

West Huntspill Community Primary School

Inspection report

Unique Reference Number	123696
Local Authority	Somerset
Inspection number	380714
Inspection dates	15–16 September 2011
Reporting inspector	Anne Wright

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	81
Appropriate authority	The governing body
Chair	Alan Kelsall
Headteacher	James Peate, acting headteacher
Date of previous school inspection	4 March 2009
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Introduction

This inspection was carried out by two additional inspectors. Inspectors observed eight lessons taught by five teachers and briefly visited other lessons and activities. Meetings were held with members of the governing body, staff and pupils.

Inspectors observed the school's work and looked at documents, including those related to safeguarding, the school development plan, pupils' work, and information about pupils' progress. They also took into account the views of pupils, staff and 26 parents and carers expressed in responses to questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The impact of work being done to improve pupils' progress, in particular in English and mathematics across the school.
- The effectiveness of provision for pupils with special educational needs and/or disabilities and for the more able.
- The impact of federation on the effectiveness of leaders at all levels, and of the governing body, in helping to improve the school further.

Information about the school

This is a smaller than average-sized primary school and is situated in a rural village. Most pupils live in the local community and are of White British heritage. There are no other groups of significant size in the school. The proportion of pupils known to be eligible for free school meals is well below average. The proportion of pupils with special educational needs and/or disabilities is well above average, and the proportion with a statement of special educational needs is high. This is because the school has an allocated resource base for pupils whose needs relate to autism and speech, language and communication learning difficulties. Children in the Early Years Foundation Stage are taught in a mixed-age Reception and Year 1 class. The school holds the Activemark Schools Award and has achieved the Healthy Schools Award.

The school is part of a federation with East Huntspill Community Primary School and they share a headteacher and a governing body. An acting headteacher has been in post since September 2010.

The West Huntspill Playgroup shares the school site. This is privately run and did not form part of this inspection.

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

This is a satisfactory school. 'Staff create a nurturing, safe and secure environment for my child to learn and develop.' This comment summarises the high degree of satisfaction expressed by parents and carers who commend the approachability of staff and their concern for individual children. It reflects the school's good engagement with parents and carers and its good level of pastoral care, which is a strength of the school. Consequently, pupils are happy, feel safe and behave well at West Huntspill. The school is particularly successful in nurturing the few pupils who have a range of complex learning difficulties taught in the resource base. Pupils' well-being is further enhanced by the good extent to which they are encouraged to live healthy lifestyles, recognised in a national award. Pupils respect one another's differences well and their spiritual, moral, social and cultural development is good. However, while care, guidance and support are good, there are weaknesses in other aspects of the school's work which mean that pupils' achievement is only satisfactory.

Children settle quickly into the Early Years Foundation Stage and make satisfactory progress, and pupils continue to do so in the main school. In 2009 and 2010 attainment in Year 6 was broadly in line with the national average. However, this fell this year to well below average. The school accounts for the dip as the result of a combination of factors unique to the cohort. These include a considerable number of staffing changes, a high level of pupil mobility and a high proportion of pupils with special educational needs and/or disabilities. Current attainment levels for each year group are in line with expectations.

Pupils' progress is uneven in Key Stages 1 and 2 because of the inconsistencies in the quality of teaching and assessment. This leads to differences in and between subjects, and in the performance of different groups. Pupils do better in English than in mathematics. The reason why pupils' achievement is not good is, in part, the result of a number of staffing changes. Another contributory factor is that the school's tracking system for checking on pupils' progress has not been sufficiently rigorous to identify underachievement and to inform personalised interventions. However, the school has identified that there are weaknesses in the progress made by different groups. To address this, it has introduced a more robust tracking system and focused additional support for pupils with special educational needs and/or disabilities, in particular for those with speech, language and communication learning difficulties. These are beginning to have an appropriate impact on progress. As a

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result of high quality individual programmes of work, pupils in the autistic resource base make good progress.

While there are good lessons in the school, others do not always fully engage pupils in their learning. Activities are not always well matched to the range of pupils' needs, in particular for the more able, so that progress slows. The quality of marking is variable throughout the school and is better in English than in mathematics. Where it is good, pupils are given clear, subject-specific guidance in terms of next steps for improvement.

Senior leaders, based on accurate self-evaluation, have identified the aspects of teaching that need to be improved. However, not all leaders and managers have been involved in the monitoring and evaluation of the school's performance. Improvements since 2009 include the creation of a stimulating outdoor environment to support learning in the Early Years Foundation Stage, and increased opportunities for collaborative leadership through the Federation. Leaders, including members of the governing body, have a clear vision and ambition for the future, ensuring a satisfactory capacity for sustained improvement.

