

Langford Budville Church of England Primary School

Langford Budville, Wellington, Somerset, TA21 0RD

Inspection dates 22–23 January 2014

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

Summary of key findings for parents and pupils

This is a good school.

- Children in Reception get off to a good start to their school life and achieve well.
- Pupils make good progress in Years 1 to 6.
- Attainment by the end of Year 6 fluctuates because of the small numbers in the year groups and because of pupils joining and leaving the school other than at expected times.
- Year 6 attainment in 2013 was well above average in reading, writing and mathematics.
- Pupils receive good teaching. There are examples of outstanding practice.
- Teachers provide challenging and stimulating tasks.
- Learning support assistants are effectively deployed, well trained and make a valuable contribution to pupils' learning.
- The headteacher and staff have created a caring and positive school ethos for pupils to learn and develop.
- Pupils show a keen interest in their learning.
- They behave well in lessons and around the school.
- Pupils feel safe and very well cared for by staff.
- The headteacher provides strong leadership in promoting good achievement for pupils and developing teaching.
- He is well supported by the team of staff and the governors.
- There are positive and productive partnerships with parents and carers. Parents are very pleased with the care and education provided.

It is not yet an outstanding school because

- Pupils' more advanced reading skills are less well developed.
- There are some inconsistencies in pupils' handwriting and presentation.
- Teachers do not always provide sufficient opportunities for pupils to use the skills they have learned.

Information about this inspection

- The inspector observed teaching and learning in 11 lessons. Many of these were seen jointly with the headteacher.
- Discussions were held with the headteacher, staff, and a representative from the local authority, governors, parents and carers, and pupils.
- The inspector took account of the 16 responses to the online survey (Parent View) and letters from parents.
- Pupils were heard to read and discussions were held with them about their reading.
- Questionnaires from eight members of staff were analysed.
- The inspector examined school policies, information about pupils' attainment and progress, teachers' plans, pupils' work, safeguarding procedures and the school's improvement planning.

Inspection team

Derek Watts, Lead inspector

Additional Inspector

Full report

Information about this school

- This is much smaller-than-average-sized primary school.
- Most of the pupils travel to the school from the nearby town of Wellington.
- Almost all pupils are White British.
- The proportion of disabled pupils and those who have special educational needs supported through school action is well above average. The proportion supported through school action plus or a statement of special educational needs is also well above average.
- An above average proportion of pupils are eligible for the pupil premium, which provides additional funding for pupils in local authority care, those known to be eligible for free school meals and other groups.
- The school meets the government floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.
- The proportion of pupils who join or leave the school partway through the year is higher than average.
- The school is organised into two classes. One class has Reception children and pupils from Years 1 and 2. The other has pupils from Years 3, 4, 5 and 6.

What does the school need to do to improve further?

- Increase the proportion of outstanding teaching and learning by:
 - strengthening pupils' advanced reading skills
 - improving inconsistencies in pupils' handwriting and presentation
 - increasing opportunities for pupils to use the skills they have learned.

