

# Westonzoyland Community Primary School

Inspection report

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<b>Unique Reference Number</b>	123697
<b>Local Authority</b>	Somerset
<b>Inspection number</b>	314675
<b>Inspection dates</b>	5–6 December 2007
<b>Reporting inspector</b>	Anne Duffy HMI

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	157
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Richard Lennard
<b>Headteacher</b>	D V Dibb
<b>Date of previous school inspection</b>	26 April 2004
<b>School address</b>	Cheer Lane Westonzoyland Bridgwater TA7 0EY
<b>Telephone number</b>	01278 691381
<b>Fax number</b>	01278 691115

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## Introduction

The inspection was carried out by two of Her Majesty's Inspectors.

## Description of the school

Westonzoyland Community Primary School is smaller than average, and draws its pupils from local villages and the neighbouring town of Bridgwater. The proportion of pupils eligible for free school meals is in line with the national average. A very small number of pupils are of minority ethnic heritage and none speak English as an additional language. The percentage of pupils with learning difficulties and/or disabilities is in line with the national average but few of these have a statement of special educational needs. The school has reached the Investors in People standard and holds the Healthy Schools and Sportsmark Awards.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

Westonzoyland Community Primary School is an inclusive school where staff work effectively together to create a climate where pupils are highly valued, enabled to make expected progress, and in which their personal development is outstanding. Its overall effectiveness is satisfactory, but it has some good and even some outstanding features. It is aptly described by one parent as 'providing a caring and stimulating environment for the children.' Good leadership and management by the headteacher and his senior team provide clear direction for the school. It is indicative of the strength of the whole staff team that very little teaching time was lost recently when the presence of asbestos caused most of the school to relocate to the nearby community centre. Pupils' progress is improving and, as demonstrated by rising standards, the school has good capacity to improve.

Children make a good start in the Foundation Stage and make satisfactory progress during their later years at the school. Standards reached at the end of Key Stage 2 are in line with the national average for mathematics and science and above average for English. Progress is greatest in English and least in science. Pupils with learning difficulties and/or disabilities make good progress due to the well planned support they receive. The school has successfully introduced a system to track the standards reached by pupils year by year. It recognises that the next stage of development is to use this more fully for the evaluation of pupils' progress.

Teachers plan lessons carefully and good use is made of teaching assistants to help pupils complete tasks successfully. At its best, teaching is well paced, stimulating and engages pupils' spirit of enquiry, but this is not the case in all lessons. Some teaching makes good links across subjects to add relevance and enjoyment to lessons; however this is not consistent. The curriculum is good and enriched by a wide range of extra-curricular activities, although the balance between all subjects, some of which were affected by a loss of resources when the school was cleared of asbestos, has not yet been fully restored. Opportunities to take part in activities through sport, drama and music ensure that all pupils gain a sense of participation and enjoyment.

Relationships between pupils and staff are very good, contributing to students' enjoyment of school, and all staff contribute to the provision of high quality care and support. Pupils have a strong voice in all aspects of school life. The large majority of parents have a positive view of the school and, whilst a few identified areas where it could improve, many wrote to express how open the school was to addressing any concerns or worries that they or their children had.

## Effectiveness of the Foundation Stage

### Grade: 2

Children make a good start in the Foundation Stage because their needs, academic and personal, are understood and catered for well. Induction is praised by parents, who see their children quickly settled and learning well. Activities cover all the necessary areas of learning and children make especially good progress in personal development. The planned balance between children sitting together on the mat and tackling individual tasks is generally good. Children are competent in contributing to whole class sessions and in making decisions about what activities to do when choice is required. Staff keep a very watchful eye to ensure children's well-being, and are also adept at noting achievements so that portfolios of notes, pictures and samples of children's work form a good record of their progress. Accommodation and resources, although

good, suffered in the recent building works and ensuing problems with asbestos, and are now being built up again. Coordination of the Foundation Stage is good.

