

# West Monkton Church of England Primary School

## Inspection report

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<b>Unique Reference Number</b>	123804
<b>Local Authority</b>	Somerset
<b>Inspection number</b>	340430
<b>Inspection dates</b>	24–25 November 2009
<b>Reporting inspector</b>	Hugh Protherough

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 of pupils on the school roll</b>	232
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Rev Geoffrey Boucher
<b>Headteacher</b>	Miss Jane Bevans
<b>Date of previous school inspection</b>	4 December 2006
<b>School address</b>	School Road Monkton Heathfield Taunton TA2 8PA
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## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 15 lessons and held meetings with governors, staff, groups of pupils and parents. They observed the school's work and the policies that support this. They looked at a range of assessment and pupil tracking data, samples of pupils' work, teachers' planning and curriculum documentation. Sixty-four parental questionnaires were returned along with those from pupils and staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the progress of more able pupils, especially in writing
- the extent to which writing skills are taught in a way that enables pupils to develop and apply them across the curriculum
- whether the pace and challenge of teaching is well matched to pupils' abilities, especially in ensuring that more able pupils achieve the higher levels by Year 6
- how far leaders and managers at all levels ensure high quality teaching and learning and demonstrate a secure capacity to improve pupil outcomes.

## Information about the school

This average-sized school serves a rural community. The vast majority of pupils are of White British background and all speak English as their first language. Provision for children in the Early Years Foundation Stage is made in the Reception class and a mixed Reception and Year 1 class. Few pupils are eligible for free school meals. The proportion of pupils with special educational needs and/or disabilities is below average. There have been three changes to the teaching team in the past nine months.

Independently managed breakfast and after-school clubs operate on the school premises.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**3**

**The school's capacity for sustained improvement**

**3**

## Main findings

The school makes realistic evaluation of its work and recognises that the quality of education provided continues to be satisfactory. There have been some important improvements, especially in relation to pupils' welfare. Arrangements for safeguarding are robust. There has been decisive action to improve behaviour and eliminate bullying. A clear framework for the curriculum has been established that includes good opportunities for pupils to apply key skills such as writing in a variety of contexts.

Children enter the Reception classes with levels of knowledge, skills and understanding in line with those expected of four-year-olds and by the end of Year 6 their attainment remains broadly average. Pupils make satisfactory progress but the more able are not always reaching the higher levels of which they are capable. This is because there are inconsistencies in provision across the school. The Reception classes help children settle well to the routines of school and offer a satisfactory range of activities across the areas of learning. However, adults are not always swift enough to identify ways to support children's play and accelerate learning, especially in the outdoor classroom. In Years 1 to 6, teaching is never less than satisfactory, but there is not enough that is good. While all teachers plan assiduously, the match of task to abilities, the quality of questioning and feedback to pupils varies from class to class. The analysis of pupils' books shows similar variation in the quality and quantity of pupils' work expected by teachers and the depth of their marking.

The school's capacity to improve is satisfactory. The newly formed leadership team has a sound oversight of the work of the school. Their tracking of pupil progress has correctly identified that a great number of the more able pupils should be reaching the higher levels. However, the school's targets are often modest and, although teachers regularly update the school's assessment system, not enough use is made of this information to raise ambition and hold teachers to account. Few pupils know the levels at which they are working, and although every class has targets, few of these are focused on helping pupils develop a keen appreciation of what they must do to move up the levels of the National Curriculum. The introduction of new assessment arrangements is helping teachers focus more sharply on these stages, and the proposed pupil progress meetings between senior leaders and individual teachers is an important next step.

## What does the school need to do to improve further?

- Accelerate pupils' progress and raise attainment to above the national average by increasing the proportion of good teaching, by:
  - ensuring feedback to pupils reflects their personal targets and sets out clearly

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what they need to do to reach the next level

- setting consistently high expectations for the presentation of pupils' work
- guaranteeing precise challenge for more able pupils so that they reach the higher levels.
- These features should be present in 70% of lessons by June 2010.
- Increase the effectiveness of leaders and managers at all levels by ensuring the priorities of the school improvement plan define sharper, measurable targets for individuals and groups of pupils, especially in English, mathematics and science.
- These targets should be in place by January 2010 in order to inform the proposed programme of pupil progress meetings.
- Improve the quality of children's early learning experiences in Reception by ensuring greater attention is paid to supporting and extending their play, especially in the outdoor classroom.

