

# Banwell Primary School

West Street, Banwell, Somerset, BS29 6DB

**Inspection dates** 19–20 March 2014

<b>Overall effectiveness</b>	Previous inspection:	<b>Good</b>	<b>2</b>
	This inspection:	<b>Good</b>	<b>2</b>
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.

- As a result of the school's recent initiatives, pupils' progress has accelerated and is now good.
- Teaching in the Early Years Foundation Stage is good. Consequently, children are increasingly ready to start the work expected of them when they join Year 1.
- Teaching is also good across Key Stages 1 and 2. The high quality marking of pupils' work helps them know how to improve their work.
- Pupils behave well and are very supportive of each other. They know how to keep safe, especially when using modern technology, such as the internet.
- Leadership and management at the school are good. Senior leaders have worked well with staff to create a school where everyone is made to feel welcome. Pupils and their families are very well cared for, which they appreciate.
- The governing body is helping the school to improve rapidly. It sets demanding targets. It also has a clear focus on raising the quality of teaching and pupils' achievement to be the very best.

### It is not yet an outstanding school because

- Teachers do not check carefully enough that all pupils have work that is sufficiently challenging.
- Teachers do not have enough opportunities to share their best practice with each other.
- Some families do not make sure that their children attend school when they should. Some pupils arrive at school late, which slows their rate of learning.

## Information about this inspection

- The inspection was carried out with half-a-day's notice.
- Inspectors observed teaching in 11 lessons, the majority of which were jointly observed with the headteacher or deputy headteacher.
- Pupils were observed during breaks between lessons, at lunchtime, and at the start and end of the school day.
- Pupils' books and work were seen in lessons and during visits to classrooms as part of 'learning walks'.
- An inspector heard some pupils in Year 2 and Year 5 read.
- The inspectors held meetings with pupils, senior leaders and managers, and members of the governing body. The lead inspector had a telephone conversation with a representative from the local authority.
- Inspectors evaluated a large range of documents including the school's self-evaluation, records of monitoring teaching, and data about pupils' achievements and attendance. Documents relating to safeguarding and pupils' welfare were scrutinised.
- Inspectors took account of the 84 views recorded by parents using the online Ofsted Parent View survey. They also considered the views of 16 staff who returned questionnaires.
- During this inspection, inspectors asked additional questions designed to ascertain the school's view of the impact and effectiveness of local authority services to support school improvement. This information will contribute to work being carried out by Ofsted to assess the use, quality and impact of those services.

## Inspection team

Steffi Penny, Lead inspector

Her Majesty's Inspector (HMI)

Colin Lee

Additional Inspector

## Full report

### Information about this school

- This is a smaller than average-sized school.
- Most pupils are of White British heritage.
- The proportion of pupils entitled to the pupil premium is much higher than average (this is additional government funding for pupils known to be eligible for free school meals, those who are looked after by the local authority and pupils with a parent in the armed services).
- The proportion of disabled pupils and those with special educational needs supported through school action is much higher than the national average, as is the proportion of pupils supported through school action plus or with a statement of special educational needs.
- The school meets the government's current floor standards, which set the minimum requirements for pupils' attainment and progress in English and mathematics by the end of Year 6.
- The school provides care for pupils who attend its breakfast and after-school clubs that are run by school staff.

### What does the school need to do to improve further?

- Increase the proportion of outstanding teaching and thereby improve pupils' learning by ensuring that:
  - pupils understand exactly what they need to do and are moved on to more challenging work when they are ready
  - teachers have more opportunities to share their best practice with each other.
- Continue to work with families, other providers and agencies to increase pupils' punctuality and to ensure that pupils' attendance is in line with, or above, the national average.