Inspection judgements

The achievement of pupils is good

- All groups of pupils are achieving well. They make good progress from their starting points.
- Children's attainment on entry to Reception can vary from year to year because of the small numbers in the year groups. Some year groups enter with knowledge, understanding and skills expected for their age, whilst others enter with below or even well below expectations..
- Children make good progress in all the areas of learning because of good teaching, first rate support and the interesting range of activities provided.
- Attainment by the end of Year 6 fluctuates because of the small numbers in the year group and because of pupils joining and leaving the school other than at expected times. Attainment by the end of Year 6 in 2013 was well above average in reading, writing and mathematics. This was a small year group and, unusually, all pupils started in Reception and remained at the school until the end of Year 6.
- The most-able pupils are usually provided with work which challenges and extends them.
- Disabled pupils and those who have special educational needs make good progress because of good teaching and the well planned individual and small group support they receive.
- In 2013, Year 6 pupils supported by the pupil premium achieved at least as well as the others. A range of strategies is used effectively including one-to-one tuition and breakfast reading club to help ensure that pupils eligible for the funding make good progress.
- Pupils make good progress in speaking and listening because teachers provide well-planned opportunities for them to discuss their learning and present their ideas. For example, children in Reception and pupils in Years 1 and 2 had excellent opportunities to discuss in pairs interesting items in the winter garden. They noticed and described the emerging daffodils; they talked about the silver lavender and the dark bark of trees. Adults effectively reinforced their vocabulary.
- Pupils have very positive attitudes to reading. Learners benefit from a frequent and structured programme in the teaching of phonics (letters and the sounds they make). Texts and reading materials are well linked to topics being studied. The more advanced reading skills, such as deduction and inference, are less well developed in the older pupils. The school has rightly identified this as a priority for improvement.
- Pupils write for a range of purposes and apply their writing skills well in a range of subjects. Inspired by a visiting one-person theatre, Years 1 and 2 pupils made outstanding progress in writing descriptions of the characters in the story of the *Tin Soldier*. Pupils in Years 5 and 6 in the role of a Second World War evacuee wrote interesting letters home. They structured their writing into paragraphs and expressed their emotions and feelings well. They vividly described characters and events. Grammar, punctuation and spelling are developing well. However, there are inconsistencies in pupils' handwriting and in the presentation of their work. Some of the older pupils do not have a joined and fluent hand.
- In mathematics, pupils in Years 3 and 4 made good progress in identifying three-dimensional shapes. They described the priorities of the shapes using mathematical vocabulary correctly. Pupils in Years 5 and 6 successfully investigated the properties of more complex shapes such as a hexagonal prism and octahedron. They rose to the challenge of making nets of their shapes.
- Pupils are developing healthy lifestyles and physical fitness, through physical education lessons. They enjoy the swimming sessions and the after-school club multi-sports.

The quality of teaching is good

- The school continues to provide good teaching and this has a positive impact on pupils' progress. Pupils were very positive about the teaching and said, 'Lessons are fun.' 'If we are stuck, teachers help and encourage you.'
- Children in Reception are provided with a range of stimulating indoor and outdoor activities that

inspire and motivate them. There is a good blend of adult-led activities and those chosen by the children. Children receive clear instruction and guidance in early reading, writing and numeracy skills. Good opportunities are also provided for children to explore and be creative.

- Teaching and learning are particularly well organised in the class of Reception children and pupils from Years 1 and 2.

In a highly successful lesson, the class were set challenging and stimulating tasks linked to the *Toy Soldier* story. Adults expected all to do their very best and children and pupils responded extremely well. The writing group received high quality demonstration by the teacher on how to create interesting sentences using adjectives and connectives. Another group worked very well with a learning support assistant in consolidating and extending their knowledge of letter sounds. One group received very good guidance as they used different materials to create a collage of the characters from the story. Learners were highly motivated and made exceptional progress.

- In all lessons, pupils know what they are expected to learn because the teacher effectively shares the purpose of the lesson with them. Pupils benefit from teachers' clear explanations, instructions and demonstrations. Interactive whiteboards are used successfully to provide visual stimuli and to illustrate the key learning points.
- All adults provide good opportunities for discussion and use questioning skilfully to check pupils' understanding of new learning. Teachers provide good opportunities for pupils to apply their literacy and numeracy skills in a range of subjects.
- Teachers check pupils' attainment accurately and use this information well to plan their teaching and provide interesting tasks which challenge and engage them. Pupils make good gains in acquiring knowledge, deepening their understanding and applying skills.
- Throughout the school, learning support assistants are very well deployed and work closely with the teachers. They are well trained and their skills are used effectively to enhance pupils' learning, particularly those who need additional help with literacy and numeracy. One-to-one tuition is very well planned and delivered.
- Teachers set clear individual learning targets to guide pupils' learning in reading, writing and mathematics. Pupils know how well they are doing and know how to improve. The marking of pupils' work is constructive and helpful.
- Just occasionally, in topic work pupils have too few opportunities to use, apply and extend the skills they have learned in researching and deciding how best to record their work.