### **What the school should do to improve further**

- Ensure that more lessons are of the quality of the best; increase pace in some, and extend opportunities for pupils to learn through posing questions and researching.
- Extend the analysis and use of attainment data, already well compiled by the school, to evaluate and speed up pupils' progress, especially in science.
- Ensure that good cross-curricular links in lessons are used more consistently to increase interest and relevance, particularly for older pupils.

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**

Attainment on entry into Year 1 is generally in line with what can be expected of young children, with strengths in personal development. In Years 1 and 2, pupils' progress is satisfactory so that the standards reached by the end of Year 2 are just a little above average. Mathematics results have improved over the last three years, and those for reading and writing rose in 2007 when they were highest in reading..

Pupils continue to make satisfactory progress in Years 3 to 6. After the last inspection in April 2004, standards dipped. They are now picking up in English and mathematics although this improvement has not been as rapid in science. In 2006, results in the Year 6 tests were broadly average. Unvalidated results in 2007 for English were significantly above average, and for mathematics and science they were average; progress in science was less than might be expected. Pupils currently in Year 6 are on track to meet their suitably challenging targets. In other years, most pupils are currently progressing as well as expected, and better in places.

Since the last inspection the school has worked well to improve pupils' handwriting. Most pupils write neatly in a clear cursive style and are pleased when awarded their 'pen licence' and school pens. Presentation is good and shows pupils' care and pride in their work.

Pupils with learning difficulties and/or disabilities make good progress because the school takes great care to determine clearly their specific needs and provide them with the right level of challenge and support.

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

### **Grade: 1**

Pupils' excellent social and moral awareness is evident in the very considerate way in which they behave around the school, towards adults and each other. They demonstrate high levels of spiritual and cultural development in their enthusiastic and very successful participation in music and drama activities and in the good whole school assemblies. Pupils' outstanding contribution to the community is shown by the way many of them are involved in raising funds for a variety of charities as well as supporting activities in the local community. Through this, they also acquire skills which will greatly aid their future economic well-being.

Attendance levels are good and pupils enjoy coming to school. They appreciate the opportunities they are given to take responsibility, particularly in Year 6 when they demonstrate outstanding leadership skills which will take them forward well into the next phase of school and beyond. Pupils have a good understanding of how to eat healthily and participate very well at all levels in sporting activities, such as the school running club. They also make extensive use of extra equipment at playtimes to maintain their levels of fitness. Pupils show that they take their own and others' safety seriously and they respond very positively to the steps that are taken to address any concerns or worries that they have. One pupil says, 'It doesn't matter who you talk to, you know you will get respect.'

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

There are many strengths in teaching and learning but also some inconsistencies. The strengths are in relationships, in promoting pupils' excellent behaviour and positive attitudes, and in teachers' good planning of lessons. In all lessons, teachers make clear to pupils what is expected, and in most, lesson summaries identify exactly what has been learned. In the good lessons, pupils show high levels of interest and excitement and their learning gains are clear and many. Elsewhere, too long is spent listening to the teacher with little interaction, pace is slow, and tasks lack interesting contexts or are carried out diligently but unquestioningly, thereby limiting the depth of understanding gained. Some good examples exist of pupils learning through posing their own questions, engaging in research and investigations, but this style of learning is not routine. Learning is enhanced in places by the good linking of subject content across subjects, particularly in relation to writing skills, but opportunities are missed, particularly for the older pupils, to transfer and apply knowledge gained across subjects or to link them in enriching and enjoyable ways. Some children speak of singing throughout the day, even when clearing up, and this adds much delight to their learning.

### **Curriculum and other activities**

#### **Grade: 2**

The curriculum is outstanding in the way it supports pupils' personal development, primarily through the many and various enrichment activities such as clubs, talent shows, school productions and trips and visits. The school makes good provision for the core subjects of English, mathematics and science and the curriculum covers these thoroughly. Other subjects are also given generally appropriate balance, including religious education, where pupils explore a range of faiths, but provision in art and design and technology is a relative weakness. The school's good links with a local secondary school result in curricular contributions in mathematics, PE, dance, music and drama. French is also provided from Year 3. Good use is made of external advice to ensure that provision for pupils with learning difficulties and/or disabilities meets their needs well.

