

Webber's Church of England Primary School

Holcombe Rogus, Wellington, Somerset, TA21 0PE

Inspection dates 18–19 March 2015

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a good school.

- The executive headteacher's unwavering desire to nurture every child's potential has been pivotal in creating a determined team of staff and governors that share her vision. Strong teamwork has led to a good, and continuously improving, education for all.
- The strong relationships between pupils and staff help pupils to grow in self-confidence and to try hard in all that they do.
- By the time pupils leave in Year 6, the majority make strong progress in reading, writing and mathematics.
- Over time, the teaching of phonics (letters and the sounds they make) in the early years leads to pupils in Year 1 consistently achieving above average in national screening tests.
- Teaching assistants are well trained and make a valuable contribution to pupils' progress.
- Adults are skilled in planning activities that help pupils, particularly the more able, to broaden their knowledge and widen their horizons.
- The school successfully offers a wide range of activities that helps to enthuse pupils' learning and broaden their achievements. Music and physical education are notable strengths.
- Leaders have created a cohesive culture of tolerance and respect. This makes an impressive contribution to pupils' social, moral, spiritual and cultural development.
- Pupils have good attitudes towards their learning. They take great pride and care in the presentation of their work.
- School routines for keeping pupils safe and happy are thorough and parents speak positively about this work.
- The governing body has a good understanding of the school's strengths. The governors ask challenging questions of leaders and these contribute to the continued improvements to the quality of teaching and learning.

It is not yet an outstanding school because

- Teachers do not always check how well pupils are learning within a lesson to adjust the level of challenge and deepen pupils' understanding.
- Teachers' marking and feedback do not always provide pupils with clear guidance about how to improve their work. Consequently, not all pupils make rapid progress, particularly in writing where careless spelling, punctuation and grammar occur on occasions.
- Provision in the Early Years Foundation Stage does not always allow sufficient opportunities to develop children's writing skills.
- School improvement plans are not succinct and do not identify how and when governors will check on progress.

Information about this inspection

- The inspector observed teaching in all classes and one whole school assembly. She observed 11 lessons, four of which were observed jointly with the executive headteacher.
- The inspector scrutinised the quality of work in pupils' books, accompanied by senior leaders.
- Meetings and discussions were held with the executive headteacher, senior and middle leaders, pupils and two members of the governing body. A telephone discussion took place with a representative from the local authority.
- A wide range of documentation was scrutinised, which included school improvement plans, reports from the local authority, checks on pupils' achievement, minutes from meetings, safeguarding information and documents relating to the management of teachers' performance.
- The inspector took into account informal discussions with parents and the 32 responses to the online questionnaire, Parent View. Questionnaire responses from 10 members of staff were also analysed.

Inspection team

Tracy Hannon, Lead inspector

Seconded Inspector

Full report

Information about this school

- The school is smaller than the average-sized primary school.
- Due to the small size of the school, the numbers identified in groups are often small or, in some cases, relate to individual pupils.
- Since the previous inspection, the school has formed a federation with Burlescombe Church of England Primary School.
- Most pupils are of White British heritage. A very small minority of pupils speak English as an additional language.
- The proportion of pupils eligible for additional government funding through the pupil premium is below the national average. This additional funding is for pupils who are eligible free school meals or those who are looked after by the local authority.
- The proportion of pupils who have special educational needs is above the national average. There are no disabled pupils at the school.
- The school meets the government's current floor standards, which are the minimum standards set for pupils' attainment and progress by the end of Year 6.
- Early years provision in the Reception class is full time.

What does the school need to do to improve further?

- Improve teaching so that it is typically outstanding and further raises pupils' achievement by ensuring teachers:
 - regularly check how pupils are achieving in lessons and adjust activities so that they are not too easy or too hard for pupils
 - have the very highest expectations of spelling, punctuation and grammar
 - make sure that the quality of marking is consistently good and enables all pupils to improve their work further, particularly in writing.
- Strengthen leadership and management by ensuring that leaders:
 - sharpen school improvement planning so it is more succinct and gives timescales which will enable governors to evaluate the success of actions in a timely manner.
- Raise achievement in writing in the Early Years Foundation Stage by making sure that adults have consistently high expectations of what children can achieve in writing.

