Inspection of a good school: Westonzoyland Community Primary School

Cheer Lane, Westonzoyland, Bridgwater, Somerset TA7 0EY

Inspection dates: 27 and 28 February 2024

Outcome

There has been no change to this school's overall judgement of good as a result of this ungraded (section 8) inspection. However, the evidence gathered suggests that the inspection grade might not be as high if a graded (section 5) inspection were carried out now. The school's next inspection will be a graded inspection.

What is it like to attend this school?

Pupils enjoy attending Westonzoyland Community Primary School. The robust monitoring system in place ensure that pupils attend well. Pupils forge positive and warm relationships with adults. Pupils know that 'trusted' adults will help them if they have a worry or concern. As a result, pupils are happy and feel safe.

Despite this, the quality of education the pupils receive is not helping them to build their knowledge well across the curriculum. The legacy of a poorly designed curriculum means that pupils have gaps in what they know and remember. The recent work to develop a well-designed and sequenced curriculum is in its infancy for many subjects. It is too early to measure the impact.

The focus on developing pupils' positive attitudes to learning has been effective. Pupils follow the 'golden rules' and behave well. They are polite and treat each other with respect. Pupils follow the mantra 'No outsiders. All different. All welcome.' This starts in the early years where children learn to share and take turns.

Since September, the school has introduced a wide range of extra-curricular clubs. Pupils and parents appreciate this. Pupils talk enthusiastically about clubs such as football and computing. This helps them to develop their interests and talents.

What does the school do well and what does it need to do better?

The school has experienced turbulence in staffing during the course of the last year. The newly appointed headteacher has brought stability, ambition and clarity. However, there is still much work needed to improve the curriculum.

The school has focused on developing reading and mathematics. In these subjects, the curriculm identifies the small steps that pupils need to take to build knowledge well. However, in mathematics, the school continues to work to address historical gaps in pupils' arithmetic and number.

Reading is a priority. As soon as children start in pre-school there is a strong focus on developing language and communication. Children in Reception Year get off to a secure start and learn to read as soon as they begin school. Teachers are experts in the delivery of phonic lessons. This supports pupils in the early stages of reading, to learn to read well. Adults make adaptations to ensure pupils with special educational needs and/or disabilities (SEND), access learning alongside their peers. Pupils who struggle to read, have books that match the sounds they know. The school quickly spots pupils who are at risk of falling behind and provide additional support to help them. This helps pupils to develop fluency and confidence. The school's focus to raise the profile of reading is a success. Parents appreciate the 'book and biscuit' afternoons. Older pupils enjoy reading. They talk about their favourite authors and books.

Overtime, pupils have experienced a disjointed curriculum. Pupils have gaps in their knowledge in many subjects. The school is taking action to address this. However, the key knowledge they want pupils to know and remember is not yet identified clearly enough. This means that pupils do not build knowledge well.

The curriculum is not always implemented as intended by the school. At times, teachers do not choose resources or activities that are matched well to what pupils need to learn. This creates misconceptions and gaps in pupils' knowledge persist. For example, in history, pupils do not have an accurate chronology narrative, from the earliest times.

The use of assessment in the wider curriculum is in its infancy. The school does not have an accurate understanding of the gaps in knowledge pupils have. This means that pupils do not build knowledge on what they already know. For example, in science pupils struggle to explain how to plan a scientific enquiry to answer questions because they have not learned how to ask relevant scientific questions. Pupils have misconceptions about 'fair testing.'

Adults have high expectations of pupils' behaviour and attitudes. Pupils respond well to this. They are keen to share their ideas in class and work hard. Pupils can focus on their learning without unnecessary interruption. Pupils who struggle to manage their behaviour, get the support they need to be successful. During social times, pupils play well together. This makes play and lunchtimes an enjoyable experience for all.

Pupils say that everyone is equal at Westonzoyland. They are inclusive and welcoming to all. Pupils can explain the importance that fundamental British values have in society. They talk about the difference between democracy and dictatorship. Pupils enjoy the leadership opportunities the school provides. This includes school council, eco warrior, librarians and play leaders. They are proud of their role. Pupils say they 'have a voice' and can make a difference to their school.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In the wider curriculum, the school has not identified the precise knowledge they want pupils to learn. This means that pupils do not remember important concepts. The school must set out the precise knowledge they want pupils to know and remember and by when.
- At times, activities and resources do not match the knowledge the school wants pupils to learn. Pupils have gaps in their knowledge and misconceptions are not addressed. The school should ensure that staff have the expertise to select resources and activities that supports pupils to build knowledge well in each subject.
- Assessment in the foundation subjects is not well developed. The school does not have a clear understanding of what pupils know and the gaps they have. As a result, pupils' knowledge does not build sequentially. The school needs to ensure assessment is effective to inform curriculum design so that pupils develop a secure understanding of the subjects they learn.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

How can I feed back my views?

You can use Ofsted Parent View to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further guidance on how to complain about a school.

Further information

You can search for published performance information about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the definition of children in need of help and protection; pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's pupil premium funding (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	123697
Local authority	Somerset
Inspection number	10297930
Type of school	Primary
School category	Community
Age range of pupils	5 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	163
Appropriate authority	The governing body
Chair of governing body	Amy Saturley
Headteacher	Andy Clark
Website	www.westonzoylandprimary.co.uk
Date of previous inspection	27 February 2018, under section 8 of the Education Act 2005

Information about this school

- The headteacher took up the substantive post in September 2023.
- There have been many staff changes since the last inspection.
- The school does not use any alternative providers.
- The school offers breakfast and after school provision for pupils who attend the school.

Information about this inspection

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The inspector carried out deep dives in these subjects: early reading, mathematics and history.

- For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- The inspector also discussed the curriculum in some other subjects including art and design and science.
- To evaluate the effectiveness of safeguarding, the inspector/inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspector listened to pupils from Years 1,2 and 3 read to a familiar adult.
- The inspector met with the headteacher, school staff, parents, pupils, governors and a representative from the local authority.
- The inspector observed pupils' behaviour in lessons and around the school. In addition, the inspector met with pupils to hear their views of the school.
- Inspectors considered responses to the online survey, Ofsted Parent View, including free-text responses. They also looked at responses to the staff survey.

Inspection team

Wendy D'Arcy, lead inspector	His Majesty's Inspector

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