

Pawlett Primary School

Inspection report

Unique reference number	123693
Local authority	Somerset
Inspection number	380712
Inspection dates	22–23 March 2012
Lead inspector	Christine Huard

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	52
Appropriate authority	The governing body
Chair	Jim Doust
Headteacher	Anne Goodison
Date of previous school inspection	16 October 2008
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Age group	4–11
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Introduction

Inspection team

Christine Huard

Additional inspector

This inspection was carried out with two days' notice. The inspector observed seven lessons or parts of lessons taught by two teachers. She also observed sessions on the teaching of phonics (pupils learning letter patterns and the sounds they represent) and listened to pupils reading. Observations totalled four hours. Meetings were held with groups of pupils, teachers and governors. The inspector took account of the responses to the on-line questionnaire (Parent View), as well as documents provided by the school, in planning the inspection. The inspector observed the school's work, and looked at the school's systems to track the progress of pupils, records of monitoring of the quality of teaching, the school's improvement plans and minutes from meetings. The inspector analysed the 25 questionnaires completed by parents and carers, as well as those returned by staff and pupils.

Information about the school

Pawlett is very small when compared to other primary schools. The very large majority of pupils are White British. The proportion of disabled pupils and those who have special educational needs is above average and these relate to a wide spectrum of needs but mainly to moderate learning or emotional difficulties. The children in the Early Years Foundation Stage are accommodated in a mixed-age class with Years 1 and 2. The school meets the government's floor standards, which set the minimum expectations for pupils' attainment and progress.

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	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	2
Leadership and management	2

Key findings

- Pawlett is a good school. It has made significant improvement since the last inspection, particularly in the quality of teaching and, consequently, in pupils' achievement. It is not outstanding because attainment in writing is slightly lower than that in reading and mathematics; in addition, teaching, although securely good across the whole school, is not outstanding.
- Pupils' achievement is good. Although attainment on entry varies a little from year to year, for the last three years it has been considerably lower than that expected for children of a similar age. Since 2008, attainment at the end of Year 6 has steadily risen year on year and in 2011 was in line with national averages. The work of pupils in Year 6 indicates that attainment is broadly average and pupils have made good progress. The introduction of a programme to raise standards in writing has been particularly successful and has seen all pupils across the school make more than the expected progress over the year so far. However, basic skills of spelling and punctuation still require some improvement.
- Pupils achieve well because teaching is consistently good. Since the last inspection, the inconsistencies observed in Key Stage 1 have been eradicated and, as a result, pupils are making good progress year on year. Teachers use a good wide range of strategies to motivate and interest pupils.
- Pupils feel safe in school. They consistently behave well and are keen to learn. They sustain concentration well and approach their tasks with enthusiasm and zeal. This thirst for learning has enabled pupils to move forward successfully in their learning.
- The leadership of the headteacher is strong. She manages the performance of the school highly effectively. Monitoring and evaluation procedures are robust. They have enabled her to identify and rectify where there were weaknesses in teaching and learning. A successful programme of support and training has enabled staff to move pupils on more effectively. The governing body are supportive of the school and many governors understand and undertake their role well. However, not all members of the governing body fully understand their monitoring role, because some are relatively new.

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What does the school need to do to improve further?

- Improve the quality of writing across the school by focusing on improving basic skills such as spelling and punctuation
- Ensure that all new governors receive appropriate training as soon as possible in order for them to fully understand their role in monitoring the performance of the school.

Main report

Achievement of pupils

Children enter Reception with attainment which is low in comparison to children of a similar age. They get a good start and make good progress in all the areas of learning because, although they are in a mixed-age class, all their learning is matched specifically to goals in the Early Years Foundation Stage curriculum and is very well matched to their individual need. In addition, teaching is consistently good. The good focus on children learning the sounds that letters, and combinations of letters, make (phonics) means they are well prepared for reading, and they show a real enthusiasm for stories and books. The accommodation facilitates a good range of activities across all the prescribed areas of learning, and the outside area is used well to promote children's learning across the curriculum.

In Years 1 and 2, the teaching of phonics continues to be of high priority and consequently attainment in reading is above average in Year 2. Pupils in Years 1 and 2 have acquired good strategies to tackle unfamiliar words in their reading books and are rapidly gaining confidence when reading. This pattern continues throughout the school so that by the time pupils leave school in Year 6, they are reading at a higher level than expected for their age. Pupils' attainment in writing has improved significantly since the introduction of a structured programme which encourages more extended writing. Teachers have a good understanding of what needs to be done to move their pupils forward. It was clear in lessons observed that pupils are learning effectively. For example, in Years 3 and 4, pupils were scanning text from *The Hobbit* to develop a character study of Gollum. They were developing the capacity to draw inferences well – recognising, for example, that 'dark' could refer to character as well as physical features. In Years 5 and 6, pupils were developing their own characters to put in the comics they were writing. Here their skills had moved on. They used computers to construct the layout they wanted, developed their characters and wrote exciting and imaginative scripts for them. The teacher encourages pupils to experiment with vocabulary and imagery so that they develop a feel for words. They are encouraged to think about presentation and ensure it is appropriate. This develops well as they move across the school. Achievement in mathematics has improved significantly during this year, throughout each year group. The school has been pro-active in ensuring that pupils learn basic skills such as multiplication tables, together with the associated inverse relationships. The '55

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club' lays down a challenge to all pupils to which they eagerly and enthusiastically respond. As a consequence, pupils are now attaining in mathematics at the appropriate levels for their ages and pupils in Year 6 are on track to reach at least average standards. This progress has been possible because teachers are confident with the subject and the curriculum has been adapted to ensure that pupils also have good opportunities to use and apply the knowledge and skills they are gaining.