The behaviour and safety of pupils are good

- Children in Reception settle quickly into the school because of the very strong relationships that adults establish with children. They thoroughly enjoy the learning because of the stimulating activities provided. Children's behaviour is positive in the classroom and outside.
- Pupils in Years 1 to 6 show a keen interest in their learning. They are eager to participate in the activities provided. Behaviour is good in lessons and around the school. Pupils' positive attitudes to learning and their good behaviour contribute well to their progress.
- Throughout the school, pupils are courteous, friendly and considerate. They make good progress in their personal development and thrive in the school's positive and welcoming atmosphere. The school successfully promotes qualities and values such as compassion, friendship, hope, forgiveness, justice, endurance, peace and wisdom.
- The parents who responded to the online survey, Parent View, were extremely positive about their children being happy at school, feeling safe and being well looked after. These views reflect the findings of the inspection.
- There are good procedures to ensure that pupils are safe and secure. Discussions with pupils show that they have a clear understanding of bullying and its different forms, including persistent name calling and cyber bullying. When asked if there was any bullying in the school, typical replies were that 'it never happens' and 'none recently'. They were quick to add that 'the head and teachers are very good at sorting things out'.
- The school's records show that incidents of unacceptable behaviour are rare. The school's clear

systems of rewards and sanctions are known and appreciated by the pupils.

- Attendance has been average, but dipped recently. Decisive action is being taken to support families whose children have low attendance. As a result, attendance is steadily improving.

The leadership and management are good

- The headteacher provides strong leadership and clear educational direction for the school. He and the team successfully promote good achievement and good teaching for all pupils. Teamwork among the staff is a real strength and all adults strive to do their very best for the pupils and their families. These efforts are very much appreciated by parents and carers.
- Key leadership roles are effectively distributed among a small number of teachers. All leaders are effectively engaged in checking pupils' performance and improving their areas of responsibility. The areas of English, mathematics, Early Years Foundation Stage and special educational needs are all effectively led.
- Leaders and governors have a clear overview of the school's strengths and development points. The findings of self-evaluation are used well to inform planning and action for improvement.
- The quality of teaching and learning is regularly checked by the headteacher. Good teaching has been maintained and built upon with a settled teaching force. There is a clear system for the appraisal of staff performance. Targets to improve teachers' practice and skills are clearly identified. Good support and training are provided where required.
- The local authority has a good knowledge of the school's current performance. A productive partnership has been formed with similar local schools in the area. This is proving particularly useful in the preparation and training for the new National Curriculum to be implemented in September 2014.
- The curriculum provides an interesting range of learning activities to promote good achievement and good personal development for pupils. The organising of the curriculum and learning activities in Reception and Years 1 and 2 are a real strength. The local environment is used well to enrich pupils' learning. There are no signs of discrimination in the school and all pupils have access to the full range of activities provided. All staff strive to ensure that pupils do as well as they can.
- The recently allocated primary sports funding has been used well to extend pupils' physical and sporting activities. Part of the funding is used to facilitate regular swimming lessons in Wellington.
- Pupil premium funding has been properly allocated and used to raise achievement of eligible pupils. The use of the funding includes one-to-one tuition, breakfast reading club and supporting residential visits.
- There was a good response from parents and carers to the online survey, Parent View. The results show that parents are very pleased with the care and education provided for their children. A number of parents wrote to the inspector praising the school. They recognised how well children have settled into Reception and how well pupils are supported in both their learning and personal development. This school has clearly gained the confidence of its parents.
- **The governance of the school:**
 - Members of the governing body are enthusiastic and supportive. The governors bring considerable expertise to the school. They show a clear understanding of pupils' attainment and progress and are aware of fluctuations in pupils' attainment because of small numbers in year groups and pupil mobility. Governors are kept well informed about the quality of teaching by the headteacher. They have taken a keen interest in the implementation of the new National Curriculum for September 2014. Governors have a good understanding of the school's performance management arrangements and ensure that promotion and pay awards are based on the progress that pupils make. They challenge the school about how the pupil premium is spent and check the impact of this funding on the progress of pupils eligible for it. Governors have attended a range of useful courses to improve their effectiveness. The governors' determination and good knowledge of the school's performance enable them to

constructively challenge the headteacher and hold the school to account. The governing body ensures that safeguarding procedures meet requirements.

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	123796
Local authority	Somerset
Inspection number	440438

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	36
Appropriate authority	The governing body
Chair	Sandra Lawrence
Headteacher	Keith Sharpe
Date of previous school inspection	December 2010
Telephone number	01823 400483
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