

West Buckland Community Primary School

West Buckland, Wellington, Somerset, TA21 9LD

Inspection dates 20–22 November 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Over the last year the school's leaders have taken decisive action to improve the quality of teaching, especially where it was weaker.
- The majority of pupils make good progress and reach standards of attainment that are above national averages by the time they leave the school.
- The quality of teaching is good. Teachers cater well for the needs of all groups of pupils, including the more able and those who have special educational needs.
- The leadership team works well together and checks teaching and learning thoroughly in order to secure the good quality of teaching.
- Reading is taught thoroughly so that pupils are acquiring the skills they need to be successful readers.
- Pupils have exemplary attitudes to their school work. They behave extremely well and feel very safe because the school provides a safe and supportive environment in which they can thrive.
- The curriculum has been successfully adapted to offer more opportunities for pupils to apply their skills in reading, writing and mathematics across other subjects.
- The development of social skills is outstanding in the way pupils take responsibility for their own learning and support each other.

It is not yet an outstanding school because

- Occasionally, the pace of learning slows as pupils move to their independent tasks following the teacher's input and reviews of learning are sometimes a little rushed.
- Governors have not been rigorous enough in the way they check the impact of improvement plans on pupils' progress.

Information about this inspection

- The inspector observed eight lessons of which four were joint observations with the headteacher. In addition, the inspector made a number of short visits to lessons.
- Meetings were held with pupils, the Chair and Vice-Chair of the Governing Body, the headteacher, and the school's senior staff. In addition, the lead inspector spoke with a representative from the local authority.
- The inspector took account of the 20 responses to the on-line questionnaire (Parent View).
- She observed the school's work, looked at a range of documents including the school's improvement plans, data on pupils' current progress, planning and monitoring files, minutes of governing body meetings and records relating to behaviour, attendance and safeguarding.
- The inspector heard pupils read, talked to them in lessons and evaluated samples of their work.
- The inspection was interrupted due to the severe weather conditions and so the inspection was completed a day later than is usual.

Inspection team

Sandra Woodman, Lead inspector

Additional Inspector

Full report

Information about this school

- This school is much smaller than the average primary school.
- The proportion of pupils known to be eligible for the pupil premium, which provides additional funding for children in local authority care and pupils known to be eligible for free school meals, is below average.
- The proportion of pupils with special educational needs supported at school action is above the national average.
- The proportion of pupils supported at school action plus or with a statement of educational special needs is below average.
- The large majority of pupils are White British and come from the surrounding area.
- The school exceeds the current floor standard which sets the government's minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Improve the quality of teaching from good to outstanding by:
 - making sure that the pace of learning is maintained throughout the lesson, especially as pupils move to their independent work.
 - ensuring that lesson reviews encourage reflection, consolidation of what has been learnt and address any remaining misconceptions.
- Improve strategic leadership by ensuring that governors challenge leaders effectively about the school's performance by ensuring that planned improvements have the required impact on pupils' progress.

Inspection judgements

The achievement of pupils is good

- Children joining the Reception class usually do so with the skills that are expected for their age, although there is sometimes a variation within these. They make good progress across the Early Years Foundation Stage.
- Pupils are making progress throughout the school so that by the time they leave, in Year 6, their attainment in reading, writing and mathematics is above the national averages, often significantly so. Boys and girls attain equally well.
- In Key Stages 1 and 2 teachers ensure that work is matched precisely to pupils' ability in mathematics, reading and writing so that progress is accelerating. The inconsistency that existed in Year 2 due to the quality of teaching has been addressed and now these pupils are making better progress.
- Pupils enjoy their learning because teachers make lessons interesting. They demonstrate impressive levels of independence in the way they are keen to find things out for themselves and support each other with their learning.
- The pupils supported by the pupil premium and those with special educational needs make at least the expected progress and this is improving due to the recent focus on teaching the basic skills of reading and writing more thoroughly.
- Reading is promoted well across the school. The development of early reading skills is good and most pupils achieved higher than the national average in the Year 1 phonic screening check. Older pupils have responded eagerly to the target of reading eight books a term across a range of authors and styles.