### **Care, guidance and support**

#### **Grade: 2**

Each member of staff takes an active role in promoting and monitoring pupils' behaviour and well-being in an atmosphere of mutual respect supported by the use of house points and whole

school behaviour targets. Secure recording systems and effective intervention ensure that vulnerable pupils and those with learning difficulties and/or disabilities are well supported.

Pupils benefit from good opportunities to develop social and employment-related skills. The opportunity to be 'pupil of the week' and have lunch with the headteacher is highly coveted. In the school council, elected members learn how to express their views, negotiate and reach decisions, including on budget allocation; the pupils take seriously a discussion about whether to spend their fund-raised money on well researched causes such as needy horses in this country or on a herd of goats for a family further away. Opportunities to extend decision making and research skills are not so evident in pupils' class experiences. Comprehensive information on how well pupils are doing is compiled. The school is aware that more use can be made of this information to encourage pupils, who know their targets, to strive for the highest possible levels.

## **Leadership and management**

### **Grade: 2**

The headteacher has a clear vision for the school, identifying appropriate areas for development in order that the high levels reached in pupils' personal development can be matched by equally high standards and achievement. The headteacher is well supported by the senior leadership team, which plays a key role in ensuring the continuing improvement of the school. There is good balance between experience and innovation amongst the staff. Recently appointed subject leaders and class teachers have a thorough understanding of their roles and are already making an impact. The emphasis the school places on professional development for staff is evident in their practice. The performance management system, revised this year, has improved upon the previous system by ensuring that teachers' objectives reflect increasingly aspirational targets for their pupils.

Good progress has been made in addressing the issues raised in the last inspection. Pupils explore a range of faiths within religious education, their handwriting develops well and consistently as they progress through the school and effective improvements have been made to the school's accommodation. The school's evaluation processes are effective. Overall standards are rising and challenging school targets have been set for this year.

The newly restructured governing body fulfils its responsibilities well. Resources are deployed efficiently and finances are well managed. Governors have a good understanding of the school's strengths and weaknesses and are prepared to ask challenging questions. As a result, they know the school in increasing depth. The school is working hard to extend opportunities for parental involvement and this is appreciated by the large majority of parents.

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## 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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

### Achievement and standards

How well do learners achieve?	3
The standards <sup>1</sup> 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	2

### Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
How well learners enjoy their education	2
The attendance of learners	2
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

### 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?	2

<sup>1</sup> 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**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
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

7 December 2007

Dear Pupils

Inspection of Westonzoyland Community Primary School, Bridgwater TA7 0EY

Thank you very much for welcoming us to your school. We really enjoyed our visit, particularly the chance to meet and talk to so many of you. I am writing this letter to tell you what we found.

There are some really good things about your school and overall it is satisfactory. Lots of you told us that you enjoy school and you showed this by your excellent behaviour, hard work and the way you join in with the many clubs and other extra activities provided. Year 6 pupils and the school council take their responsibilities very seriously and do a good job. We enjoyed hearing your singing and seeing examples of your drama work. You feel your school is a safe place and you know that if you have a problem, there is always an adult to talk to. We agree with you that everyone is treated with respect and can see that your headteacher leads the school well.

Children in class 1 make a good start at school. In other classes you are making expected progress and test results are similar to the national average, but better in English. The school provides you with a good curriculum, although at the moment, you cover art and design and technology less than other subjects. Some lessons are good but others sometimes need to move faster and make you think harder or help you to explore new ideas. The best lessons include tasks that you find highly interesting and enjoyable.

- We have asked your school to improve a few things to make it even better. These things are:
- to make sure that more lessons give you opportunities to find things out for yourselves and enable you to make as much progress as you can
- to track how well you are doing and to set targets which will help you to improve even more, especially in science
- to make sure that you all experience a good balance of subjects, linking them where possible to add to your interest.

I hope that you will all try your best and do well in the future.

Anne Duffy Her Majesty's Inspector

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