

Wembdon St George's Church of England Primary School

Inspection report

Unique Reference Number	123825
Local Authority	Somerset
Inspection number	340435
Inspection dates	4–5 May 2010
Reporting inspector	Susan Reid

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 of pupils on the school roll	342
Appropriate authority	The governing body
Chair	Alan Cannell
Headteacher	D N Hatrey
Date of previous school inspection	5 May 2010
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Introduction

This inspection was carried out by three additional inspectors. They observed 15 lessons taught by 11 teachers and attended one assembly. Meetings were held with pupils, staff and governors. The inspectors observed the school's work, and looked at the attainment tracking data, the school development plan, considered safeguarding procedures and other relevant documentation. They analysed 93 parental questionnaires and other questionnaires completed by pupils and staff.

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

- current levels of attainment and Every Child Matters outcomes
- how the quality and consistency of teaching impacts on pupil progress
- the accuracy of school self-evaluation and the effectiveness of leaders at all levels in raising expectations and leading improvement.

Information about the school

This is a larger than average, over-subscribed primary school which takes pupils from an increasingly wide area. A very large majority of pupils attending the school are of White British background. The proportion of pupils at the school with a range of special educational needs and/or disabilities is now similar to most other schools, although the number with a statement of educational needs is low. There is on-site provision for pupils in the breakfast and after-school clubs which is managed by an independent provider. The school has received the Dyslexic Friendly award in recognition of its provision in this area. It has also achieved Healthy School status, Activemark and has gained the Artsmark silver award.

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

Wembdon St George's Church of England Primary School provides its pupils with a satisfactory quality of education. The caring and inclusive ethos permeates the school and is reflective of the dedication and hardworking staff. This is confirmed by one parent who said, 'The school has a great pool of staff; very supportive of the parents and pupils.' Another said their child had 'received lots of extra help and support.' The pupils are well behaved and cooperate well with each other. They fully engage with the many sporting activities and they are good ambassadors for maintaining a healthy lifestyle through the sports leaders programme and involvement in 'huff and puff'. The overwhelming majority of the pupil questionnaires show that pupils are proud to attend this school and, as a result, their attendance is improving.

Children's attainment on entry to the current Reception class is in line with age-related expectations, although in 2009 children entered with less well developed literacy skills particularly linking sounds to letters and writing. The teachers successfully focus on these weaker areas each year, although the balance between this and creative play is less well developed. This results in the children entering Year 1 with attainment broadly in line with national expectations in most areas of learning. Attainment at the end of Year 2 over the past several years shows that pupils continue to work satisfactorily across Key Stage 1. Until recently pupils made slower progress across Key Stage 2 especially in writing, and science. This was partly due to inconsistent teaching and lack of challenge in some classes. There has been recent improvement in the quality of assessment and feedback to pupils to identify their next steps in learning. Teachers are also promoting more opportunities for pupils to apply skills to problem solving activities. This has helped to ensure most pupils now make satisfactory progress especially in writing and science.

The school provides good personal and academic care for all pupils. The experienced and trained teaching assistants are particularly effective in their support for the pupils with complex needs who are able to make good progress and take a full and active part in school activities. The curriculum is enhanced with extended out-of-school learning, including trips and visits, but the opportunities for pupils to learn with a cross-curricular focus is, at present, limited to a few subjects.

The experienced headteacher is well assisted by his deputy and they have the support of the whole staff. School self-evaluation is sound but lacks a sharp focus on what needs to be done to secure rapid improvement. The school improvement plan is a complex document and does present a clear overview of the key priorities. The school has piloted and adopted many initiatives but these are not always targeted on the key areas identified for improvement. As a result, improving the outcomes for pupils have not

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always been as consistent as they might have been. The more recent focus by other subject leaders on a more skills-based approach to learning is starting to impact positively on standards and the school can therefore demonstrate a satisfactory capacity to improve.

What does the school need to do to improve further?