**Outcomes for individuals and groups of pupils****3**

Pupils usually display positive attitudes in lessons and enjoy their learning, though this commitment can weaken if the teacher talks for too long or the work lacks challenge. As a result of these types of variation in the school's provision, pupils' achievement remains satisfactory. The most recent national tests of 2009 show Year 6 pupils had made satisfactory progress from Year 2 and attained standards in English, mathematics and science that were broadly average. The proportion of higher attainers exceeding the expected levels was below the national average, significantly so in science. The current Year 6 have made steady progress from their starting points in Year 2; their performance in reading is stronger than in writing, with a good number already exceeding the expected levels.

Pupils say they enjoy school because they feel safe, secure and valued. Behaviour is of a good standard and pupils offer a polite and courteous welcome to visitors. Observations of vulnerable pupils, such as those with physical or learning difficulties, show they are well cared for and helped to develop independence and to play a full part in the life of the school.

Pupils have a good appreciation of what it means to live a healthy life. They enjoy physical education lessons and many take part in the good variety of after-school sports and exercise clubs provided at the school.

Responsibilities associated with the day-to-day running of the school are welcomed by pupils, and older ones are particularly proud of their role as peer mentors on the playground. Their claims of improved behaviour are supported by the school's own data that show a dramatic fall in the amount of unacceptable behaviour at lunchtimes. There a good links with Church but pupils' understanding of the contribution they can make to the national and global communities is less developed.

Pupils are in the habit of good attendance and punctuality. They benefit from opportunities to consider their personal skills and attributes and how these might shape their future careers. However, as basic skills are average, pupils are satisfactorily

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prepared for the next stage of their education.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>3</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>3</b>

## How effective is the provision?

The school has made satisfactory progress in response to the issues raised in the previous inspection report. The great majority of pupils enjoy school and make the most of what is on offer because they trust the adults who work and care for them. Effective work to improve the school's curriculum has ensured a clear structure to support teachers' planning. There has been particular focus on increasing opportunities for pupils to write in a wider range of contexts. Evidence of positive impact can be seen most clearly in Years 2 and 3 where more pupils are reaching the higher levels, but this has yet to work its way through the school. Pupils are enthusiastic about the strength of provision in music, with all in Key Stage 2 learning an instrument and playing in local concerts.

The core of teaching is satisfactory. Most lessons proceed at a steady pace because teachers' classroom management skills and subject knowledge are secure. However, expectations for handwriting and the presentation of work vary considerably from class

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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to class and this restricts pupils from reaching the higher levels. Teaching assistants frequently make valuable contributions in supporting learning, especially for vulnerable pupils and those with special educational needs and/or disabilities. At its best the impact of this work is considerable, enabling pupils such as those with low self-esteem or poor concentration to work alongside their peers and enjoy success in meeting their targets. New policies for marking and target setting have been adopted in all classes, but their impact is patchy. While some teachers mark assiduously and their written comments are helpful and informative, they are seldom referenced to the pupils' personal targets. Few pupils make effective use of their targets because they do not offer a clear picture of the level at which they are working, or what they need to do to reach the next one.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>3</b>

**How effective are leadership and management?**

The recently extended leadership team is motivated to accelerate school improvement. They have made accurate assessment of pupils' progress and correctly identified key groups such as the more able, where more should be achieving the higher levels. This analysis informs the priorities of the school improvement plan. While many of the actions identified are entirely appropriate, too often they lack measurable criteria that define success in terms of pupil outcomes. The school's evaluation recognises this and the proposed programme of pupil progress meetings is an important step towards ensuring the impact of provision is assessed with greater rigour. Senior staff will discuss with each teacher the performance of individual pupils in their care, and monitor the accuracy of assessment and the progress towards individual, class and ultimately whole-school targets. The school takes satisfactory steps to promote equality. While vulnerable pupils and those with special educational needs are well cared for and supported within school, provision for more able pupils is less effective. Incidents of poor behaviour or name calling have reduced considerably in the past two years and are rare. The school keeps careful records and takes decisive action when this occurs.

Staff questionnaires indicate that morale is positive. The effective use of web-based documentation for the self-evaluation form and school improvement plan ensures that everyone has an opportunity to contribute to this process. Governors are actively involved in the life of the school and equally involved in the setting of priorities and the review of progress.

