

West Pennard Church of England Primary School

Church Lane, West Pennard, Glastonbury, BA6 8NT

Inspection dates 3–4 July 2014

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

Summary of key findings for parents and pupils

This is an outstanding school.

- Pupils achieve exceptionally well. By the time they leave, the standards they reach in reading, writing and mathematics are well above national averages.
- Standards in reading are particularly high.
- There are no pupils who are underachieving because extra support is quickly provided for any pupils who start to fall behind.
- All teaching is at least good and much is outstanding because teachers have high expectations of all pupils, including the least and the most able.
- Teaching assistants ask just the right questions to help pupils to make rapid progress in their learning.
- All pupils and adults get on very well together. Pupils try hard because they like their teachers and they want to please them.
- Behaviour is exemplary. Pupils have excellent attitudes to learning and no time is lost due to low-level disruption.
- Pupils, teachers and parents and carers agree that the school does all it can to make sure that the school is a safe place in which to learn.
- The pupils love their learning because of the interesting way subjects are taught, including enrichment days and special themed weeks.
- The school's promotion of spiritual, moral, social and cultural understanding is excellent and contributes strongly to the school's very positive approach to all aspects of its work.
- Leaders and managers are very ambitious for the school. They are meticulous in making sure that they are doing all they can to help to the school to continue to improve.
- Parents and carers are exceptionally supportive of the school. They cannot speak highly enough of their children's progress and enjoyment of school.
- Governors contribute very effectively through their strong partnership with the headteacher. Governors offer an excellent balance of challenge and support.

Information about this inspection

- Inspectors observed teaching and learning in 12 lessons and parts of lessons.
- Discussions were held with the headteacher, other leaders in school, members of the governing body, a representative from the local authority and with parents, carers and pupils.
- The inspectors took account of 23 responses to the online questionnaire, Parent View, as well as the views of parents and carers from informal discussions in school and three letters received from parents and carers during the inspection.
- Inspectors considered information about how well school leaders know how good the school is and their plans for school improvement, as well as information about pupils' progress. They also looked at teachers' planning, pupils' work, documentation about safeguarding procedures and examples of the targets teachers are given as part of the management of their performance.
- The inspection team analysed the 20 questionnaires completed by staff.

Inspection team

Jeanne Simpson, Lead inspector

Additional Inspector

Michael Barron

Additional Inspector

Full report

Information about this school

- West Pennard Church of England Primary School is smaller than the average-sized primary school.
- The proportion of pupils known to be eligible for the pupil premium (those eligible for free school meals and looked-after children) is lower than average.
- The proportion of disabled pupils and those with special educational needs supported through school action is higher than average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is lower than average.
- The school has achieved a number of awards including Rights Respecting School, Artsmark (Gold), Food for Life Partnership (Bronze), Healthy Schools Plus, Basic Skills Quality Mark, National Association for Able Children in Education Challenge Award, Eco-school (Silver) and Inclusive Dyslexia Friendly status.
- The headteacher is a Local Leader of Education and is providing leadership support for another primary school.
- The school meets the government's current floor standards, which are the minimum expectations set for pupils' attainment and progress in reading, writing and mathematics.

What does the school need to do to improve further?

- Ensure that all teachers consistently help pupils to understand why they are making mistakes and how they can improve, through the comments they write when they mark pupils' work in mathematics.

