

Weston All Saints CofE Primary School

Inspection report - amended

Unique Reference Number	109227
Local Authority	Bath and North East Somerset
Inspection number	288318
Inspection dates	3–4 May 2007
Reporting inspector	Don Mason

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 on roll	
School	365
Appropriate authority	The governing body
Chair	Tim Bullamore
Headteacher	Anne Bull
Date of previous school inspection	17 September 2001
School address	Broadmoor Lane Weston Bath BA1 4JR
Telephone number	01225 421786
Fax number	01225 447336

Age group	4–11
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Amended Report Addendum

Report amended due to factual inaccuracy

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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

Pupils join this larger than average size school with attainment in line with national expectations. The proportion of pupils with learning difficulties and disabilities is above average. The school accommodates a before and after school club. A resource base for hearing impaired pupils is housed at the school.

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 with many good features. Pupils' achievement is satisfactory. Standards at the end of Year 6, as shown in national tests, are average in mathematics and science, and above average in English. In general, the older pupils, especially the more able, have not made as much progress as the younger ones. In the Reception classes, teachers plan imaginative exciting activities which enable the children to have fun and make satisfactory progress overall to attain standards that are average by the start of Year 1. The quality of teaching varies from satisfactory to good in Key Stage 1 and Key Stage 2 and is satisfactory overall. The school recognises that it needs to do more to ensure that the rigorous use of accurate assessment information enables teachers to set work which meets the needs of all pupils, especially the more able.

The curriculum is a strength of the school. Attractive displays illustrate its breadth and the interesting activities provided for the pupils across the full range of subjects. Teachers are planning more activities which make links between subjects. This is promoting pupils' enjoyment and progress in developing their basic skills. The curriculum is enriched by an exceptional range of visits, visitors and special events, which are much appreciated by parents and pupils. The school has received a number of national awards such as Artsmark Gold, which reflect the strength of the curriculum. Pupils are proud of their school saying, 'We like everything about it. There is such a happy vibe, such a lot going on all the time.' They display positive attitudes towards their work. Their good personal development is reflected in their good attendance and friendly, self-confident manner. A wide variety of activities, including the school council and musical and other performances, enables pupils to make a good contribution to the community. Care, guidance and support are satisfactory. Adults in school provide good care for the pupils who feel safe, adopt safe practices and know that someone will help them if there is a problem. The quality of academic guidance provided for pupils is improving but it does not provide pupils with sufficient information about how to improve their work, especially in writing. Assessment information is used mainly to identify and provide support for pupils who are not making expected progress. The information is not sufficiently detailed and not used rigorously enough to set challenging targets for improvement to ensure that all pupils make as much progress as possible.

Leadership and management are satisfactory. The headteacher is passionate in her desire to provide the pupils with a broad, exciting curriculum. She is supported by enthusiastic, hard working staff who successfully achieve this aim. Staff have a good understanding of the school's strengths and weaknesses and have introduced a number of improvement measures which are beginning to have a positive impact on pupils' progress. These show the school has a sound capacity for further improvement.

What the school should do to improve further

- Ensure that all teachers set work that is carefully matched to pupils' different abilities, and especially the more able.
- Set challenging targets for improvement so that all pupils achieve as well as they can.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Achievement and standards

Grade: 3

Children enjoy a positive introduction to their education in the Reception classes. Their achievement is satisfactory in all areas of learning and good in personal development and they enter Year 1 at the expected national levels. Exciting activities such as meeting a live snake and lizard close up stimulate their interest in learning. They continue to make good progress in Years 1 and 2 and achieve above average standards in the Year 2 national tests. The rate of progress slows in Key Stage 2, so that standards by the end of Year 6 are average. The disappointing and unexpected performance of some more able pupils in last year's Year 6 tests had an adverse effect on the overall results. The school is taking action to avoid a repetition of this situation and to ensure that pupils achieve their full potential in national tests. At present, the school relies too much on teacher assessment and does not give the pupils enough formal opportunities to demonstrate what they can do independently. However, there is evidence that pupils' progress in Key Stage 2 is improving as teachers raise their expectations of what their pupils can achieve.

Personal development and well-being

Grade: 2

The pupils' good personal development is mirrored in their good attendance, good behaviour and positive attitudes towards school. Pupils' spiritual, moral, social and cultural development is good. The school's close ties with the local church and links with schools in India and Ethiopia promote pupils' good understanding of other cultures. Pupils know how to keep themselves safe and healthy and understand the importance of eating healthily and taking regular exercise. They have numerous opportunities to take part in sporting activities and make good use of the beautiful school grounds and facilities available. Whilst pupils' progress in developing key literacy and numeracy skills is satisfactory, they enjoy many opportunities to work in pairs and groups, thereby developing skills which will serve them well in the future.

