



# Banwell Primary School

## Inspection Report

**Unique Reference Number** 109090  
**LEA** North Somerset  
**Inspection number** 278118  
**Inspection dates** 20 June 2006 to 21 June 2006  
**Reporting inspector** Alison Grainger AI

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

<b>Type of school</b>	Primary	<b>School address</b>	West Street
<b>School category</b>	Community		Banwell
<b>Age range of pupils</b>	4 to 11		BS29 6DB
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01934 822498
<b>Number on roll</b>	188	<b>Fax number</b>	01934 825020
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr Paul Bateman
<b>Date of previous inspection</b>	17 January 2000	<b>Headteacher</b>	Mr Harry Cadwallader

<b>Age group</b> 4 to 11	<b>Inspection dates</b> 20 June 2006 - 21 June 2006	<b>Inspection number</b> 278118
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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

The school draws its pupils from the village of Banwell and the surrounding area. The percentage of pupils known to be eligible for free school meals is a little above average. Although the percentage with learning difficulties and/or disabilities is broadly average, it varies from year to year. Most pupils are of White British heritage and no pupil is at an early stage of learning English as an additional language. The amount of movement of pupils in and out of the school other than at the usual time of joining or leaving is a little more than in most schools. Although there is a wide spread of individual attainment on entry, most children have the skills expected for their age when they start in the Reception class.

There have been quite a few recent changes of staff. The headteacher took up his post in September 2005 and the deputy joined the school in April 2006.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 3

This is a satisfactory school providing satisfactory value for money. Inspectors agree with the school's view of its overall effectiveness.

Children settle well when they start school. The quality of provision, including teaching and the curriculum, is satisfactory in the Reception Year and in the rest of the school. When pupils reach the end of Year 6, their achievement is satisfactory in relation to their starting points and capabilities.

The main reason why pupils' progress is not better than satisfactory is that teaching is not closely enough matched to their differing needs. It does not, for example, always challenge pupils fully. There are occasions when some tasks are a bit too hard for those of lower attainment. Pupils are not always given clear enough guidance about how to make more progress.

Attention to pupils' personal welfare is good. Parents are pleased with the school in general and this is the aspect that they appreciate the most. They are right in praising the warm and friendly atmosphere of the school.

Pupils' personal development is satisfactory overall. They enjoy school a lot, form positive relationships and behave well. An area of personal development that is not as good as it should be is pupils' knowledge and understanding of the rich diversity of modern multicultural Britain.

The new leadership team knows what the school needs to do to be better. Given the school's satisfactory progress since its last inspection and the commitment of staff to taking the school forward, it has the necessary capacity to improve.

### What the school should do to improve further

- Help pupils to make better progress by matching teaching more closely to their individual needs.
- Give pupils clear guidance about what they are doing well and what they need to do next to make maximum progress.
- Develop pupils' awareness of the diversity of modern multicultural Britain.

## Achievement and standards

### Grade: 3

Pupils make satisfactory progress as they move up through the school. Steady progress in the Reception Year results in almost all children reaching the standards expected for their age at the end of the school year. Some good gains are made in children's knowledge and understanding of the world, rectifying a relative weakness in their attainment on entry.

Current standards in Year 2 are a little below the level expected. These standards are not as good as those indicated by the 2005 national test results. Nevertheless, progress of pupils now in Years 1 and 2 is satisfactory. The lower standards now in Year 2 are

a reflection of the natural variations found in year groups of pupils and also a result of movement of pupils in and out of the school.

In Year 6, standards now are broadly average and similar to those shown by the national test results in recent years. Whilst progress from Year 3 to Year 6 is satisfactory, it is most significant in Year 6. Progress is relatively slower in Year 3 than in other years. Not all pupils now in Year 5 are doing as well as expected, having had several changes of teacher over the last year. Pupils makes satisfactory progress towards the set targets.

## **Personal development and well-being**

### **Grade: 3**

Pupils' personal development is satisfactory overall. Moral and social development is strong and this is evident in pupils' good behaviour and positive relationships. Pupils like school a lot and recognise that the adults look after them well. Spiritual and cultural development is satisfactory. However, pupils' awareness and understanding of the rich diversity of modern multicultural Britain is not well developed.

Pupils have satisfactory understanding of the needs of others and, for example, willingly raise funds for charities. Their contribution to the community is satisfactory overall, such as through participation in village activities. A good contribution is made to the school community, particularly through the school council and by older pupils taking responsibility. Pupils in Year 6 conscientiously perform their roles as 'peer mediators' promoting positive relationships and settling minor disputes on the playground.

Pupils use equipment safely. Most move sensibly and safely about the school although, on occasion, some pupils run in the corridor. Pupils have a good understanding of how to keep healthy through a balanced diet and regular exercise. Skills for the next stage of education and pupils' future lives develop satisfactorily. The attendance rate is a little below the national average and not all pupils arrive punctually in the mornings.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Satisfactory teaching results in pupils making satisfactory progress. In the Reception Year and Year 6, there are some good features such as well organised and structured lessons. In Year 6, teaching often challenges pupils' thinking, for example, through the use of probing questions and opportunities for pupils to discuss thought provoking issues in pairs.

