

Butleigh Church of England (Voluntary Controlled) Primary School

High Street, Butleigh, Glastonbury, BA6 8SX

Inspection dates 5–6 February 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school. Select

- Pupils achieve well. Last year every pupil in Year 6 attained at least the expected levels in English and mathematics and also made at least the expected two levels progress since the end of Year 2. School documentation shows that this good progress is continuing.
- Teaching is good and for the pupils in Years 5 and 6 it is consistently outstanding. Pupils are very well motivated to learn because lessons are interesting and activities are stimulating.
- Teachers plan well for the different ages and abilities of pupils in their classes.
- Pupils feel extremely safe in school. Their behaviour is outstanding and their attitudes to learning are exemplary.
- The curriculum is creative and exciting. It makes good links across subjects and promotes pupils' spiritual, moral, social and cultural development extremely well.
- Leadership and management are good. Senior leaders and governors understand very well how the school is doing. They regularly check the quality of teaching and learning and training is provided as needed to further enhance teachers' skills.

It is not yet an outstanding school because

- Pupils do not always have enough opportunities to use and apply their skills and knowledge in mathematics to solve problems.
- The highest attainers in mathematics are not provided with enough open-ended investigations to challenge their thinking.
- In some classes pupils have too few chances to generate their own ideas and questions to lead their learning and thus gain greater independence.

Information about this inspection

- The inspector observed nine lessons or parts of lessons, four of which were joint observations with the headteacher. She also observed the teaching of phonics (letters and letter combinations and the sounds they make) as well as observing groups where individual support was provided. In addition, the inspector heard pupils from Years 2 and 6 read as well as examining pupils' work and discussing it with them.
- A wide range of school documentation was analysed and evaluated including that relating to safeguarding, assessment data, school improvement plans and monitoring records.
- The inspector held meetings with the headteacher and staff as well as the Chair of the Governing Body. A telephone conversation was held with the local leader of education.
- The 19 responses to the questionnaire on the Parent View website were considered as well as 11 questionnaires returned by staff and the results of the school's own surveys of parents.

Inspection team

Christine Huard, Lead inspector

Additional Inspector

Full report

Information about this school

- Butleigh is a much smaller than average school which serves the village of Butleigh and the surrounding area.
- There are four mixed-age classes which change from year to year as group sizes change. This year the make up is: Reception and Year 1, Years 2 and 3, Years 4 and 5, Years 5 and 6.
- The school has a lower percentage of pupils supported through school action than most other schools.
- The proportion of pupils supported through school action plus or with a statement of special educational needs is smaller than the national average.
- The proportion of pupils known to be eligible for free school meals and the proportion of pupils known to be eligible for additional funding through the pupil premium is below the national average.
- There is a below average proportion of pupils from minority ethnic backgrounds and the proportion of pupils learning English as an additional language is also below average.
- The school meets the government's floor standards which set the minimum expectations for pupils' attainment and progress.
- The school has no alternative provision.

What does the school need to do to improve further?

- Raise attainment in mathematics by:
 - providing pupils in Years 2 to 4 with more opportunities to use and apply their mathematical skills in solving problems.
 - ensuring that the highest attaining children are provided with more open-ended investigations and problems that really challenge their thinking.
- Raise the quality of teaching so that more is outstanding, by giving pupils more chances to generate their own ideas and questions to lead their learning, thus developing their enquiry skills and independence.

Inspection judgements

The achievement of pupils

is good

- Children's attainment when they start at the school varies from year to year and ranges from below what is expected for their age to above expectations. Activities are well matched to their individual needs. Consequently, they make good progress across all the areas of learning and are well prepared for the National Curriculum when they join Year 1.
- Pupils in Key Stage 1 make good progress in reading, writing and mathematics. This is because teachers make sure that all pupils are provided with exactly the right amount of support or challenge for them to learn effectively.
- In the last academic year, pupils in Year 1 did not do as well as most pupils nationally in the phonics screening test which tested their knowledge of letters and sounds. Nevertheless, the reading skills of these pupils are now at least of the appropriate standard for their age. They show a good knowledge of phonics, using them competently to sound out unfamiliar words. These skills help them significantly with their reading and writing.
- Reading is taught highly effectively. The school's documentation shows pupils make outstanding progress from Years 3 to 6. Year 6 pupils discuss the texts they read maturely and knowledgeably and are well on track to reach attainment that is significantly higher than average.
- Pupils enjoy writing. There is a good focus on spelling, punctuation and grammar from an early stage and, because these are of second nature to the pupils, their creativity is not suppressed by them having to focus on basic skills. Presentation has improved greatly this year as a result of a concerted effort to encourage pupils to take more pride in the appearance of their work.
- Pupils achieve well in mathematics and higher attaining pupils are challenged well for the most part. However, some of the highest attaining pupils are not always presented with challenges which really stretch their thinking such as open-ended investigations.
- Pupils in Years 2 to 4 are not always provided with enough problem-solving activities in mathematics which encourage them to use and apply the knowledge and skills they are learning.
- Disabled pupils and those who have special educational needs achieve well and benefit from well-targeted support. The few pupils who are eligible for the pupil premium achieve well because the school has thought carefully about their specific needs and carefully targeted support to meet these. As a result, they make progress which is similar to their classmates.