Inspection judgements

The achievement of pupils

is outstanding

- From the time that pupils start school they make rapid and sustained progress. By the time they leave, the standards they reach in reading, writing and mathematics are well above average.
- The most able pupils do well in all subjects. Standards in reading are exceptional and a much greater than average proportion reach the higher levels in the national tests at the end of Year 2 and Year 6.
- In the Reception class, the experiences children have lay the foundations for good learning. They learn the basic skills they need so that they are well placed for their future development. From starting points which are broadly in line with those expected for their age, a higher than average proportion enter Year 1 at a good level of development. Their skills in communication and language are well developed because they are encouraged to talk about their ideas.
- Pupils have a good understanding of the sounds that letters make and this helps them to become confident readers. They use these skills well to help them when they meet unfamiliar words in their reading and to build the words they want to use in their writing. A higher than average proportion of pupils reach the expected standard in the national reading check at the end of Year 1.
- All pupils make rapid progress from their starting points during their time in Key Stage 1. Overall, the standards that they reach by the end of Year 2 are above average, though mathematics lags slightly behind reading and writing.
- Progress accelerates during Key Stage 2. Standards at the end of Year 6 have risen steadily over the last three years and are significantly above national averages. In reading, pupils are about two years ahead of the standards expected for their age and in other subjects they are at least a year ahead.
- Disabled pupils and those who have special educational needs are given high-quality support which is very well matched to their needs. As a result their progress is at least in line with their peers' and is often better. Though their attainment is slightly below that of other pupils in school, by the time they leave they are at least a year ahead of similar pupils nationally.
- The progress of pupils who are eligible for additional funding is often better than that of their classmates. The range of support pupils receive includes one-to-one teaching and specific programmes to help them with reading, writing and mathematics. Funding is used to support the achievement of the most-able eligible pupils through attendance at special courses to encourage their interests. As a result, eligible pupils who fall behind in their achievement catch up rapidly. Their attainment is consistently ahead of similar pupils' nationally by at least a year. However there is no consistent pattern in attainment when compared with their peers in school, because the number of eligible pupils is very small.
- Pupils read widely and pupils in Year 6 have taken responsibility for encouraging younger pupils to deepen their love of reading though the introduction of 'Children's Reading Club'. The group has organised competitions with prizes for such things as designing Boris the Bookworm and they freely give up their own time to make sure that as many pupils as possible get involved.

The quality of teaching

is outstanding

- Pupils benefit from teaching which is never less than good and is often outstanding.
- All teachers have very high expectations of and for the pupils. They use their excellent subject knowledge to plan work which helps pupils to make rapid gains in their learning. The most able are fully challenged by the work they are given to do. One pupil expressed his idea of why pupils do well by saying, 'Our teachers make us work 75% harder than we need to'.
- Pupils' knowledge and understanding deepen rapidly because they reflect on their answers to the questions teachers ask and check that their responses are the best they could be. They

make suggestions about each other's answers in order to make them even better and they learn well from each other through the discussions they have about their ideas.

- Teachers use pupils' answers to check that they have clear understanding of new ideas as well as to ensure that they know precisely what they have to do. They consistently adapt their teaching if they need to, enabling those who have good understanding to move on and providing extra support for those who need it. As a result, no time is lost.
- The learning in the classroom is underpinned by the excellent relationships between all staff and pupils. Pupils try very hard because they like their teachers and they want to please them. This helps them to make excellent progress.
- Teaching assistants are highly skilled. They challenge pupils' thinking through the questions they ask and they check that pupils understand the new learning. They make sure that pupils are confident to carry on with their work on their own so that they do not become reliant on help, particularly when these staff are working with the less able.
- Pupils know how to improve the standards they reach because they regularly check their own progress against the targets they have in writing and mathematics. The targets are regularly updated to make sure that pupils are constantly challenged. They also know how to improve through the comments that teachers write when they mark their books, though this is more consistent in writing than in mathematics.
- Pupils have many chances to practise and apply their reading, writing and mathematics skills through the other subjects they learn, which bring their learning alive.

The behaviour and safety of pupils are outstanding

- The behaviour of pupils is outstanding. They are very respectful, polite and considerate at all times. They warmly greet visitors and they are highly aware of their contribution to making the school a friendly, happy and welcoming place in which to learn.
- Pupils take pride in their work and they show real passion for learning. They say that they love coming to school because it is 'awesome'. Their enthusiasm is evident throughout the school. The youngest pupils loved finding bugs and chasing butterflies in Forest School while the oldest pupils could not wait to start deciding the characteristics of the new person they would introduce into the 'perfect world' they had created in their writing.
- Pupils think that the systems for managing behaviour are fair, including how they are recognised and rewarded when they behave well. Pupils' excellent behaviour means that no time is lost because teachers do not need to deal with low-level disruption.
- At lunchtime pupils of all ages play together well in the extensive grounds. They use the equipment sensibly and they willingly take responsibility for making sure that it is returned when they have finished playing. When they hear the signal for the end of playtime or lunchtime, they immediately stop and wait their turn to go to their classrooms without any intervention from adults.
- The school's work to keep pupils safe and secure is outstanding. There are high levels of supervision at all times when pupils are outside because there is a public footpath which goes through the edge of the school grounds. Pupils say that they feel safe and all parents and carers who responded on Parent View agree their children are well looked after.
- Pupils know about different forms of bullying, including cyber bullying. They say that there is no bullying because 'we all get on together well'. They are confident that if they felt bullied or if they saw bullying of any kind, they could trust the adults to deal with it.
- They know how to keep themselves safe when they are using the internet and they are taught about road safety and 'stranger danger' through the visits of the Life Skills bus.
- Attendance is well above average. There are no pupils who are regularly absent because pupils love coming to school and because the school is vigilant in following up pupils' absence.

