enough. Pupils with special educational needs and/or disabilities do well throughout the school. They respond well to the good support provided and develop confidence and enthusiasm for learning. In particular, many show good acceleration in their reading and numeracy skills.

Pupils have positive attitudes towards learning and show lots of enthusiasm. Their excellent behaviour means that the atmosphere in all lessons is purposeful and busy. Pupils carry out all responsibilities, such as those of lunchtime and assembly helpers and

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school councillors, conscientiously. They show much thoughtfulness towards each other and adults. The older pupils often do much to help the younger ones. A few pupils spoken to who had recently joined the school mentioned how easy it was to start because, 'Everyone was so friendly and welcoming.' Other pupils spoken to said, 'It's good fun here and teachers make lessons interesting for us.' These comments were reflected by break time and class activities observed. Pupils are very confident to talk to adults if they have any concerns. They are wholly clear about what is required to keep themselves safe. Pupils gain a sensitive awareness of the world around them and a keen sense of right and wrong. They acquire a good understanding of British culture, but their knowledge about how people from other ethnic backgrounds live is limited.

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	2
The extent to which pupils feel safe	1
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	1
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	2
The extent of pupils' spiritual, moral, social and cultural development	2

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?

Teachers have secure subject knowledge and the questions they ask suitably extend pupils' thinking and understanding. They work effectively with teaching assistants to ensure all lessons are delivered in an atmosphere in which pupils feel well supported. Teachers are often good at motivating pupils. For example, in a lesson for Years 3 and 4, the introduction of a mathematics 'bingo challenge' through a short role-play exercise evoked much interest so that pupils were keen to learn. Teachers make effective use of resources such as the interactive whiteboard to enliven pupils' learning.

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Teaching assistants work well to support pupils with special educational needs and/or disabilities, ensuring that these individuals stay focused and have a good understanding of the tasks at hand.

Staff work hard to ensure that the curriculum has lively and interesting activities which cater well for pupils' interests. Trips, visitors and links with other local schools are used well to enhance learning. However, curricular planning does not sufficiently highlight opportunities to challenge more-able pupils during lessons. This means that, while all pupils usually enjoy the work underway, the pace of learning for the more able is not as rapid as it could be. In some lessons seen, these pupils worked on tasks that they found easy.

Teachers assess pupils' performance on a regular basis and have a clear overview about the progress of all individuals. They make satisfactory use of the information acquired to help them plan lessons and set targets. The targets set are not always as precise and clear as they could be to guide pupils' further progress. Marking is usually sound and often gives pupils a secure understanding about how to improve their work.

Staff provide good-quality pastoral support for pupils. Parents and carers are very appreciative of the way in which their children are looked after. The school makes full use of all external expertise to support pupils as required.

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 headteacher has established a clear vision for the direction of the school. She has worked closely with all staff to establish new assessment systems to track pupils' performance. This ensures that staff and the governing body have helpful information to monitor and evaluate how well groups and individuals achieve. Along with the careful monitoring of pupils' pastoral development, this practice ensures that the school keeps a careful check on equality of opportunity for all learners and that there is no discrimination against any individual. New teaching spaces ensure better opportunities for intervention and work in small groups and for creative work in music and art. The new building also provides a library to boost pupils' reading, study and research. Staff work closely together as an effective team. Their training is having a positive impact on pupils' attainment and progress.

The school has good links to other partner organisations to boost pupils' learning. Strong links with other local schools are especially helpful in promoting pupils' learning.

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The governing body is well informed about the school's progress by the headteacher's reports and its own monitoring activities. It is not as involved in the process of self-evaluation as it could be to give it a more informed view of the school's strengths and weaknesses. It competently fulfils its role to hold the school to account. It has established good safeguarding procedures. As a result, staff are vigilant in all matters connected with ensuring pupils' safety, and the promotion of pupils' understanding about how to stay safe is well embedded in the curriculum.

Good systems are in place to involve parents and carers in supporting their children's learning. The school regularly provides them with information about their children's progress and has established an ethos in which all parents and carers feel very welcome in the school.