The school adopts rigorous approaches to all aspects of risk assessment and the

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safeguarding of pupils. The headteacher and staff work productively with other agencies such as family support workers, health services, the police and education welfare to support the specific needs of individual pupils and their families.

The school is very well regarded by parents and carers. Plans to promote community cohesion are appropriate and reflect a good understanding of local context. However, initiatives to develop pupils' awareness beyond the school have as yet had only limited impact.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>3</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

### Early Years Foundation Stage

Effective induction arrangements ensure that children are successfully introduced to the world of school. As a result they develop close and trusting relationships with the staff. Most arrive happily with their parents each morning and show confidence in daily routines. Friendships develop well and children play happily in pairs and occasionally larger groups.

Staff planning covers each of the areas of learning. It is strongest in relation to adult-led activities. For instance, a programme of work to develop children's knowledge of the sounds of letters is already having a positive impact on children's ability to identify initial sounds. However, opportunities to encourage children to initiate learning for themselves are less well developed and staff do not clearly identify ways in which they might interact with children to deepen or extend their learning. This is particularly the case in the outdoor classroom, which is under-used and where the quality of equipment and resources often fails to stimulate and engage the children.



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The school's data for last year's Reception children indicate that children developed satisfactorily from their starting points. By the end of the year most were working at average standards, with some strength in their writing development. The profile of the current cohort is mixed. Their personal, social and emotional development and problem solving, reasoning and numeracy skills are generally better than the other areas of learning. Close teamwork between the two teachers and their assistants has ensured a satisfactory start to the development of learning journals, which are building a picture of children's achievements across the areas of learning.

The new teaching team has made a satisfactory start, but the necessary monitoring and evaluation of provision that will inform future improvements is at an early stage of development.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

**Views of parents and carers**

The overwhelming majority of parents and carers are happy with their children's experience of school. Inspectors agree that pupils are safe and happy and demonstrate positive attitudes to work, and with the one or two parents who express concern about the level of challenge for some more able pupils.

### Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at West Monkton C.E. Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 64 completed questionnaires by the end of the on-site inspection. In total, there are 232 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	48	75	13	20	3	5	0	0
The school keeps my child safe	49	77	15	23	0	0	0	0
The school informs me about my child's progress	29	45	33	52	1	2	0	0
My child is making enough progress at this school	32	50	31	48	1	2	0	0
The teaching is good at this school	33	52	28	44	1	2	0	0
The school helps me to support my child's learning	36	56	28	44	0	0	0	0
The school helps my child to have a healthy lifestyle	42	66	20	31	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	29	45	30	47	1	2	0	0
The school meets my child's particular needs	28	44	33	52	2	3	0	0
The school deals effectively with unacceptable behaviour	28	44	31	48	4	6	0	0
The school takes account of my suggestions and concerns	29	45	31	48	2	3	1	2
The school is led and managed effectively	42	66	20	31	0	0	0	0
Overall, I am happy with my child's experience at this school	42	66	22	34	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupils' needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



26 November 2009

Dear Pupils

Inspection of West Monkton Church of England Primary School, Monkton Heathfield TA2 8PA

Thank you very much for your friendly welcome during the recent inspection of your school. It was a pleasure to meet you all. Your questionnaires and our conversations were extremely useful in finding out about West Monkton.

The staff work very hard to make sure you are safe and well cared for. Several of you told us how much behaviour has improved, and we agree. You were polite and courteous throughout the inspection. You have lots of opportunities to keep fit and stay healthy and it's good to see so many of you joining in these activities after school. Most of you say you enjoy school, and we could see that in most lessons and in much of your work. However, there are one or two things we want to happen that will make your school even better.

Reception children have settled into school and are working hard, especially at learning their sounds. We've suggested that the grown-ups plan more activities for the outside classroom and that they join in sometimes to help you learn more quickly.

In Years 1 to 6 we've asked your teachers to explain to you the levels at which you are working and then agree targets that tell you what you must do to reach the next one. Some of you relish a challenge, like the Year 3 pupils who were solving complicated mathematical problems about loaves, slices of bread and hungry boys! We want to see more of this throughout the school. In some classes you are not always taking care to present your work as carefully as possible. We've asked the teachers not to accept untidy work when they know you can do better!

In the meantime the senior teachers, with the help of the governors, are going to keep a close eye on how things are going. They are aiming to make this school not just satisfactory, but good. Together you can make it happen!

Yours sincerely

Hugh Protherough

Lead Inspector

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