

Inspection of Wiveliscombe Primary School

North Street, Wiveliscombe, Taunton, Somerset TA4 2LA

Inspection dates: 7 and 8 March 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Early years provision	Good
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Previous inspection grade	Good
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What is it like to attend this school?

Staff have high expectations of all pupils. Leaders work hard to realise the school's goal of all pupils believing in themselves, being happy and achieving their best. Leaders create an inclusive environment. For example, they welcomed several Ukrainian pupils into the school. This builds a culture across the school where pupils show acceptance of others.

Pupils enjoy coming to school, and they feel safe. They are polite, considerate and show respect. Pupils behave well when learning and playing together. Bullying rarely happens. Pupils are confident that adults will sort out any problems or concerns should they arise. They celebrate difference and know right from wrong. Pupils understand that everyone is entitled to their own opinion.

Pupils learn by following a rich and varied curriculum. This includes weekly forest school sessions and a range of clubs, such as samba and origami. These help to develop pupils' interests and talents beyond the academic. Pupils benefit from opportunities to lead, including being a member of school parliament and play leaders. They are proud of their work and of being a member of their school. Pupils leave Wiveliscombe well prepared for the next stage of their education.

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

The headteacher has stabilised the school since she joined during the COVID-19 pandemic. She provides effective leadership. Many parents agree. One parent commented that 'All staff aim to provide the best for the children, whatever the child's ability.' Leaders engage with parents, carers and the community and have spent time forging positive relationships with them.

Reading is central to the school's curriculum. Staff support pupils to read well through daily phonics teaching. They provide additional help to pupils not keeping up. Staff choose high-quality texts to improve pupils' understanding of reading skills. For example, pupils use their inference skills to discuss how characters feel. Pupils talk fondly about their favourite books and authors.

Leaders have ambition for everyone. They have carefully crafted a curriculum to meet the needs of all pupils. Teachers make links between subjects, such as reading and writing, to help pupils deepen what they have learned. In Reception Year, children acquire knowledge through hands-on experiences. For example, they attend lambing sessions in the local area. In a few subjects, pupils struggle to remember what they have learned. Teachers do not build on pupils' prior knowledge sufficiently well to support new learning.

Staff identify pupils with special educational needs and/or disabilities (SEND) early and accurately. They work in tandem with parents and pupils when planning support. Pupils with SEND follow the full curriculum alongside their peers. There is

an array of additional support on offer to target pupils' precise needs, including therapeutic intervention and mental health services.

Teachers benefit from regular professional development opportunities. They have a secure knowledge of the subjects they teach. They create an environment that focuses on pupils. However, at times, some support staff do not have the subject expertise needed to make sure that pupils develop their subject knowledge. This means that some misconceptions go unnoticed.

Staff use carefully selected resources to support learning. For example, they use models to show the life cycle of a plant. Pupils then see this learning in action when they grow vegetables. Teachers check pupils' understanding of what they have learned through questioning and feedback. Pupils say this helps them to understand concepts and learn from mistakes.

High expectations for behaviour result in a calm and orderly environment. A favourite activity of pupils is story time with the school's guinea pigs to celebrate good behaviour. Children in Reception Year learn how to express their emotions and show kindness towards each other and adults. In lessons and during social times, pupils of all ages cooperate well with one another.

Leaders have thoughtfully created an effective personal development programme. Pupils know extensively about the fundamental British values, such as individual liberty. They know not to treat people differently because of their race or gender. Pupils have a firm understanding of what healthy and unhealthy relationships look like.

Leaders and governors work together so that staff, including those who are new to teaching, feel supported with their well-being. Staff appreciate leaders' efforts to help manage their workload.

Safeguarding

The arrangements for safeguarding are effective.

There is a strong culture of safeguarding. Leaders ensure that staff are well trained in safeguarding.

Pupils know who they can talk to if they have any worries, and staff support them. Staff follow the school's procedures to report concerns. Leaders work tenaciously to ensure families get the support they need.

Leaders use effective recruitment processes to check that staff are suitable to work with children.

Through the curriculum, staff help pupils to identify risks. For example, pupils know how to keep safe online. They have an age-appropriate understanding of consent.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a few subjects, teachers do not make links between previous and current learning. This means that pupils sometimes struggle to remember what they have learned. Leaders should ensure that links between prior and new learning are made explicit so that pupils can recall what they have previously learned and build new knowledge.
- Some support staff do not have the depth of subject knowledge they need. They lack the expertise to pick up on pupils' misconceptions. As a result, these misconceptions go unnoticed. Leaders need to ensure that all staff have the subject knowledge they need to support pupils to learn what is intended.

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.

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

Unique reference number	123713
Local authority	Somerset
Inspection number	10256675
Type of school	Primary
School category	Maintained
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	201
Appropriate authority	The governing body
Chair of governing body	Rosie Austin
Headteacher	Lucy Crowe
Website	www.wiveliscombeprimary.com
Date of previous inspection	29 June 2017, under section 8 of the Education Act 2005

Information about this school

- There have been changes in leadership since the previous inspection. The current headteacher took up post in August 2020.
- There is a before-school club for pupils who attend the school.
- The school uses one unregistered alternative provider.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- 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, assistant headteacher, special educational needs coordinator, school staff, pupils, governors, and representatives from the local authority.
- Inspectors carried out deep dives in these 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, spoke to some pupils about their learning and looked at samples of pupils' work.
- The lead inspector listened to pupils read from Years 1, 2 and 3.
- Inspectors evaluated the effectiveness of safeguarding. They looked at the school's single central record and records of concerns and at how staff work to keep pupils safe. The inspectors spoke to pupils, staff and governors about safeguarding practices.
- Inspectors observed pupils' behaviour in lessons and around the school, including at lunchtimes and breaktimes. In addition, they met with pupils, formally and informally, to hear their views.
- Inspectors considered 54 responses to the online survey, Ofsted Parent View, including 51 free-text responses. They also looked at 100 responses to the pupil survey and 18 responses to the staff survey.

Inspection team

Lakmini Harkus, lead inspector

His Majesty's Inspector

Simon Bissett

Ofsted Inspector

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