## Inspection judgements

### The achievement of pupils is good

- Children start the Reception Year with a wide variety of skills and knowledge. Overall, the majority have skills, across all areas of development, that are below those typical for their age. All children make at least good progress in the Early Years Foundation Stage. There is an upward trend of children being ready to make a good start in Year 1.
- Historically, pupils have not reached the national averages of attainment at the end of Key Stage 1, with variations between different groups of pupils and subjects. This trend is now being bucked. Most pupils currently in Year 2 have made 16 months progress in half a year. This is consistent for all pupils and subjects, except reading where progress has been even faster. Pupils are now on track to meet national averages and the previous gap between boys' and girls' performance has been eradicated.
- Compared with national figures, the trend in pupils' attainment at the end of Key Stage 2 has been in decline over the last three years. In 2013, the Year 6 results were influenced by the lower performance of girls and because most pupils did not do well in the spelling, grammar and punctuation test, spelling being the weakest element.
- In the past, pupils have left the school with results that were below the national average, having made expected progress from their individual starting points. This has changed radically over the last year. Currently, a far greater proportion of pupils is making better than expected progress. Since September 2013, the vast majority of pupils have caught up a whole year of learning. The greatest gains have been made in reading. The improvements in pupils' achievement in writing and mathematics are very similar.
- The reasons for these improvements include the very effective range of interventions put in place for those pupils who have fallen behind, including those who are entitled to the pupil premium. Teachers are monitoring the impact of their work much more rigorously than in the past. This has helped staff to make sure that their actions are raising pupils' achievement rapidly. This also applies to the work conducted with disabled pupils and those who have special educational needs.
- The most-able pupils continue to make good progress and achieve well.
- In mathematics and English there is hardly any achievement gap between pupils entitled to the pupil premium and their peers.
- Achievement is not outstanding, because, although progress has accelerated impressively over the last year, there is a legacy of modest progress that has dampened the attainment of the oldest pupils.

### The quality of teaching is good

- The quality of teaching has improved over the last year. Previously, it has been particularly strong in the Early Years Foundation Stage and at the end of Key Stage 2, with teachers having high expectations for pupils' achievement.
- The school has chosen to teach most subjects through topic themes. Pupils' orderly and well-presented topic and homework books in Years 5 and 6 demonstrate how well teachers have planned together to intertwine subjects through the theme of 'Energy Matters', including the class reading book. As a result, pupils are working harder, and making better progress, than in the past and taking greater pride in their work and achievements.
- Likewise, topic work throughout the school has been designed carefully to make learning purposeful and meaningful without resorting to 'shoe horning' subjects into the topic where they do not fit. For example, in Years 3 and 4 the work in science is about forces, where the topic is based on the traditional tales of 'Giants and Gingerbread'.
- Pupils respond very well to the careful and informative marking by teachers. In mathematics books they readily complete the 'try this question', which teachers set as part of their marking.

In all classes the use of WAGOLL (what a good one looks like) has helped pupils to be inspired to improve their work.

- Although marking explains the next steps for pupils, older pupils in particular do not always have a good long-term view or understanding about the standard they should be aiming for. Where pupils are provided with this information they do very well. For example, in a Key Stage 1 information and communication technology lesson, all pupils were given a prompt sheet that explained the basic skills that they needed to demonstrate by the end of the unit of work. The unit, which lasted three weeks, helped pupils see what they were going to achieve each lesson as well as their end goal.
- Additional adults are used extremely well in lessons, often leading activities to support disabled pupils and those who have special educational needs. As a consequence, this group of pupils enjoy their work and make good progress.
- Not enough teaching is outstanding. Where learning is restricted it is sometimes because teachers do not check pupils' understanding quickly enough within a lesson so that pupils are not always given a new or harder task as soon as they are ready to move on. Conversely, on occasion they do not provide those who are struggling with enough information for them to get on with their work. Several teachers are very skilled at checking pupils' understanding during lessons. The school does not share these teachers' skills enough with other teachers so that they can learn from and follow their good example.

