

# Langford Budville Church of England Primary School

Inspection report

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<b>Unique Reference Number</b>	123796
<b>Local Authority</b>	Somerset
<b>Inspection number</b>	314720
<b>Inspection date</b>	1 May 2008
<b>Reporting inspector</b>	Peter Clifton

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>	Voluntary controlled
<b>Age range of pupils</b>	4-11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	67
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	John Carey
<b>Headteacher</b>	Keith Sharpe
<b>Date of previous school inspection</b>	1 February 2004
<b>School address</b>	Langford Budville Wellington TA21 ORD
<b>Telephone number</b>	01823 400483
<b>Fax number</b>	01823 401003

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<b>Age group</b>	4-11
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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

This is a smaller than average primary school with three mixed-aged classes. A minority of pupils come from the local village, with most coming from further afield. Most pupils are of White British origin. The proportion of pupils with learning difficulties and/or disabilities is above average. The majority of these have specific learning difficulties. Reception children are taught in a class with Years 1 and 2 pupils. Standards on entry to the school vary considerably owing to the small numbers. Recent awards gained include the Healthy Schools Award and Activemark.

## 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 and improving school, which is strongly supported by pupils and parents. Pupils' positive attitudes and good behaviour are the result of the good care and support provided. Parents comment that the school is an important part of the local community. They say their children settle quickly and grow in confidence. One typical comment that summed the school up well was: 'The school is a friendly place for parents and pupils. Our children are always encouraged to have a go and do their best.' Pupils enjoy their time in school and recall with enthusiasm the visits and trips, which are a strength of the satisfactory curriculum. They like their teachers and lessons. They say, 'The school is a nice place because the teachers are helpful and friendly.' They have a clear voice in the school and are very ready to offer opinions and suggest improvements. One pupil rightly commented that the school is a healthy place. Pupils feel safe, have a good understanding of healthy lifestyles and show concern for each other's welfare. They know that rules are in place for their own safety. Standards are broadly average and improving. Achievement is satisfactory. Children in Reception work confidently alongside the older pupils. Through the school, pupils are making satisfactory progress from their different starting points. Attainment in literacy, has improved as a result of targeted support for individual pupils. There is a good range opportunities for pupils to develop their speaking and listening skills and, consequently, older pupils express themselves confidently. Recent work to improve the curriculum in mathematics by providing more opportunities to develop pupils' problem solving skills is beginning to be successful. However, while there are sound plans in place, it is too soon to see the benefit of these changes. Progress is satisfactory rather than good because teaching does not always provide enough challenge for all pupils. Some work is too easy, particularly for the more able pupils. However, teachers create a friendly and positive atmosphere for learning and celebrate pupils' achievement well. The headteacher is working well with all staff to develop the work of the school. A number of initiatives are in place and there is a strong sense of teamwork. However, whilst the school has an accurate view of strengths and weaknesses, improvements being made are not always followed up regularly enough to check on progress. Targets are set for pupils across the school and this is providing teachers with clear information about pupils' progress. Although pupils know their targets, too little is done in lessons through marking and feedback to help them identify the next steps for learning so that they can set personal goals.

## Effectiveness of the Foundation Stage

### Grade: 3

Children come into school with a wide range of prior attainment. They are provided with separate activities from those in Years 1 and 2 and are currently making satisfactory progress in all areas of learning. The provision is suitably adapted and managed to meet the specific needs of the children, such as learning to take turns and to cooperate with each other. The classroom is carefully set up so that the children have opportunities to choose activities for themselves and have regular access to the outdoor learning environment. The outdoor area is a rich learning environment and the pupils confidently handle plants and investigate the animals in soil. There are good links with the on-site playgroup.

## What the school should do to improve further

- Improve teaching to ensure that work offers challenge for all pupils, particularly the more able.

- Implement the plans to improve progress in mathematics across the school.
- Extend the use of targets in lessons and through marking so that pupils have a clearer idea about the next steps for learning. A small proportion of 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**

There is considerable fluctuation in attainment on entry to the school owing to the small numbers of children. However, overall, the children come in with skills and abilities that are broadly in line with expectations. They make satisfactory progress in their learning with most pupils reaching the expected learning goals by the time they enter Year 1. Effective plans are in place to improve pupils' problem solving skills and rectify inconsistent progress in mathematics. In the 2007 Year 2 tests, pupils reached below average standards with reading being the weakest area. This reflected a higher than usual number of pupils with learning difficulties and/or disabilities. However, standards in the current Year 2 are broadly average and reading in particular is much improved as a result of effective action taken by the school. The Year 6 results in 2007 show that pupils reached below average standards, with pupils making the weakest progress in English. However, current tracking of pupils' progress shows that this has now improved and current standards across Key Stage 2 are broadly average in English, mathematics and science. Pupils with learning difficulties and/or disabilities make progress similar to other pupils.

