

# Inspection of a good school: West Buckland Primary School

West Buckland, Wellington, Somerset TA21 9LD

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Inspection date: 20 July 2022

## Outcome

West Buckland Primary School continues to be a good school.

## What is it like to attend this school?

Pupils flourish at West Buckland School. They are happy, enjoy their learning and say that everyone gets along. They know how the school's values, 'ready, respect and safe', help them to work hard, be polite and learn well.

Staff have high expectations for pupils' behaviour. Pupils behave well, both in and outside of lessons. They have strong relationships with staff. Pupils know that adults will help them to manage their emotions and worries if needed. They say that bullying is rare and that, if it were to happen, they are confident that adults will deal with it quickly.

Pupils enjoy the range of trips and opportunities offered by the school, such as the residential in Year 6 and a visit to the museum. They value the opportunities they have to become sports leaders and prefects, or to take part in performances to parents. Pupils say that these roles help them to grow in confidence, develop their leadership skills and to set a positive example.

Parents and carers are overwhelmingly positive about the school. One parent said, 'There is a real sense of family and belonging in the school, and I am proud that my children attend.'

## What does the school do well and what does it need to do better?

Leaders understand the school's strengths and areas to develop well. They are ambitious for what pupils can achieve. They have designed a curriculum that interests pupils, including those with special educational needs and/or disabilities (SEND). As a result, pupils learn well across many areas of the curriculum.

Reading is a priority in the school. From the moment children start in the early years, they learn to read in a systematic way. Pupils use their decoding skills well to sound out unfamiliar words. Books are matched to the letters and sounds that pupils are learning. This helps them to become fluent and confident readers. Staff regularly check how

successfully pupils learn new sounds. If pupils fall behind, staff provide timely and effective support. These pupils catch up quickly. Teachers use the reading curriculum to develop pupils' comprehension well. Teachers select books from a range of high-quality texts. As a result, pupils develop a love of reading and comprehension well.

In mathematics, there is a consistent approach to delivering the curriculum. Teachers plan the teaching of mathematics well to meet the needs of pupils, including those with SEND. Pupils understand and use mathematical vocabulary precisely. This starts in the early years. Children confidently use phrases like 'more than' or 'less than' when they are weighing everyday items. Teachers routinely check pupils' understanding of prior learning through the use of quizzes known as 'flashback 5s'. This enables pupils to secure and deepen their mathematical knowledge and understanding.

A few subject curriculums are not as well developed. Leaders have not made clear the key knowledge that pupils need to learn. As a result, pupils do not learn as well as they could. For example, older pupils can recall simple facts about evacuation and the blitz from their history lessons. However, they cannot successfully connect this to their previous learning or build knowledge in a coherent way. In addition, some teachers do not consistently check how successfully pupils learn this knowledge. This slows the progress that pupils make.

Leaders make sure that effective systems are in place to identify pupils with SEND. They have a sound knowledge of the differing needs of these pupils as they move through the school. As a result, pupils' learning needs are met well in the classroom and they are able to access the same curriculum as their peers.

Pupils work and play well together. They follow the agreed routines well. These start in the early years. Children have positive attitudes to learning. They follow instructions and work well with others. There is a calm and orderly atmosphere across the school.

Pupils' personal development is well thought out. Leaders use assemblies and visitors to develop pupils' understanding of tolerance, and how they can lead an active and healthy life and stay safe. As a result, pupils are well prepared for life in modern Britain.

Staff value the way in which they work as a team. They appreciate the support they receive from senior leaders. Leaders, including governors, are considerate of staff's workload and well-being. Governors know the school well. They have an accurate view of the school's strengths and areas for improvement.

## **Safeguarding**

Leaders ensure all staff receive relevant and regular training. As a result, they are alert to the signs that pupils might be at risk and report these concerns immediately. Staff know pupils and their families well. Leaders work with a wide range of external agencies to provide the support that vulnerable pupils and their families need. Governors regularly check the school's safeguarding procedures.

Leaders ensure that the curriculum provides opportunities for pupils to learn about risks, including when working online. Pupils say that they know what to do and who to go to if they feel worried or concerned.

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

### **(Information for the school and appropriate authority)**

- In some of the wider curriculum subjects, leaders have not identified the key knowledge they want pupils to know and remember. This means that pupils do not build a deep understanding of these subjects. Leaders need to ensure that all subjects identify the knowledge pupils must learn and when.
- Sometimes, assessment is not used well enough to check that pupils have remembered the knowledge they have been taught. As a result, some pupils are not able to recall what they have learned. Leaders need to ensure that staff use assessment effectively to check what pupils know and remember across all subjects.

## **Background**

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the first section 8 inspection since we judged the predecessor school, West Buckland Community Primary School, to be good in February 2017.

## **How can I feed back my views?**

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	145674
<b>Local authority</b>	Somerset
<b>Inspection number</b>	10240111
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	2 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	120
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Christopher Ormrod
<b>Headteacher</b>	Cameron Mann
<b>Website</b>	<a href="http://www.westbucklandprimary.org.uk">www.westbucklandprimary.org.uk</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- The school is part of The Richard Huish Trust.
- The school uses one registered alternative provider.

## Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, senior leaders, the special educational needs coordinator, groups of staff and representatives from the local governing body and trust.
- Inspectors carried out deep dives in the following subjects: early reading, mathematics and physical education. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, looked at samples of work and spoke to pupils about their learning.
- The lead inspector listened to pupils in Years 1, 2 and 3 read to an adult.

- Inspectors considered how well the school protects pupils and keeps them safe. The lead inspector met with the designated safeguarding leads to evaluate the effectiveness of safeguarding. The lead inspector also scrutinised the school's single central record.
- Inspectors observed pupils' behaviour in lessons and around the school site. Additionally, inspectors spoke to pupils to discuss their views about the school.
- Inspectors considered the responses to the online survey, Ofsted Parent View. They also took into consideration to the staff and pupil surveys.

### **Inspection team**

Ben Jordan, lead inspector

Her Majesty's Inspector

Kelly Olive

Her Majesty's Inspector

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