The quality of teaching is good

- The quality of teaching across the school is good, with examples of some high quality teaching. This picture has improved over the last year due to the more robust checking of teaching to ensure that progress is more even across the school.
- Teachers are very skilled in matching the level of work closely to the ability of the pupils. In the best lessons not a moment is lost as pupils work hard and strive to achieve as highly as they possibly can. However, occasionally the pace of learning drops as pupils move from one activity to another.
- Reading, writing, communication and mathematics skills are taught effectively. Recent improvements in the curriculum have enabled pupils to apply their mathematical skills to other contexts more extensively. For example, having learnt to measure accurately, pupils in Year 2 were using these skills to create plans for clothes to fit the class teddy bear.
- The recently introduced pupil premium and the allocation for special educational needs have been used to support smaller teaching groups in reading and writing skills. This is proving effective in closing the gaps in attainment and progress for those pupils supported by the funding and those with special educational needs.
- The way teachers respond to pupils and give feedback during lessons is an outstanding aspect of the teaching. Marking in books is always helpful and pupils respond positively to comments from their teachers.
- Learning is reviewed regularly and in the best lessons pupils are able to talk knowledgeably about what they have learnt. Sometimes teachers do not give enough time for this so that pupils do not consolidate and reflect on their newly acquired knowledge and skills sufficiently.

The behaviour and safety of pupils is outstanding

- Attitudes to learning are exemplary across the school. Pupils are able to sustain high levels of

concentration in lessons and this makes a significant contribution to their good progress.

- Pupils, staff and parents are overwhelmingly positive about standards of behaviour and safety. Pupils are very sensitive to each other's needs and believe it is their responsibility to ensure every one has a positive experience at school.
- Relationships between pupils are respectful and supportive. They know each other very well and have learnt to manage their own behaviour and that of others successfully so that the playground is a harmonious place.
- Pupils report that bullying of all kinds, including cyber bullying, is extremely rare. They are knowledgeable about different kinds of bullying and know that if any one has put a worry in the 'worry box' the school's response is immediate and effective. They appreciate the way the school acts to improve their safety, for example installing the new perimeter gates has made them feel even more secure.
- Pupils are very proud of their school and are encouraged to play an active role in decision making. The way pupils enjoy taking the initiative, both in their learning and in organising school events, is an impressive feature.
- The consistent management of behaviour has helped to promote an exceptionally good climate for learning. There are significant improvements over time in the behaviour of individuals with particular needs in this respect.
- Attendance has been above average for several years and punctuality is good because pupils enjoy being at school.

The leadership and management are good

- Under the clear direction of the headteacher, the leadership team has forged a strong ambition to provide the best possible opportunities for pupils. Leaders work well together to drive forward the required improvements and share good practice.
- Since the last inspection leaders have taken decisive steps to address weaker teaching by monitoring more intensively and providing appropriate training and support. As a result, teaching has improved and pupils are learning more effectively. The more precise tracking of the pupils' progress and regular meetings with teachers ensure that they are held accountable for progress in their classrooms. The performance management of teachers and their pay progression are linked closely to the progress of their pupils.
- Literacy is well led, with the introduction of the more systematic teaching of the basic skills in reading and writing which is closing gaps in pupils' knowledge, accelerating progress and leading to good achievement in English.
- The curriculum is broad and balanced providing some inspirational experiences for pupils. The new mathematics curriculum is having a significant impact on the way pupils of all abilities receive carefully targeted teaching.
- The spiritual, moral, social and cultural development of pupils is promoted well, especially the social aspect where pupils are encouraged to develop the skills of cooperation and independent learning. Pupils' willingness to undertake a range of roles and responsibilities in school is impressive.
- The links between home and school are strong and parents' responses in the on-line survey indicate that most feel well informed about their children's progress. The school has good systems for communication and involving parents in their children's learning.
- All statutory requirements for safeguarding are met because the school puts a high priority on training staff and ensuring they are vigilant in maintaining the safety and welfare of pupils at all times. The school does not tolerate discrimination of any kind and ensures that all pupils have equal opportunities to achieve well.
- The local authority has taken a light touch approach to the school. Recent training provided for governors has helped with their understanding of monitoring and evaluating.

■ **The governance of the school:**

- Increasingly, governors are becoming aware of how well pupils are achieving and where provision is good. They have not yet established a consistent format for receiving information on the attainment and progress of pupils so that they can hold leaders rigorously to account for the school's performance and to check that improvement plans are having the desired effect. They understand how the performance of staff is being managed, including the actions taken to address the weaker teaching and the impact of actions taken on improving teaching and learning. They ensure that leaders' and teachers' pay is related closely to performance. Governors manage the school budget well and have a clear grasp of how the pupil premium is used to provide additional resources to enhance the progress of these pupils.
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What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	123712
Local authority	Somerset
Inspection number	406184

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	87
Appropriate authority	The governing body
Chair	Chris Winter
Headteacher	Helen MacGregor
Date of previous school inspection	2–3 February 2011
Telephone number	01823 663376
Fax number	01823 660329
Email address	hmacgregor@educ.somerset.gov.uk

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