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	2
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	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Children enjoy their time in the Early Years Foundation Stage. They settle in well because of the good induction procedures. Indoor and outdoor resources are suitably established to ensure children have a wide range of learning opportunities. Satisfactory teaching ensures that all children acquire secure basic skills in all areas of learning. Children are provided with a good range of practical activities that link well to the different areas of learning. Children gain good personal skills because of the good care, support and guidance provided by staff. Their behaviour is excellent and they learn to listen carefully and work in a friendly and supportive way with each other. Good provision is made for supporting individuals with special educational needs and/or disabilities, so that all individuals progress well. Sounds and letters are taught well with tasks selected carefully to cater for children of different abilities. Progress in work seen in this area was good.

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However, activities do not always challenge the more-able children sufficiently. As a result, progress and achievement are not above satisfactory.

Staff work well together to support and guide all individuals. As a result, all children feel safe and become confident and happy learners who are keen to come to school.

The Early Years Foundation Stage is satisfactorily led and managed, and runs smoothly and efficiently on a day-to-day basis. Accurate self-evaluation and secure systems to regularly check and record children's progress mean that staff have a clear view on what is working well and where they can make further improvements.

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

There was a high return of questionnaires compared with that of all primary schools. Most parents and carers are pleased with the school's work. Positive comments included, 'We are lucky that our children get to grow within such a nurturing environment' and 'The school is a real community and I am glad to be part of it. Staff are friendly and approachable.' These were typical of the comments of others. A few parents and carers felt the school does not keep them sufficiently well informed about their children's progress, help them support their children's learning or deal effectively with unacceptable behaviour. Inspectors found during this inspection that appropriate information is provided for parents and carers about their children's progress and how to help them with their learning. Also, it was noted that the strong pastoral support for all pupils ensures that behaviour in lessons and at break times is outstanding.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Butleigh 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 71 completed questionnaires by the end of the on-site inspection. In total, there are 106 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	50	71	21	30	0	0	0	0
The school keeps my child safe	51	72	20	28	0	0	0	0
My school informs me about my child's progress	27	38	33	46	7	10	1	1
My child is making enough progress at this school	36	51	31	44	1	1	1	1
The teaching is good at this school	40	56	28	39	1	1	0	0
The school helps me to support my child's learning	35	49	28	39	7	10	0	0
The school helps my child to have a healthy lifestyle	39	55	31	44	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)	33	46	28	39	0	0	0	0
The school meets my child's particular needs	29	41	35	49	2	3	0	0
The school deals effectively with unacceptable behaviour	30	42	30	42	7	10	0	0
The school takes account of my suggestions and concerns	30	42	29	41	6	8	1	1
The school is led and managed effectively	41	58	23	32	5	7	0	0
Overall, I am happy with my child's experience at this school	41	58	29	41	0	0	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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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.



7 March 2011

Dear Pupils

Inspection of Butleigh Church of England Primary School, Butleigh BA6 8SX

Thank you for making us feel welcome at your school. You were very polite and friendly and we enjoyed talking to you. We have judged that yours is a satisfactory school. Through discussions we had with you and the survey that some of you helpfully completed, we can see that there are many things that you like about your school and you enjoy being there.

Here are some of the main judgements we made about your school:

- The Early Years Foundation Stage gets you off to a sound start at school.
- You are very fit and healthy and know a lot about how to stay this way.
- Satisfactory teaching helps you to improve your work and reach the expected levels. Your teachers work hard to make lessons interesting and fun.
- Your behaviour is excellent and you contribute strongly to making the atmosphere in your school very friendly and welcoming.
- You all have an excellent understanding about how to work and play safely. The adults in the school are good at taking care of you.
- The headteacher, staff and governing body have done a satisfactory job of helping the school improve and have clear plans to keep this improvement moving.

This is what we have asked the school to do now:

- ensure that those of you who learn quickly are given challenging work to do in all lessons
- ensure that the targets set for you are clear and precise so that you know exactly what the next small steps are to help improve your work
- develop links further afield with groups of pupils and adults from other cultural backgrounds so that you can find out about how they live their lives.

All of you can play an important part in helping your school to improve by continuing to work hard in all lessons.

Yours sincerely

Laurie Lewin

Lead inspector

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