The quality of teaching

is good

- Teaching is good and sometimes better. Pupils in Year 6 benefit from outstanding teaching from both practitioners and these pupils learn highly effectively as a result.
- Teaching is well planned and relates well to pupils' interests. As a result pupils are very well motivated and respond enthusiastically in lessons.
- Teachers plan lessons which provide well for the very different abilities of pupils in the mixed-age classes. Pupils in Years 1 to 6 are benefiting from the recently introduced system of setting for English and mathematics which enables teachers to plan even more precisely for individual needs, thus ensuring pupils learn even more effectively.
- Teaching assistants are deployed well. They provide good support for pupils of all abilities and work closely with the class teacher to ensure a consistency of approach.
- In most lessons, time is used very effectively. Input is short, explanations are clear and pupils quickly move on to timed tasks which reinforce their understanding. Teachers regularly check the level of pupils' understanding through well-focused questioning.
- The best teaching encourages pupils to take responsibility for their own learning and generate their own questions and ideas. This was demonstrated very clearly in an internet safety session for pupils in Years 5 and 6. Pupils devised and enacted their own scenarios, and invited their classmates to suggest solutions to their dilemmas. However, this excellent approach is not

consistent and teachers occasionally direct pupils too much and do not give them enough opportunities to generate their own ideas to lead their own learning, and thus become more independent.

- Disabled pupils and those with special educational needs learn well because they are effectively supported. The pupils who are eligible for pupil premium funding learn effectively because teaching meets their needs and their progress is carefully tracked to ensure there are no gaps in their learning.
- The curriculum is creative and closely linked to pupils' needs and interests. It motivates the pupils well and makes an excellent contribution to their spiritual, moral, social and cultural development.
- Teachers mark pupils' work conscientiously and regularly. Comments clearly tell pupils what it is they have to do to improve their work and move forward in their learning. Challenges posed by teachers encourage pupils to respond to their marking, which they do with enthusiasm.

The behaviour and safety of pupils are outstanding

- The personal and social skills of children in Reception are promoted extremely well. As a result they are very keen to learn and respond enthusiastically to the activities provided. They behave very well, happily share resources and listen to each other and adults attentively.
- Pupils' behaviour is exemplary. They are extremely polite, helpful and enthusiastic about their school. This exuberance is reflected in the classroom where their enthusiasm and positive attitudes enable them to tackle the challenges they are provided with.
- Outside of lessons pupils' behaviour is equally outstanding. Lunch is a very pleasant, social occasion where very good manners abound and the older pupils look after the younger ones, ensuring they have everything they need. The playgrounds are happy and harmonious where pupils play together very well and pupils share the wide range of play equipment cheerfully.
- The pupils have an excellent understanding of different types of bullying such as cyber bullying and emotional bullying and understand clearly what to do should it occur. They are emphatic that there is no bullying at the school.
- Pupils say they feel very safe in school and they are provided with regular high quality information about how to keep themselves safe. The internet safety sessions observed by the inspector confirm the high quality of this.
- When asked, the pupils agreed that the behaviour observed by the inspector was typical. They said that there was very little bad behaviour and few conflicts. 'When they happen we're expected to sort out our own problems if we can.' However, this pupil also quickly added, 'but we know that the adults will always help us if we can't'.
- Attendance is at least average and pupils' punctuality is good. The attendance of a very few pupils prevent it from being outstanding. The school has robust systems in place to check up on any absences, and a rigorous approach to the authorisation of term-time holidays.

The leadership and management are good

- The headteacher provides clear direction for the school. She and the whole staff team are ambitious for the school. All are dedicated to providing the best possible education for the pupils in a learning environment that is vibrant and exciting and fully reflects the school's Christian ethos.
 - There is a strong focus on improving teaching and learning and the success of the school's teamwork is very evident in the significant improvements that have taken place in teaching, learning and achievement in the last two years. This demonstrates the school's capacity to make
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further improvement.

- The school's work is monitored closely by the headteacher and all staff are responsible for the outcomes in the areas they are responsible for. There is a strong programme of lesson observations, work scrutiny and pupil progress discussions. This means that the school has a clear picture of how well the pupils are doing.
- The targets that are set for teachers are checked regularly and closely linked to teachers' progression through the salary scales.
- The curriculum is reviewed on an ongoing basis to ensure it is relevant and related to the pupils' interests. It is creative and themes are varied and exciting. Themes such as 'Fair Trade' ensure that pupils' spiritual, moral, social and cultural development is promoted extremely well.
- Safeguarding is of high priority in the school and all statutory requirements are met. The school promotes equal opportunities effectively, ensuring that all pupils have the same opportunities and there is no discrimination. As a result, there are minimal differences in the progress pupils make.
- Funding from the pupil premium is spent on increasing the range of experiences and resources for this group of pupils, for example it helps to fund a learning mentor. The impact of each initiative is carefully evaluated to ensure any gaps in attainment close.
- The school's self-evaluation is extremely accurate and this means that priorities in school improvement planning are entirely appropriate.
- The local authority has provided an appropriate level of support to the school through the Local Leaders in Education initiative and this has helped the school to make increasingly good progress since the last inspection.

■ **The governance of the school:**

- The governing body has a thorough understanding of the strengths of the school and what it is doing to further improve. Governors understand how well it is performing in comparison to other schools and challenge the work of the school effectively. They undergo regular training to improve their skills which means they are more confident to both support and challenge the school. They monitor the finances of the school rigorously and ensure that the money from the pupil premium is used effectively to support these pupils; for example, by providing a learning mentor to support pupils emotionally, as well as one-to-one support where it is needed. The governing body ensures that all statutory requirements are met, particularly in regard to safeguarding. It ensures that equal opportunities are promoted and there is no discrimination. This is evident by the good progress that pupils make not only in their academic but also in their personal development.
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What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	123745
Local authority	Somerset
Inspection number	406191

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	100
Appropriate authority	The governing body
Chair	David Ellery
Headteacher	Rachael Pine
Date of previous school inspection	3–4 March 2011
Telephone number	01458 850511
Fax number	01458 851079
Email address	office@butleigh.somerset.sch.uk

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