The leadership and management are outstanding

- Leaders and managers, including governors, are extremely ambitious and are fully committed to making sure that West Pennard Primary School is the best it can be. They make regular and accurate checks on all aspects of the school's work, including pupils' progress and the quality of teaching. They are very quick to recognise when anything needs to change and they take immediate and effective steps to bring about improvements.
- The headteacher leads by example. She models high expectations which are willingly reflected back by all other members of staff. She has the full support of staff and parents and carers who all think that the school is well led and managed. All who responded on Parent View would recommend the school to another parent or carer. Parents and carers who spoke to inspectors during the inspection, or wrote letters, could not praise the school highly enough.
- Teachers who lead subjects and other aspects of the school's work are very effective. They share their deep understanding of their areas with their colleagues to help everyone to improve. Teachers say that they value the way that all members of staff share their expertise, both within the school and in the local area. They say that this helps them to reach the challenging targets, linked to pupils' achievement that they are set as part of the management of their performance.
- There are no gaps in the attainment of any groups of pupils, including those who are eligible for additional funding, which shows that the school is doing everything possible to ensure equality of opportunity and tackle discrimination.
- The pursuit of excellence is evident through all the subjects pupils learn, enhanced by a wide range of visits and visitors. Pupils enjoy the regular enrichment days where they work in mixed-age groups on a range of interesting activities including gardening, dance, computing, games and music. They use computers very confidently and are able to design simple programs, as well as to manipulate information and carry out research.
- There are many after-school clubs which are well attended by pupils of all ages. There is even a club for pupils who do not attend clubs!
- The school makes sure that pupils are exceptionally well supported to develop their spiritual, moral, social and cultural understanding. They clearly understand the difference between right and wrong and use this to help them make decisions about their behaviour. They have visited a school in London where they also visited a mosque and a gurdwara and, more importantly, mixed socially with pupils whose culture is very different from their own.
- Pupils are able to learn a wide range of orchestral instruments as well as ukulele, keyboard and drums and they sing to a high standard. Their spiritual development is exceptional and is evident in the sensitive way in which they treat others as well as their responses in discussions about feelings and emotions.
- The school has used the additional funding for primary sport to employ coaches to introduce a wide range of new sports as well as to develop teachers' confidence and subject knowledge. As a result far more pupils are involved. Standards in sport have improved, as have pupils' levels of fitness and enjoyment.
- The school's systems for safeguarding of pupils meet statutory requirements.
- The local authority has an accurate understanding of the school's effectiveness. The headteacher's expertise is being used to support another school in her role as a Local Leader of Education.
- **The governance of the school:**
 - Governors share the headteacher's drive to provide the best possible education for pupils. They make sure that the school's funding is used effectively and their astute financial awareness has saved the school significant amounts of money. They are exceptionally well informed from their regular visits to the school as well as from the detailed reports and presentations they receive from the headteacher and other leaders. They have a detailed and accurate understanding of pupils' achievement, including how the additional funding is used and the difference it is making. Governors understand how well the school is performing in comparison to others. They check that all the decisions they make are in the best interests of the pupils, such as when they all practised their handwriting using the new materials that the

school was going to introduce. They know about the quality of teaching and they check that teachers are appropriately rewarded by progression through the pay scale. They use their wide range of skills very well to hold leaders to account and they attend training to make sure that they keep up to date with the latest information.

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	123780
Local authority	Somerset
Inspection number	439596

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	211
Appropriate authority	The governing body
Chair	Mrs Sylvia Smith
Headteacher	Mrs Helen Burchell
Date of previous school inspection	29 March 2009
Telephone number	01458 832866
Email address	office@westpennardcofe-pri.somerset.sch.uk

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