Up to 40% of the schools whose overall effectiveness is judged to be satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

What does the school need to do to improve further?

- Raise pupils' attainment to above average levels and accelerate their progress in English, and particularly in mathematics, by:
 - making teaching consistently good through ensuring that teachers set challenging activities which closely match pupils' capabilities, particularly for the more able.
- Improve teachers' use of assessment through greater consistency in marking so that pupils are given clear next steps for improvement.
- Strengthen further the involvement of leaders and managers at all levels in monitoring and evaluating the school's performance.

Outcomes for individuals and groups of pupils

3

Pupils are generally enthusiastic and interested learners. They readily offer their ideas in lessons and work well in pairs and small groups reflecting good personal and social skills. Good learning is becoming more evident, especially where pupils are challenged at an appropriate level, as, for example, during a Year 6 literacy lesson where pupils were encouraged to work independently using the thesaurus to enhance their descriptive writing. However, this level of challenge is not present in all lessons. Consequently, the progress of more-able pupils slows.

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A range of intervention programmes is starting to prove effective in improving the progress of pupils with special educational needs and/or disabilities, leading to their satisfactory progress, and for some, especially those educated in the resource base, good progress in developing the skills necessary to participate in the life of the school. However, the curriculum does not always match the learning needs and aptitudes of all pupils. As a result, in lessons, pupils are not always fully engaged and learning slows.

Pupils show a good awareness of the need to lead a healthy lifestyle and many are keen participants in a wide range of sports-related activities, resulting in the school achieving the Activemark Award. Pupils are clear that there is little bullying and they would happily turn to an adult if they were concerned. Pupils contribute well to the running of the school by taking on a variety of responsibilities, such as play leaders and litter pickers. The school council provides an effective voice in the school and has been influential in contributing to the design of the playground. Pupils’ contribution to the wider community is good; for example, pupils raise funds to support charities such as the Secret World, and Children in Need. Pupils’ average but improving attendance, combined with their satisfactory skills in literacy, numeracy, and information and communication technology, mean they are adequately prepared for secondary school and the world of work.

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	3
The extent to which pupils feel safe	2
Pupils’ behaviour	2
The extent to which pupils adopt healthy lifestyles	2
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	3
The extent of pupils’ spiritual, moral, social and cultural development	2

How effective is the provision?

Initiatives have been introduced to enhance key aspects of provision and to improve

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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pupils’ achievement. Consequently, the quality of teaching is improving, and skilled teaching in the resource base helps pupils with autism to progress well. Strengths of teaching include good relationships with pupils, good teacher subject knowledge and a good range of resources. Enjoyment of learning is enhanced by a curriculum that is becoming more engaging and brings learning to life through visits and visitors to the school. Extra-curricular activities further extend pupils’ learning experience, for example the Year 5/6 residential trips to Exmoor.

There have been some improvements in assessment, in particular in English. However, assessment is not yet used precisely enough in mathematics to ensure that activities take learning forward at a fast enough rate for all pupils, especially the more able. Nearly all pupils know their targets but not all are confident about how to achieve them. Marking across the school is inconsistent in terms of helping pupils to understand how to improve their work.

The school’s good care of its pupils is evident in its support for pupils whose circumstances make them potentially vulnerable. For example, members of staff work in close partnership with their parents and carers, and good links with outside agencies help to support pupils’ needs. This is especially the case with pupils in the autism resource base. Thorough transition arrangements are in place to support pupils when they are joining or leaving the school, so that they settle quickly.

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 leadership of the headteacher has resulted in a shared vision for the school. Accurate self-evaluation of various aspects of the school’s performance has been used effectively to inform priorities for further improvement. These are well founded and the headteacher, but less so middle leaders, is taking appropriate action to improve provision in key areas. Much of this work is beginning to have an impact; for example, opportunities for collaborative coaching as a consequence of federation have enabled staff to begin to share best practice in improving the quality of teaching and its impact on learning. Challenging targets are set for pupils’ performance in the national tests at the end of Year 6 to improve pupils’ achievement. The tracking of progress through the school of individuals and different groups of pupils is not yet sufficiently robust to inform accurately where interventions are required to ensure that all pupils make consistently good progress. The

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leadership and management of the resource base are good because of clear planning and good teamwork.

The governing body is effective in ensuring that the school meets its statutory requirements, for example with regard to the safeguarding of pupils. Arrangements in this respect are good and are constantly updated to reflect their high priority within the school. The governing body is committed and is well organised to support the school, becoming more proactive in asking questions about the school’s effectiveness.