Teachers usually explain the purpose of lessons and activities clearly. As a result, pupils know why tasks are being undertaken and what they are aiming to achieve. Some interesting resources are used to stimulate pupils' interest, such as glove puppets in lessons for younger pupils.

The main reason why teaching does not promote a better than satisfactory rate of progress is that it is not matched closely enough to pupils' individual needs. Although

work in mathematics lessons is sometimes set at three different levels of difficulty, a wide range of capability within large 'middle groups' of pupils results in not all having work at the right level. In many English lessons, teaching assistants are appropriately deployed to help pupils with learning difficulties and/or disabilities complete the same work as others. However, because all the class move together from one activity to the next together, the challenge and pace are not always sufficient for the 'average' and more capable pupils.

## **Curriculum and other activities**

### **Grade: 3**

The range of learning opportunities is satisfactorily matched to pupils' needs. In the Reception Year, all areas of learning are covered appropriately. Good attention is given to the development of children's knowledge and understanding of the world. A satisfactory balance is struck between adult led activities and those that children select for themselves from a range provided.

In Years 1 to 6, all the required subjects are taught. The provision for information and communication technology has improved, although its use to support learning in other subjects is not fully established. Pupils now have adequate opportunities in art, design and technology and music. Whilst pupils learn about world faiths in religious education, not enough is done throughout the curriculum to help them gain an understanding of the diversity of modern multicultural Britain. Enrichment of lessons through activities such as clubs and visits is good, including a residential visit in Year 6.

## **Care, guidance and support**

### **Grade: 2**

The good attention to pupils' personal welfare is greatly appreciated by parents and contributes significantly to pupils' enjoyment of school. Children are helped to settle well in the Reception Year where a good partnership with parents begins.

Throughout the school, staff are approachable and pupils are confident that they have an adult to whom they can turn should the need arise. The school goes the extra mile to support vulnerable pupils and to help those who, for example, have difficulties in forming or maintaining friendships. Particularly significant is the contribution of the learning mentor to whom parents can refer their children. The learning mentor is also readily accessible to pupils and is working hard to improve attendance and punctuality.

Child protection arrangements are fully in place. Attention to health and safety is rigorous. The school has taken particular care to ensure pupils' safety while building work is taking place. Pupils are carefully supervised when at play.

Although satisfactory overall, the guidance to pupils about how to improve their school work is a weaker aspect of care. The approach to setting and reviewing targets for individuals and groups of pupils is inconsistent. Teachers' marking does not do enough to tell pupils what they have done well and does not sufficiently help pupils to reach their targets.

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## Leadership and management

### Grade: 3

Satisfactory leadership and management result in pupils having a satisfactory quality of education. A high priority is given to pupils' personal welfare and to ensuring that vulnerable pupils are supported. The outcomes are evident in the good care provided and in the positive relationships at all levels.

Following a period of significant staff change, the senior leadership team is becoming more established and settled. Senior leaders and the full staff team are committed to improving the school. This has been evident this year as the school has worked closely with the local authority to rectify a slip in pupils' performance in mathematics.

Self-evaluation is largely realistic and accurate. Assessment information is carefully analysed to identify what pupils do well and where improvement is needed. Close links are made between whole-school areas for development and the goals set for individual teachers. Even so, the checking up on how well teaching and the curriculum meet pupils' needs is not always rigorous enough. For example, a slip in pupils' progress in Year 5 this year has been picked up only very recently.

Governors are committed to the school and give it good support. They have conscientiously approached the task of recruiting new senior staff. Governors recognise that the next step in their development is to sharpen the extent to which they challenge as well as support senior leaders.

Good account is taken of the views of pupils and parents. The school works closely with parents. Pupils have played an important part in the recent selection of new staff. Given the satisfactory rate of progress since the last inspection, and the commitment of the current leadership to moving forward, the school has the necessary capacity to improve.

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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	3	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	3	NA
The effectiveness of the school's self-evaluation	3	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

<b>How well do learners achieve?</b>	3	NA
The standards <sup>1</sup> reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	3	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	3	NA
The extent of learners' spiritual, moral, social and cultural development	3	NA
The behaviour of learners	2	NA
The attendance of learners	3	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	3	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	3	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	3	NA
<b>How well are learners cared for, guided and supported?</b>	2	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

**Text from letter to pupils explaining the findings of the inspection**

Thank you helping us when we visited your school. We enjoyed talking with you. We found that you like school a lot and behave well. We saw that you get on well with each other and with the adults in school.

We think that all the adults look after you really well. We know that your parents are very pleased with the way that the school cares for you. You have many exciting things to do in addition to your lessons, such as clubs after school and at lunch times and visits out of school.

You are making satisfactory progress with your school work. We have asked your teachers to help you to make more progress by making sure that the teaching and activities are always at just the right level for each of you. We have also asked them to give you clearer guidance about what you are doing well and what you need to do better.

We think it would be interesting for you to find out more about the different backgrounds of people living in Britain today. We have asked the teachers to help you to do this.

Thank you once again for making us welcome and for being so polite and helpful.