Inspection judgements

The leadership and management are good

- A committed team of staff shares the executive headteacher's vision and works well together to help pupils achieve the school's mission statement, 'Climb to your highest, for yourself, for others and for God'. Teaching staff work tirelessly to remove barriers to learning and challenge discrimination in any form. The strong sense of social and moral responsibility permeates the work of the school and underpins the good, and continuously improving, education provided.
- Senior and middle leaders have embraced the support from the local authority in continuing to raise standards of teaching and learning in the school. The school's mathematics leader has been supporting teachers with the implementation of the new National Curriculum in mathematics. This work has raised expectations and is resulting in stronger progress for all groups of pupils.
- Leaders carefully check pupils' progress and are quick to tackle signs of underachievement. The school's leader for disabled and special educational needs pupils has been effective in training support staff to implement 'catch-up' programmes. Additional support is carefully matched to pupils' needs and helps to close gaps in pupils' skills, knowledge and understanding.
- Leaders' precise analysis of achievement also identifies most able pupils. The small group work planned is effective in supporting these pupils to achieving the very highest levels.
- Leaders effectively tackle underperformance in teaching. Staff are overwhelmingly positive about the support they receive from leaders to improve their teaching skills. Recent external support has improved teachers' planning in English, and pupils' enjoyment of writing has increased. This is helping more pupils to achieve higher standards in writing. Leaders are rightly focusing on developing an effective marking policy so that all teachers are clear about expectations, regularly celebrate achievements and identify clearly pupils' next steps.
- Leaders' evaluations of the school's performance are accurate. Plans focus on the right priorities. However, the evaluations or the priorities are not always precise enough. As a result, it is difficult for all leaders and governors to evaluate which of the many actions have been the most effective in improving the progress and achievement of pupils.
- Sport is given a high profile in the school. Additional sport funding is used effectively to ensure that staff are confident and skilled in teaching physical education. The school provides a wide range of clubs and activities which are well attended. Pupils' participation in sport has increased dramatically and pupils speak with pride about their performance in local sports events.
- The curriculum provides a wide range of activities which broaden pupils' experiences and prepare pupils well for life in modern Britain. Pupils gain a good understanding of the similarities and differences in a variety of faiths. They speak maturely about rights and responsibilities and conflict sometimes caused by people having different viewpoints.
- Good use is made of community links to bring learning to life. For example, in a healthy eating Farm to Fork project, pupils visited a working organic farm and a local supermarket. They went behind the scenes and made a healthy pizza from local produce. School council elections provide pupils with an understanding of democracy. Older pupils apply their good communication skills to confidently take part in community and fundraising events and when leading their team on sports days.
- The arts are given a high priority in the school. Pupils demonstrate great enjoyment in musical events. Their singing in assembly and music lessons is harmonious. In a Years 3 and 4 music lesson, pupils read musical notation and played instruments skilfully. They displayed intense concentration and performed faultlessly as an orchestra.
- Leaders and governors have ensured that safeguarding procedures are robust.
- School leaders have worked closely with local authority advisers who have made regular visits to support the work of middle leaders in particular. Joint lesson observations and the scrutiny of work in books have resulted in middle leaders becoming increasingly effective in checking on pupils' progress and supporting staff subject knowledge. This is driving a faster rate of pupil progress in English and in mathematics.
- **The governance of the school:**
 - Governors share the executive headteacher's commitment to a school where the needs of all pupils are fully met. In federating, they have demonstrated a clear vision to ensuring that children locally receive a good standard of education. They meet regularly with other school governing body representatives at 'blue skies' meetings to consider further school improvement. This work ensures that the school is always seeking to improve.
 - Governors have a clear understanding of the school's strengths and weaknesses and make regular visits to the school to check on the impact of initiatives. Because the school improvement plan is not concise

and does not make direct links to specific governor evaluation, the impact of governors is sometimes limited.