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

### **Grade: 2**

Pupils' good behaviour and positive attitudes to learning reflect the way the school fosters good relationships and a sense of community. Pupils grow in maturity as they move through the school. At playtimes, they enjoy each other's company and older pupils look out for the younger ones by being 'playground leaders'. They are good at welcoming new pupils at the school, making sure that they settle in quickly. The pupils say they feel safe and have helped to develop the rules for behaviour. Their spiritual, moral, social and cultural development is good. They are thoughtful in assembly and sing with enthusiasm. The pupils value the awards for coming to school regularly and helping at playtimes. Pupils are influential in the school and involved in making decisions for the benefit of the pupils. They have a clear voice in the school through the school council which they run themselves. The pupils understand the importance of exercise. They particularly like swimming and football and know the importance of eating fruit. Many attend the lunchtime and after school clubs which they enjoy considerably. Pupils are making sound progress in basic skills and are satisfactorily prepared for their future.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Teaching in most lessons enhances pupils' enjoyment of learning. Pupils' relationships with adults and with each other are very positive. Teachers often make good use of the interactive whiteboards to engage the interest of pupils. Strategies to develop pupils' speaking and listening skills are well established. Teachers have clear expectations of behaviour and manage pupils

well and with sensitivity. Most pupils tackle their work with enthusiasm. However, work is not always challenging enough, especially for those who are capable of working at the higher levels. On other occasions, the pace of learning slows because a few pupils find it difficult to work on their own without help from the teacher. Therefore, there are times when pupils do not make as much progress as they could. Teaching assistants provide good support across the school, often skilfully managing pupils' learning. This support is very beneficial to those pupils with specific learning difficulties and/or disabilities. Marking and feedback do not always give a clear indication of what pupils should do to improve.

## **Curriculum and other activities**

### **Grade: 3**

Provision for personal and social education is strong and results in a harmonious community where pupils care about each other. Provision to improve key skills in literacy, numeracy and investigative science is being strengthened through a number of curriculum developments. Although some of these changes are relatively new, they have, for example, clearly improved pupils' reading skills. The school recognises that more time is required to boost problem solving skills and how pupils use their mental mathematics skills following improvements made to the curriculum. Pupils are developing their information and communication technology (ICT) skills suitably through the regular use of laptops in their own classroom. In the Foundation Stage, the outside area is organised well to develop children's creative skills. There is a good range of visits to places of interest and visitors to the school that enrich the curriculum. Trips are linked effectively to topics being studied and provide practical activities to deepen pupils' experiences. Assemblies provide a strong Christian message.

## **Care, guidance and support**

### **Grade: 2**

Pupils and parents rightly speak very highly of the school's welcoming nature and friendly atmosphere. Staff are strongly committed to ensuring pupils achieve well and enjoy learning safely. They know the pupils well. Arrangements for keeping pupils safe are robust, with all appropriate statutory checks in place. Regular attendance is strongly promoted. Pupils say they feel safe knowing that any concerns they may have will be listened to carefully by all adults. Pupils have 'I can' learning targets, which are written carefully so that the pupils can use them to help improve their work such as in writing. However, the school has recognised these need to be used more regularly and consistently, and pupils are not as knowledgeable as they should be about what they need to do next to improve. Pupils' with learning difficulties and/or disabilities are identified early and action is taken quickly to provide additional support when needed.

## **Leadership and management**

### **Grade: 3**

The headteacher has successfully worked with staff and governors to create a school with an inclusive and welcoming ethos, which reflects its Christian foundation. Parents agree that the school has a warm and caring atmosphere. The staff team is pulling together well to implement a number of initiatives to improve the school further. The programme to raise standards in literacy has been successful in improving pupils' reading skills. Given recent improvements, the school has a satisfactory capacity for further improvement. Planned changes to the curriculum

to improve pupils' problem solving skills are beginning to improve the consistency of progress in mathematics. The tracking system shows the progress and attainment of each pupil clearly. The use of this information to target pupils who may not be doing well enough is developing well. Monitoring activities are securely in place. However, the evaluation of action taken to improve standards is not always followed up well enough to ensure improvement is secure. Governors are well informed about how well the school is doing. They are now beginning to challenge leaders more effectively.

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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	3
The capacity to make any necessary improvements	3

### 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	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 extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	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?	3
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>	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 leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	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

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

- 2 May 2008 Dear Pupils Inspection of Langford Budville C of E Primary School, Wellington TA21 ORD Thank you for the very warm welcome you gave us when we visited your school. We enjoyed talking to you and were very impressed with your friendliness and confidence. The valuable information you gave us was a great help. We think your school provides you with a satisfactory education and you are making satisfactory progress. The leadership of your school is satisfactory. What we most liked about your school:
- Adults make sure that the school is a friendly and welcoming place with a strong community spirit.
- Most of you enjoy school, have positive attitudes to learning and behave well.
- The youngest children settle into school quickly and work well alongside older pupils.
- The school provides good care and ensures you are safe and secure.
- Lessons are often interesting, which is helping you to enjoy learning.
- Visits to different places are interesting and contribute well to your learning and enjoyment.
- Improvements have been made to help you with literacy, especially reading. We have asked your headteacher and others to do these things:
- Make sure that the work you are given is not too easy, especially for those of you capable of reaching the highest standards.
- Help you to develop your problem solving skills to improve your progress and standards in mathematics.
- Extend the use of targets in lessons and through marking so that you have a clearer idea about what you need to learn next. With your hard work and help, we think that your school will continue to improve. Yours faithfully Peter Clifton Lead inspector

2 May 2008



Dear Pupils

**Inspection of Langford Budville C of E Primary School, Wellington  
TA21 ORD**

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**We have asked your headteacher and others to do these things:**

- Make sure that the work you are given is not too easy, especially for those of you capable of reaching the highest standards.
- Help you to develop your problem solving skills to improve your progress and standards in mathematics.
- Extend the use of targets in lessons and through marking so that you have a clearer idea about what you need to learn next.

With your hard work and help, we think that your school will continue to improve.

Yours faithfully

Peter Clifton  
Lead inspector