

Butleigh Church of England Primary School

Inspection report

Unique Reference Number	123745
Local Authority	Somerset
Inspection number	314703
Inspection date	1 November 2007
Reporting inspector	Judith Rundle HMI

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	105
School	
Appropriate authority	The governing body
Chair	Paul Henman
Headteacher	Rachael Pine
Date of previous school inspection	1 March 2003
School address	High Street Butleigh Glastonbury BA6 8SX
Telephone number	01458 850511
Fax number	01458 851079

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Introduction

The inspection was carried out by one of Her Majesty's Inspectors. The inspector evaluated the overall effectiveness of the school and investigated the following issues: teaching and learning, curriculum, leadership and management. Evidence was collected from the school's self-evaluation form (SEF), national published assessment data and the school's own assessment records, curriculum and planning documents, observation of the school at work, interviews with staff, pupils and the parents' questionnaires. Other aspects of the school's work were not investigated in detail, but inspectors found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in this report.

Description of the school

Butleigh is a smaller than average primary school. Most pupils have favourable social and economic backgrounds. The number of pupils with learning difficulties, disabilities or a statement of special education need is below average. The headteacher was appointed in the spring term and took up post in September 2007.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Butleigh is a good school where every child is known very well. They are given good opportunities by all staff to make progress, both academically and in their self-esteem: as parents comment, 'Our two non-confident children have blossomed in the school.' Although the headteacher has only been in post a relatively short time, she has an excellent understanding of the strengths and weaknesses of the school. She has outstanding vision for how to improve the school further and has already set this in motion. Identification of key priorities and changes have been made quickly, showing good capacity to improve further. Aspects of the school development plan now more specifically focus on how to raise standards even higher. Senior managers and subject leaders give good support to the headteacher in moving the school forward, for example, leading the work on curriculum review and development in Key Stage 2 and monitoring work in English to ensure progress over time. Staff are genuinely pleased to have more opportunities for monitoring and moderation of work in other subjects such as science and mathematics. The governing body have good knowledge of the school's work and undertake a good range of monitoring visits. They offer both support and positive critical challenge to help bring about improvements to the school. Both parents and pupils think very highly of the 'Friends of Butleigh School'. They make a significant contribution to developments, such as improving the range of outdoor play apparatus. Teachers are highly skilled at using questioning to include pupils of different ages and abilities. They employ a good range of teaching methods and resources to stimulate interest, and keep pupils engaged and wanting to learn more. Information and communication technology (ICT) is prevalent in teaching, which is a significant improvement since the previous inspection. Teachers and teaching assistants intervene at just the right time to help pupils understand their work better or move on to the next challenge. The vast majority of tasks in English, mathematics and science are planned well to meet the needs of mixed ability classes, more so than in other subjects. Occasionally the pace of delivery drops or teachers' expectations of higher attaining pupils are not high enough. Teaching assistants are deployed well to support individual pupils or groups. Good use is made of their expertise to support teaching such as when taking small groups for ICT and mathematics work or language development with reception children. As a result of good teaching, standards have been consistently above national averages across all age groups for the last three years. Pupils make good progress from their starting points. By the end of Foundation Stage, children's work is consistently above national expectations in all areas of their learning. They continue to make good progress throughout Key Stages 1 and 2. Work in English is significantly above that expected, reflecting the focus placed on phonic development and writing for a purpose. Managers are rightly ambitious that standards in mathematics and science should also rise to this higher level. The curriculum is currently satisfactory in meeting the needs of pupils in Key Stage 2, especially in foundation subjects. Following a review started last year, a revised curriculum will start from January, particularly for pupils in Key Stage 2. The revised curriculum is intended to pay better attention to skill development and independent learning opportunities, and to make realistic links between subjects to challenge and extend pupils' understanding and knowledge. Delivery of the curriculum is enhanced well by specialist teaching in physical education, music and French. The good programme of extra-curricular activities has improved, with a broader range of clubs for pupils of all ages. The school holds a wealth of data on pupils' progress although it has not been used to monitor progress over time and ensure that every child is consistently challenged to do their best. Senior staff have worked together to analyse available data, including results from the most recent external tests, and set specific and

challenging targets for classes and pupils. The use of pupil targets in English is good to support progress and pupils are justifiably proud when they are achieved. Early identification is made of pupils with learning difficulties, gifts and talents. Good support, including links with external agencies and parents, is available to help these pupils improve and make progress in their specific area of need or strength. Pupils love coming to school and they thoroughly enjoy their lessons and extracurricular activities. Consequently, attendance levels have been high in the last couple of years. Pupils talk with real enthusiasm about 'learning new things'. They relish the opportunities to take responsibilities across the school and particularly like working with others. Older pupils are very good role models; they are mature and talk articulately about their learning experiences. Behaviour is exemplary in and around the school and all pupils show genuine care for each other. The buddy system to help new pupils settle into the school is appreciated by both children and parents. Pupils feel safe and well cared for. If they have a problem they feel confident that staff will 'sort it out' for them. Parents are overwhelmingly supportive of the school. They feel very involved in every aspect of their child's education and the school's work: as one said, 'What a fantastic start to school life.'

Effectiveness of the Foundation Stage

Grade: 2

Pupils make good progress in the Foundation Stage because planning for the mixed Reception and Year 1 class is particularly thorough. It takes into account the needs and expectations for younger pupils extremely well and a broad range of activities is available to help children make progress in all aspects of communication, creative, mathematical and physical development. The new outdoor play area is a stimulating and bright environment but it is not fully used at present.

What the school should do to improve further

- Extend the range of strategies to improve standards in mathematics and science to the level of the standard in English.
- Make better and more consistent use of assessment and monitoring data to ensure all pupils are challenged to achieve their best.
- Ensure the new Key Stage 2 curriculum is established and monitored for consistent implementation.

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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?	2
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?	2
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
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?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	1
The attendance of learners	1
The behaviour of learners	1
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	2

The quality of provision

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

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?	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

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

2 November 2007 Dear Pupils Inspection of Butleigh Church of England Primary School, Glastonbury, BA6 8SX I am writing to say thank you for making me feel so welcome and for talking to me when I came to visit your school recently. I also want to tell you what I found out about your school. You are very lucky to go to such a good school where everyone shows care for each other, where you feel safe and all adults help you get better in your work. You behave extremely well in and around school and you include other children very quickly if they are new. You told me how much you enjoy coming to school and many of you said you had favourite lessons where you learn new things. Most of you do really well in English and know what you need to do to get better. You are really pleased when you reach your target, such as remembering to use full stops or write your j and t correctly. I want teachers to help all of you achieve the best that you can, especially getting even better in mathematics and science. They will be using assessment information to help set targets for your learning. I hope that you work hard and enjoy achieving your targets in all your subjects, not just English. The school are also making some changes, after Christmas, to the curriculum for those of you in Key Stage 2, so look out for some differences. I have asked the school to make sure these are established consistently. The school gives you good opportunities to take responsibility around the school and you told me how much you love working with and taking the lead with younger pupils. I hope that you continue to work hard and keep enjoying school. Thank you once again for letting me see your school. Yours sincerely Judith Rundle HMI

2 November 2007

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Glastonbury, BA6 8SX**

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