- Governors have a good understanding of how the school compares to others, both locally and nationally, and provide effective challenge to leaders.
- Governors know where strengths are in teaching and have established clear links between teachers' performance and pay awards.
- Governors regularly check that the school's safeguarding procedures are robust and speak knowledgeably about school security. The governing body has robust measures in place for financial management and minutes of meetings show that expenditure is scrutinised for its effectiveness. For example, governors have a good knowledge of how the pupil premium is spent effectively to support disadvantaged pupils.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good.
- In lessons, pupils respond quickly to adults' instructions. They are courteous and pupils of all abilities show positive attitudes towards their work. Carefully planned and timely interventions by skilled adults help pupils to feel understood and supported. Pupils show great sensitivity and demonstrate great tolerance helping all children to manage their feelings.
- Pupils move around the school safely and show great care for one another. They play safely and share equipment well.
- While pupils display good attitudes to learning overall, a number struggle to self-correct their work and/or use their own initiative to improve it without prompting.
- Most pupils take pride in their handwriting, although occasional lapses in the accuracy of spelling, punctuation and grammar spoil the quality of their writing.
- Leaders, ably supported by governors, have been robust in tackling poor attendance. Attendance is now in line with national average. Pupils are punctual to school and speak with pride about the school being 'a special place because it is small and we all know and support one another'.
- Pupils have a good understanding of bullying and say that it does not happen in school. They say that occasional 'fallings out' are quickly sorted by adults.

Safety

- The school's work to keep pupils safe and secure is good.
- Pupils have a good understanding of a wide range of risks. They are alert to the dangers of the internet and speak knowledgeably about road and fire safety, for example. They speak positively about visits from the police, who speak in assemblies, and older pupils enthuse about the 'life skills' activities they participate in with pupils from other local schools.
- Procedures for safeguarding are thorough and staff training is regular. Staff are quick to respond where they have concerns and work closely with external agencies and families to ensure that support is in place.
- The inspector agrees with the overwhelming majority of those parents who responded to the online questionnaire, Parent View, who felt that their children were safe in school.

The quality of teaching is good

- Teaching staff work closely as a team to improve the quality of their teaching. Policies for lesson planning have been thoughtfully implemented. Teachers respond to senior leaders' high expectations and strive to keep pupils 'on the edge of their learning'. Standards in mathematics are high.
- Teachers ensure that reading has a high profile in the school. All children are given regular opportunities to read and share books. The teaching of phonics is a particular strength in the school. Observations during the inspection clearly showed how pupils love reading. Even the very youngest children were seen sharing books with sustained levels of concentration. There were squeals of delight as they relished the text and the pictures.
- A focus on writing has led to recent improvements in the teaching of writing, particularly in Years 2 to 6. Pupils' books reflect improved standards. There is little evidence of high quality writing on display around the school. There is more work to be done on raising the profile of writing so that it is given greater status and that pupils are clear about what high quality writing can look like. On occasion, teachers do not check how pupils are doing within the lesson, and therefore do not adjust the complexity of the work pupils are

doing to provide more challenge. This prevents some pupils from making the rapid progress of which they are capable.

- Where teachers' marking lacks precision and pupils are unclear about what they are learning, pupils' understanding suffers and their progress falters.
- Teaching in the Early Years Foundation Stage and Year 1 supports children's good phonic and technical knowledge of writing. However, adults do not demonstrate high enough expectations and do not provide opportunities for children to apply and practise their writing skills when learning independently indoors and out.
- Teaching assistants are well trained and deployed well across the school. Careful checking on pupils' learning during small group intervention activities or one-to-one sessions is enabling pupils to overcome barriers to their learning. As a result, these pupils acquire the skills they need in English and mathematics and develop aspects of concentration and resilience to be successful learners.