- Raise and sustain achievement for pupils by:
 - sharing good practice within the school so that more teaching is consistently good or better ?
 - developing more creative cross-curricular learning experiences through which the pupils can apply their skills
 - increasing the expectations and challenge for learners in lessons.
- Limit the number of initiatives to focus more sharply on the main areas that will make the most difference to pupils' outcomes.
- Strengthen the achievement and provision in Early Years Foundation Stage by:
 - planned action to implement a more creative approach to learning is realised so that children make more rapid progress in all areas of learning to provide them with the best possible start in Year 1.

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

Pupils in the school say they enjoy participating in various sporting activities and they demonstrate outstanding attitudes and awareness of the factors which support healthy lifestyles. The vast majority of pupils enjoy their learning, including those with special educational needs and/or disabilities who are supported well to fully participate in the educational experiences provided. Pupils are enthusiastic and keen to do their best. They have a growing awareness of what they need to do to improve their work and this is helping them to make better progress. The pupils with complex learning needs make good progress. Academic progress across the school has been variable for the past few years and particularly for the higher attainers in English in 2009. The school's data indicate that overall progress is currently broadly satisfactory. Pupils in Year 6 are on track to reach and exceed national standards in English, mathematics and science from a higher starting point at Key Stage 1. Attainment in reading continues to be high and, with the pupils' hard work in improving their writing skills, progress in writing and science is improving. This is all helping ensure pupils are suitably prepared for their future lives.

Behaviour in the school is good and the pupils show a keen awareness of the implications of poor behaviour on others through the opportunities given to reflect on their actions. They speak enthusiastically about the various roles and responsibilities they hold within the school. They willingly support the less able and younger children in their learning as seen when using computers and in writing. Pupils show respect for each other and different cultures and religions. They are proud to attend this school and

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look after their environment. They have a good awareness of personal safety and know how to keep themselves safe when using new technologies.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	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	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Teaching is satisfactory overall, although there are examples of good and outstanding teaching in some classes. In one lesson, pupils made outstanding progress as the lesson was planned based on prior knowledge with appropriate challenge for all pupils. Pupils were given clear instructions and this was supported with well-chosen exemplar work. The pace of the lesson was lively and discussion between pupils provided further challenge as they were able to assess their work against their individual targets. In the satisfactory lessons there was less challenge or opportunity to work independently and the pupils were too passive in the teacher-led activity.

The curriculum is broad and balanced, although there is a strong focus on literacy and numeracy. The school is developing cross-curricular links but this is not fully embedded across all curricular areas. There is a strong contribution to the pupils' personal development through Social and Emotional Aspects of Learning (SEAL) and personal,

¹ 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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social and health education. The curriculum supports the needs of the pupils with special educational needs and/or disabilities well, although it provides less support in the classroom for the higher attainers. There are many extra curricular activities to enrich the curricular offer and learning experiences through clubs, visits and residential trips. Pastoral care for pupils is good and, through the support of the many teaching assistants, those with special educational needs and/or disabilities are particularly well supported. Children settle quickly when entering the school in Reception through a well-established induction process. Year 6 pupils are provided with opportunities to work with the local secondary school through sporting activities and visits to ease the transition process and address any secondary transfer concerns. The school works effectively with parents and carers and outside agencies to support the pupils' attendance and welfare.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher has built a cohesive and committed team of staff who share his determination to improve pupils' personal and academic outcomes. His leadership is shared and staff enthusiastically take on initiatives to improve the school. Whilst this contributes significantly to their professional development it results in diluting the school's focus on the key areas for improvement. Some initiatives are not fully embedded before others are implemented and consequently the impact is sometimes not sustained. Where a whole school focus for improvement is initiated and followed through, such as improving writing skills through Big Writing, there is clear evidence of improving attainment and progress. The governors take an active role and they deploy their personal and professional skills to support the school through audits of provision and outcomes. However, because of the complexity of some of the documentation including the school development plan and different formats for tracking achievement, the governors are not always able to readily access the key information. This hinders their effectiveness in holding the school to account and set appropriately challenging targets.

The school promotes equality of opportunity and is particularly successful in breaking down barriers to learning and progress for the pupils with more complex needs. All pupils are encouraged to participate in the many enrichment activities eliminating stereotyping especially in sport.