### **The behaviour and safety of pupils are good**

- The behaviour of pupils is good. They are kind and friendly to each other, enjoying each other's company at lunchtime and during break times. They are ready to help each other out when they feel sad or lonely. They are polite and considerate, as seen during the 'Young Musician of the Year Competition', where they listened quietly and appreciated the performers' efforts. The school's emphasis on developing pupils' moral values contributes well to the positive ethos that exists.
- Pupils have the opportunity to experience a wide range of responsibilities, which enables them to develop their leadership skills while providing good quality support for other pupils. Pupils take their various responsibilities very seriously and perform them diligently.
- Pupils are keen and eager to learn. When the standard of behaviour occasionally dips in lessons, it is usually because pupils are distracted because the work they have been given is not at the right level, being either too easy or too hard. There are occasional instances of disruptive behaviour that are linked with pupils' special educational needs. These occasions are managed extremely well by staff.
- The school's work to keep pupils safe and secure is good. E-safety has been a particular focus. The governing body has been instrumental in helping the school raise families' awareness of how to help children use the internet, and other modern technology, sensibly and safely.
- The personal, social and health education curriculum helps to teach pupils how to keep safe at home and when in school. There is a high profile to developing pupils' general health and safety through their science and physical education classes. Pupils readily demonstrate their awareness through their 'health and safety patrols'. Pupils have made up the rules for safe practice in and around the different areas of the school.
- Pupils have a good understanding about the different types of bullying and how to keep themselves, and each other, safe. Although it does not happen very often, they are confident any bullying, including any unkindness or name-calling, is quickly resolved. The parental responses, expressed to the inspectors, confirmed these views and tallied with the recorded evidence held by the school.
- The senior leaders and governing body are taking firmer action to ensure that attendance and punctuality are improved. They are rightly following the statutory guidance to not authorise holidays in school time.

- Improvements have been made but behaviour and safety are not outstanding because a few families do not send their children to school when they should and/or do not ensure that they arrive on time.

## **The leadership and management** are good

- The headteacher and his dedicated team of staff work hard to provide good support before and after school for the pupils in their charge. He and the staff ensure pupils and their families are listened to, and their opinions noted and acted upon wherever possible. As a result of this nurturing environment, families trust staff with the result that pupils develop into caring citizens that are ready for their next school.
- The school's self-evaluation is accurate and identifies what it does well and what needs developing to improve the school further. A key focus for the last year has been to ensure that all pupils learn as much as they can and do as well as possible. All staff and the governing body have worked hard to ensure that all the pupils are receiving a good education and that no group of pupils is being left behind.
- The leadership and management of the Early Years Foundation Stage, literacy and numeracy are good. These leaders have received good quality training and are sharing their expertise with other staff and are helping to improve teaching.
- The range of subjects taught and the interesting and relevant programme of visits and visitors contribute well towards pupils' spiritual, moral, social and cultural development. The assembly taken by Year 6 showed other pupils and their families the good quality and wide range of work they do. Art work around the school is of a particularly high quality, which is motivational to pupils and reflects the school's values well.
- The school uses the sports funding effectively, for example to provide intensive swimming experiences for selected pupils. It has also used the funds to employ a sports specialist who has been training teachers how to make physical education lessons even better. As a result more pupils are playing sport, and representing their school in teams. The current sports plan is in draft form as the school is in the process of ensuring it can measure the impact of the funding in greater detail.
- The school keeps good quality records to make sure that staff and pupils are kept safe. Staff and members of the governing body have regular safeguarding training at the appropriate level for their responsibilities.
- The local authority has provided good support and challenge to school leaders over the last year. Following the guidance from the learning adviser the school has increased the frequency with which pupils' performance is reviewed. The governing body has received training in the analysis of achievement data, which has enabled governors to ask challenging questions from an informed position. Local authority specialists have also provided advice, which has had a noticeable impact on improving teaching and pupils' achievement, for example, in phonics (the sounds that letters make).
- **The governance of the school:**
  - Governors are highly knowledgeable. They are being selected to ensure that the governing body possesses the appropriate skills to help the school improve. They know the strengths and weaknesses of the school, including the quality of teaching. They challenge leaders about the performance of the school, focusing particularly on pupils' achievements. They manage the additional funding from the government well. They hold the school's leaders to account for the deployment and impact of additional funding by monitoring the effect each initiative has on raising standards. They make sure there is a clear link between teachers' performance in raising pupils' achievements and pay increases. The governing body meets its statutory duties, including safeguarding.

## 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

<b>Unique reference number</b>	109090
<b>Local authority</b>	North Somerset
<b>Inspection number</b>	431475

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	190
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Jon Dewey
<b>Headteacher</b>	Harry Cadwallader
<b>Date of previous school inspection</b>	June 2009
<b>Telephone number</b>	01934 822 498
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