The achievement of pupils

is good

- Children in the Early Years Foundation Stage achieve particularly well in personal, social and emotional development. They speak confidently and express their feelings and ideas clearly. They take turns and cooperate well. In 2014, a lower proportion than nationally reached good level of development. These children have caught up in Year 1 because of well-targeted support. Records and observations show that a higher than average proportion of the current group of Early Years Foundation Stage children are likely to achieve a good level of development.
- The teaching of phonics is a strength. Close work with local pre-schools has meant that children are increasingly joining the school with good listening skills and can hear and say initial sounds in words. No time is lost in developing these skills when children transfer. By the time children leave the Early Years Foundation Stage, many are achieving above the expected level in their reading and spelling. By the end of Year 1, pupils typically achieve above average in the national phonics check.
- Pupils make good progress in Key Stage 1. A higher proportion of pupils than nationally achieve the highest levels in reading by the time they leave Year 2.
- The attainment of pupils in Year 6 took a dip in 2014 in all subjects except mathematics. However, all pupils made good progress from their starting points in the school, with a higher proportion than nationally achieving better than expected progress in reading, writing and mathematics. Inspection evidence supports the school's view that the current pupils are making good progress and standards of attainment are good, and rising, so that the current Year 6 is set to exceed national expectations in all areas.
- Pupils' attainment in spelling, punctuation and grammar was particularly low in 2014. In some writing lessons, there has been insufficient emphasis placed on the need for accuracy. The new systems for teaching spelling, punctuation and grammar are helping the oldest pupils in the school to catch up quickly. Teachers ensure there is a broad range of opportunities for pupils to write in all curriculum areas. They are following local authority advice to plan lessons which encourage more extended writing, with an increased expectation of technical accuracy. Work in books shows that pupils are writing more and that inconsistencies in spelling, punctuation and grammar are reducing.
- Disabled pupils and those who have special educational needs are making good progress against their individual targets. This is the result of well-coordinated support led by highly effective support staff.
- The very small number of pupils who attract additional funding make at least good progress. There is no gap between the progress of disadvantaged pupils and their peers. Over time, disadvantaged pupils achieve standards at least in line with all pupils nationally.
- The most able pupils achieve well and make good progress. The school checks on progress regularly and sets challenging targets. Most able pupils receive additional targeted support to achieve the very highest levels.
- Strong teaching ensures that pupils achieve particularly well in music and physical education.

The early years provision

is good

- Good links with pre-schools ensure that children get off to a good start to school. Parents speak positively about how quickly their child settles into school routines and how approachable staff are. As a result, little time is lost and children's progress is not disrupted. Children enter the school with weaker skills in writing. The teaching of phonics is a particular strength of the school, and children make rapid gains in their

knowledge of letter and sounds. However, adults do not create opportunities for children to put these skills into practice and, as a result, their writing does not develop as quickly and fully as it should.

- The rich language environment, with a plentiful supply of books and messages alongside every activity, also supports children in developing early reading skills. Children can access resources and carry out tasks independently because of the teachers' careful planning and good knowledge of the individual child.
- Good leadership ensures that staff are well trained. Children benefit from the well-organised and safe learning environment. Adults ensure that the classroom is packed with interesting displays and teachers' questions, to stimulate children's thinking.
- Teachers regularly observe children to check their understanding and use this information effectively to plan follow up activities for the children.
- Children sustain good levels of concentration and cooperate well. They move around both indoor and outdoor environments without harm and show respect for the environment, using equipment and tidying away safely.
- Relationships are strong and these support the very good progress in pupils' personal, social and emotional development.
- There are good links between home and school and parents contribute regularly to children's 'All About Me' books. The school strongly encourages partnership with parents which supports the children's good development.
- When pupils are working with the teaching staff, they quickly become engrossed in the activities. Adults' skilled interaction with children, careful questioning and good modelling of vocabulary ensure that pupils make good progress, especially in their speaking and listening. As a result, children leave the Early Years Foundation Stage ready for Year 1, with particularly high levels of skills in communication and language.

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	113434
Local authority	Devon
Inspection number	449548

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	74
Appropriate authority	The governing body
Chair	John McIlwain
Headteacher	Deborah Eveleigh
Date of previous school inspection	24 June 2010
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