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There are adequate procedures in place for safeguarding and the school works well with outside agencies to ensure the safety of pupils. Staff are appropriately trained, although do not always rigorously follow reporting procedures resulting in some minor lapses in the record keeping.

The school is well regarded in the local community and the pupils actively participate in community events. The school engages with the local community in a variety of ways but the annual music festival provides an opportunity for local residents, parents and carers and the school to celebrate the pupils' talent through the high profile and enjoyable event. Pupils show a good awareness of the international communities for example Malta, Sri Lanka and Southern India although, as recognised by the school, engagement with the national and multi-ethnic community is not so well established.

These are the grades for leadership and management

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

Early Years Foundation Stage

Children enter the school from many different pre-school settings which the school visits to ease transition to the school. The school has developed an effective link with their main provider which supports the school's baseline assessment. Through this assessment the school identifies areas of lower developmental skills and appropriately targets the learning. Ongoing assessment monitors the developmental skills of children. They are currently making satisfactory progress as a result of the satisfactory provision. Children play well together and take turns with the activities. They show a good awareness of hygiene and conscientiously wash their hands after visiting the toilet, rarely having to be reminded. The learning activities are planned to support the literacy and numeracy skills, but there are not yet enough opportunities for the children to

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engage in self-initiated creative play. As a result, their progress in this area of learning is less well developed. The outside learning environment has been improved since the previous inspection, although leaders rightly recognise the need to further develop a more creative and independent learning experience for children. There are strong links with parents and carers and with outside agencies that support the school in meeting any specific learning or welfare needs the children may have.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
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

Parents and carers in general are highly supportive of the school and responded positively to the questionnaire. They believe the school provides a caring environment within which their child can learn. They are happy with many aspects of their child's experience at school and the overwhelming majority feel they are kept well informed of their child's progress. There were a few parents and carers who raised a concern over recent staffing difficulties, although the school is now in the process of addressing this issue.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Wembdon St George's Church of England 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 93 completed questionnaires by the end of the on-site inspection. In total, there are 342 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	65	70	25	27	2	2	0	0
The school keeps my child safe	69	74	21	23	1	1	0	0
The school informs me about my child's progress	44	47	47	51	1	1	1	1
My child is making enough progress at this school	40	43	49	53	3	3	0	0
The teaching is good at this school	55	59	34	37	1	1	0	0
The school helps me to support my child's learning	45	48	44	47	1	1	0	0
The school helps my child to have a healthy lifestyle	52	56	37	40	3	3	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)	42	45	40	43	2	2	0	0
The school meets my child's particular needs	47	51	40	43	0	0	0	0
The school deals effectively with unacceptable behaviour	53	57	34	37	2	2	0	0
The school takes account of my suggestions and concerns	38	41	50	54	1	1	1	1
The school is led and managed effectively	57	61	31	33	0	0	1	1
Overall, I am happy with my child's experience at this school	63	68	26	28	2	2	1	1

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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

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 is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.



6 May 2010

Dear Pupils

Inspection of Wembdon St George's Church of England Primary School, Bridgwater TA6 7PS

Thank you all for making us feel so welcome when we visited the other day. We enjoyed talking to you and hearing the things you like about your school. We are very pleased that you enjoy your sporting activities and know so much about keeping healthy and safe. After listening to your views, watching you in your lessons and looking carefully at your work we have said that your school provides you with a satisfactory standard of education. I would like to share with you some of the things I have asked your school to help you improve in your learning.

- higher standards through improving the quality of your learning, providing you with opportunities to apply the skills you learn across different subjects and to give you work that challenges you more.
- We have asked the headteacher to make sure that he keeps the school focused on the main things that will really help the school improve.
- I have asked the school to make sure the younger children are given more learning opportunities to be creative, to help them learn as much as they can before they start in Year 1.

You can help your teachers in achieving this by regularly attending school on time and working your very hardest.

I wish you every success in the future and hope you continue to enjoy your time in your lovely school.

Yours sincerely

Susan Reid

Lead inspector

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