The school has focused well ensuring that all pupils make good progress. There is no gap in performance between any groups. Since the last inspection, all pupils in Year 6 have made at least the expected progress since the end of Year 2 and often make better than this. Disabled pupils and those who have special educational needs make similar progress to that of their peers. They receive particularly good support from effective learning support assistants. Almost all the parents and carers who responded to the questionnaire rightly thought that their children make good progress.

Quality of teaching

The great majority of parents and carers who responded to the questionnaire think that the teaching is good in the school. Teaching for the children in Reception is good and ensures that children are provided with a range of activities to promote their learning in all areas of the curriculum. The curriculum has a very positive impact on all pupils' progress. There are many opportunities across different subjects for pupils to refine their basic skills in literacy and numeracy. These have been well thought through and integrated well into all topic planning. Curriculum themes are used well to promote pupils' spiritual, moral, social and cultural development. For example, younger pupils developed their understanding of the culture of ancient Egypt when exploring information books in guided reading.

Lessons observed demonstrated a consistency of approach across the school which led to pupils making good or better progress. Pupils say that they enjoy their learning because they are actively involved. This was evident throughout the inspection and was clearly typical of the normal pattern of learning. Interaction between teachers and pupils is strong. Teachers' skilful questioning and astute analysis of pupils' responses means that learning is tailored well to pupils' ability. Pupils in Key Stage 2 made good progress in their learning in mathematics because the teaching was consistently good. The teacher's brisk input was punctuated by short-burst tasks which not only helped to keep pupils focused, but also enabled the teachers to keep a close check on how effectively all pupils are learning. Splitting the class into two working groups meant that the teacher was able to monitor the working of both while focusing on one. The highly competent teaching assistants provided good support for the non-focus group, which ensured that they too made good progress.

Across the school, marking is good and tells pupils clearly what they need to do to improve their work. Pupils know and understand their individual targets and

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understand what they must do to reach them.

Behaviour and safety of pupils

The behaviour of pupils in all the lessons observed was at least good. A few parents expressed concerns that their children's lessons were disrupted by poor behaviour, although the great majority felt that overall the behaviour in the school was good. Pupils say that behaviour is typically good because they are interested and keen to learn. The school's own records show that poor behaviour is a rarity and although there are occasional playground incidents, these are effectively and decisively dealt with. During the inspection, the playground was a happy and harmonious place. An abundance of play equipment, together with tables providing calm areas for those who wished for quieter activities, ensured that pupils always had plenty to do.

Pupils have positive attitudes towards school and their learning. There are strong relationships between the pupils and adults in the school and a mutual respect clearly exists between them. Attendance is above average and the school has worked hard to improve this with great success. Pupils emphatically said there was no bullying although they were aware it had happened in the past. They clearly understand the different types of bullying and are confident that any bullying would be dealt with effectively. There are very positive relationships across the school and pupils say that they feel safe. They are taught how to keep themselves safe, and road safety and life skills projects have enhanced their awareness of how to take care of themselves. Pupils have a good awareness of e-safety and the dangers of social network sites on the internet.

Leadership and management

The leadership of the headteacher is very strong. She has worked relentlessly with the staff to improve teaching and thus raise attainment. Staff are very well motivated and enthusiastic and have responded well to the challenge. As a result, they have become more confident and competent, leading to a subsequent rise in achievement. All share the ambition to drive the school forward and make the best possible provision for the pupils.

The school's self-evaluation is extremely accurate. Areas requiring improvement are quickly identified. Detailed action plans for both literacy and numeracy demonstrate there is no complacency and that these key areas remain an ongoing major focus. A robust monitoring programme taking in lesson observations, pupils' work and planning ensures that all know and understand the progress that is being made.

The governing body is very supportive and has recruited a number of new members. Although these have had some basic induction training, they are not yet fully confident in their role of monitoring the work of the school. The school is rigorous in ensuring that children are safe and secure and all statutory requirements regarding safeguarding and child protection are fully met.

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The curriculum is good. It is broad and balanced and appeals to the pupils, meeting their individual needs and motivating them to learn. It is constantly under review to ensure that it is meeting the needs of all pupils. The promotion of children's spiritual, moral, social and cultural development is good. Pupils are taught to be thoughtful and reflective and to consider the needs of others.

The school ensures that there is no discrimination. The progress of all individuals, as well as groups of pupils, is carefully tracked to ensure that they continue to make good progress. The above-average return of questionnaires by parents and carers demonstrates their degree of interest in, and concern for, the school and their children's learning. They feel that they are well informed and many commented on the warm relationships, positive atmosphere and good teaching their children receive.

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	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and 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 governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.



26 March 2012

Dear Pupils

Inspection of Pawlett Primary School, Bridgwater TA6 4SB

Thank you for making me so welcome when I visited your school. You were very polite and friendly and helped me to learn a lot about what you do and what you enjoy. Your school gives you a good education and has improved well since the last time it was inspected.

What I found about your school

- You achieve well in reading and make good progress in writing and mathematics.
- You enjoy coming to school and behave well. You understand well how to stay safe.
- Your teachers plan interesting and exciting lessons and mark your work well so that you know what you have to do to improve. I particularly enjoyed the comics that those of you in Years 5 and 6 were writing.
- Your headteacher and teachers are working very hard to help you do even better.

What I have asked your school to do now

- I think you could improve your writing by learning your spellings more carefully and taking care to use punctuation correctly.
- I have asked the new governors to find out how they can help the school to run even more effectively by taking some extra training.

We are sure that you will do all you can to help all adults who work with you to make your school even better.

With very best wishes for the future,

Yours sincerely

Christine Huard
Lead inspector

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