Quality of provision

Teaching and learning

Grade: 3

The quality of teaching and learning is satisfactory overall. It is good in the Reception classes and is generally more effective in Key Stage 1 than in Key Stage 2; this is reflected in pupils' attainment in national tests. Pupils usually enjoy their lessons, especially the practical activities in mathematics, science and art. Good support from teaching assistants ensures that pupils with learning difficulties or disabilities make at least as much progress as other pupils. Teachers' planning is satisfactory. Sometimes the information gained from teachers' assessments is not used well enough to match work closely to the needs of pupils of different abilities. This is particularly the case when the whole class is given the same task to do. Where this occurs, it results in more able pupils not being set challenging enough work.

Curriculum and other activities

Grade: 2

In the Reception classes, areas of learning are skilfully woven into topics that are particularly effective in promoting pupils' writing skills and personal development. However, the outdoor

classroom is currently inadequate in providing an all-weather learning environment. Provision to promote pupils' progress in reading, writing, numeracy and information and communication technology is satisfactory. It is improving because activities are increasingly linking subjects to make the curriculum more interesting and giving the pupils more opportunities to develop their basic skills. For example, in Year 3, an extended lesson on weather forecasting allowed enthusiastic pupils to develop their basic skills whilst advancing their geographical skills related to weather and maps. Curriculum enrichment, in and out of school, is outstanding, with many pupils taking advantage of numerous activities which enhance their enjoyment, personal development and understanding of how to lead a healthy lifestyle.

Care, guidance and support

Grade: 3

In this caring, supportive and inclusive school pupils feel happy and grow in self-confidence. Pupils with learning difficulties and disabilities or other needs are well supported and there is always an adult on hand to provide support when required. Pupils from the hearing impaired unit are particularly well provided for, ensuring that they can access all areas of the curriculum. Policies to ensure pupils' safety are securely in place and regularly reviewed.

The academic guidance provided for pupils is satisfactory. It is not always detailed enough to provide pupils with clear information about their achievements and what they have to do to reach the next level. As a consequence, the targets set for pupils are not always challenging enough. However, the quality of advice offered to pupils is improving, particularly in writing.

Leadership and management

Grade: 3

Leadership and management are satisfactory. The numerous positive aspects of the school are due to the strong leadership of the enthusiastic headteacher supported by a hard working staff team. However, expectations of what its pupils can achieve in the basic skills are not high enough. The school has taken action to bring about improvements. For example, staff are beginning to use increasingly effective assessment information to better challenge all pupils and identify and support those who fall behind. As yet, however, the strategies for checking the effectiveness of the action taken are not rigorous enough. Areas of responsibility are covered by teams of staff who work well together and provide strong mutual support.

The school works well with parents, who are full of praise for the school, and outside agencies, including teacher training institutions, to promote pupils' personal development. Governors are fiercely loyal to the school and provide strong support. They are establishing stronger links with subject leaders so that they can monitor achievement more closely. Issues from the last inspection have been resolved and there is evidence to show that the decline in pupil achievement since 2004 is beginning to be reversed.

Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

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

Achievement and standards

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

Personal development and well-being

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

The quality of provision

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

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

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

8 May 2007

Dear Pupils

Inspection of Weston All Saints CofE Primary School, Weston, BA1 4JR

We really enjoyed our visit to your school. Thank you for being so helpful and friendly. We particularly enjoyed visiting your classrooms, seeing the work you were doing and talking to you about your school. We find that your school provides you with a satisfactory education and that it has several good features.

What you do well

- You make satisfactory progress in your work and standards at the end of Year 6 are average in mathematics and science and above average in English.
- Your attendance is good. You behave well in school. Generally you enjoy your lessons and get on very well with your teachers.
- The teachers are checking your work more closely so that they can give you more detailed advice about how it can be improved.
- You are proud of your school and the many after-school activities and special events which the teachers provide for you.
- You get on very well with your teachers and they take good care of you.
- Your headteacher and the staff make the school an exciting place in which to learn.

What we have asked your school to do now

- Make sure that you are all set hard enough work.
- Use the information it has about your work to set challenging targets so that you make even better progress.

You can all help too by making sure you know your targets and working hard to achieve them.

We wish you very well for the future.

Mr D Mason Lead inspector