The school is inclusive and welcomes all pupils. School staff actively promote good relationships with parents and carers through family learning activities. The school promotes equality of opportunity satisfactorily and works diligently to overcome discrimination. Its links with a variety of agencies contribute positively to pupils’ well-being. Other partnership activities, for example through the Federation, contribute to pupils’ satisfactory achievement. The school promotes community cohesion well at the school and local levels. It has good strategies to develop the national and international dimensions, for example direct links with children and families in Kenya.

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	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Children enter the Early Years Foundation Stage with skills and abilities that are broadly typical for children of their age but below in their language and communication skills and in their creative development. They settle quickly because of the good care, warm relationships and good liaison with parents and carers. Consequently, they feel safe and secure. Children show positive attitudes and

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behaviour, and listen well, because expectations are clearly set. As a result, children become confident and well-motivated learners who know how to take turns and make choices. ‘Wake and Shake’ sessions and eating fruit at snack times promote healthy lifestyles. The activities that are available indoors and in the stimulating outside area give them ample opportunity to show initiative.

Children are happy and they enjoy their learning when activities are engaging. This was evident when children were observed learning to recognise rhyme in a poem. All participated in a discussion to devise a list of action words that could be used in a poem. The teaching and the curriculum are satisfactory. This is because there is not always an appropriate match between activities and children’s learning capabilities. Consequently, progress slows. Children make satisfactory progress overall in all areas of learning. This leads to average outcomes. They enter Year 1 with knowledge and skills that are broadly typical for their age, but better in their physical development and in their knowledge and understanding of the world.

The leadership and management of the Early Years Foundation Stage are satisfactory in ensuring a clear direction for more rapid improvement. Consequently, members of staff are working effectively as a team to develop more accurate assessment for tracking pupils’ progress and thereby an accurate view of strengths and areas for development.

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

A broadly average proportion of parents and carers completed the inspection questionnaire. Responses were overwhelmingly positive about all aspects of the school’s work. They particularly appreciate how much their children enjoy school and how safe they are, with one parent commenting, ‘My child is very happy at this school and is always eager to come.’ A few concerns were expressed by parents and carers that not all suggestions are acted upon when raised. The inspectors found the school’s engagement with parents and carers to be good.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at West Huntspill Community 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 26 completed questionnaires by the end of the on-site inspection. In total, there are 81 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	16	62	9	35	1	4	0	0
The school keeps my child safe	11	42	14	54	1	4	0	0
The school informs me about my child’s progress	12	46	14	54	0	0	0	0
My child is making enough progress at this school	13	50	13	50	0	0	0	0
The teaching is good at this school	14	54	12	46	0	0	0	0
The school helps me to support my child’s learning	13	50	11	42	2	8	0	0
The school helps my child to have a healthy lifestyle	11	42	15	58	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)	13	50	12	46	1	4	0	0
The school meets my child’s particular needs	12	46	14	54	0	0	0	0
The school deals effectively with unacceptable behaviour	9	35	16	62	0	0	1	4
The school takes account of my suggestions and concerns	9	35	16	62	0	0	0	0
The school is led and managed effectively	13	50	12	46	1	4	0	0
Overall, I am happy with my child’s experience at this school	12	46	13	50	1	4	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 all 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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 are for the period 1 September 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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 pupils' 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.



19 September 2011

Dear Pupils

**Inspection of West Huntspill Community Primary School, West Huntspill
TA9 3QE**

Thank you for the warm welcome you gave to the inspectors when we recently visited your school, and special thanks to those of you who took the time to talk to us or tell us your views about the school through the questionnaire. We are pleased to see that almost all of you enjoy school. Your school provides you with a satisfactory education and does some things particularly well. You have lots of opportunities to participate in clubs and visits. This helps you to develop good skills in working together and appreciating others' needs. Your behaviour is good and your headteacher and staff take good care of you. As a result, you have a good understanding of the importance of keeping healthy and of staying safe. You contribute well to the school and the wider community of West Huntspill.

To help the school improve further, we have asked teachers and leaders to do the following.

- Help you to improve your work in English and mathematics by making sure that the work set is at the right level, in particular for those of you who may find the work a bit easier, and for those of you who may find the work more difficult.
- Mark your books to show you clearly how to improve your work. You can help by thinking carefully about how much you understand.

We have also asked all leaders to take part in monitoring and evaluating how well the school is performing.

We wish you all well for the future.

Yours sincerely

Anne Wright
Lead inspector

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