School report

Inspection of Woolavington Village Primary School

Higher Road, Woolavington, Bridgwater, Somerset TA7 8EA

Inspection dates: 14 and 15 September 2022

Overall effectiveness	**Good**
The quality of education	**Good**
Behaviour and attitudes	**Good**
Personal development	**Good**
Leadership and management	**Good**
Early years provision	**Good**
Previous inspection grade	Requires improvement

What is it like to attend this school?

Pupils at Woolavington Village Primary School embody the school's vision of 'learning, believing, achieving'. They are polite and well mannered. For example, pupils hold doors open for adults and their peers. Leaders ensure that there is a consistent approach to managing behaviour, which is understood by everyone. Therefore, low-level disruption to lessons is rare and most pupils have positive attitudes towards learning. Pupils enjoy receiving rewards for what they have done well.

Staff and pupils are clear that bullying can happen in school. They say it is now uncommon and resolved quickly. Pupils say they have 'really good teachers' to solve any problems or worries they have. As a result, pupils are happy and this helps them to feel safe.

Staff offer many extra-curricular clubs and visits that link directly to the curriculum. For example, pupils visited a local university and visitors talk about different careers. Pupils value these opportunities and many attend more than one club. They also take on some responsibilities within the school, such as being part of the school council or contributing to the 'green agenda'. Pupils enjoy learning in their forest school area and outdoor classroom.

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

Pupils love to read and do so daily. This is because leaders prioritise reading. Staff and class recommended books are carefully chosen. Children start to learn to read as soon as they start school. Leaders have put in place a well-sequenced curriculum for pupils to learn the sounds they need to read. One child, whose view reflected that of many, said: 'I love phonics.' Staff check what pupils remember regularly. Pupils who need additional support to catch up get this swiftly. As a result, pupils become confident, fluent readers. They talk about favourite books and authors with excitement.

Beyond reading, leaders have significantly strengthened the curriculum in recent years. They have carefully broken down learning into smaller steps. Teaching is consistently strong and this supports pupils to learn well. Consequently, pupils know and remember much of what they have been taught. Leaders identify important vocabulary for pupils to know and use. This adds further ambition to the curriculum.

Teaching identifies any misconceptions pupils have quickly and approaches are in place to strengthen pupils' recall further. However, in some subjects, the use of assessment does not consider the important content that pupils need to know carefully enough. Therefore, some pupils do not build on their learning as well as they could.

Children in the early years get off to a flying start. Leaders carefully consider what children need to learn and why. They support staff to 'intervene' with learning, not

'interfere'. Children learn successfully with adults and their peers. They develop routines and independence quickly. For example, in the nursery, children serve themselves food from their snack café.

Pupils with SEND are well supported. The special educational needs coordinator (SENCo) helps staff to identify pupils' needs quickly. This supports staff to plan learning so that it successfully supports pupils to follow the same curriculum as their peers. Pupils receive additional pastoral support, when needed, which builds their confidence and self-esteem.

Leaders have designed a clear personal, social and health education (PSHE) curriculum for pupils to learn. Consequently, pupils know about different relationships and how to be healthy. Through assemblies, leaders strengthen pupils' understanding of respect and tolerance for others. Pupils, through their behaviour and school values, treat everyone respectfully and 'as friends'. They understand the importance of fundamental British values.

Pupils learn how to engage with and understand their community. However, leaders have not yet considered well enough what pupils know about how others live beyond their local community. Pupils do not know as much as they could about religious beliefs and cultures.

Leaders check the effectiveness of the school curriculum closely. The trust and governors support school leaders well. Leaders use what they know to plan pertinent professional development for staff. Staff value these opportunities. They say that leaders are considerate of workload and well-being.

A number of parents and carers who responded to Ofsted's online survey, Ofsted Parent view, commented that staff have strengthened their communication with them. This is something they value.

Safeguarding

The arrangements for safeguarding are effective.

The safeguarding team ensures that policies and procedures are clearly understood. Staff and pupils understand how to report concerns. Leaders secure the help that families and pupils need in a timely manner. They work alongside many external agencies very effectively. Leaders make the required checks for staff who are new to the school and induction is rigorous. Consequently, pupils are safe from harm.

Pupils learn how to keep themselves safe through a well-planned PSHE curriculum. They understand how to be safe online and know how to report concerns effectively. Staff ensure that pupils know the importance of consent and permission.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- A small minority of areas within the personal development curriculum are not considered well enough. As a result, pupils do not know as much as they could about how people might live beyond their local community. Their knowledge of different religious beliefs and cultures is not as strong as it could be. Leaders should ensure that provision for pupils' spiritual, moral, social and cultural education is coherently planned and implemented.
- In some subjects, assessment does not identify specifically enough the important knowledge that pupils need to know. This means that sometimes pupils do not build on what they already know or practise what they have learned. Leaders should ensure that the school approach to assessment supports pupils to know and remember more over time.

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' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	140408
Local authority	Somerset
Inspection number	10241222
Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	152
Appropriate authority	Board of trustees
Chair of trust	Alister Christopher
Headteacher	Georgina Maclennan
Website	www.woolavingtonvillageprimaryschool.co.uk
Date of previous inspection	20 May 2021, under section 8 of the Education Act 2005

Information about this school

- The school is part of Clevedon Learning Trust.
- The school has a nursery for two-, three- and four-year-old children.
- The school does not use alternative provision.
- There is a breakfast club and after-school club provision for children aged two and above.
- The school has four early career teachers.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the third routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed any continued impact of the pandemic with leaders and have taken that into account in their evaluation of the school.

- Inspectors met with the headteacher, assistant headteacher and SENCo. The lead inspector also met with the chief executive officer, the chair of trustees, the director of primary school improvement, the chair of the local governing board and two additional governors.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, science and computing. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. Inspectors also spoke to leaders about the curriculum in some other subjects.
- The lead inspector spoke with the designated safeguarding lead and deputy designated safeguarding lead to discuss the school's procedures for keeping pupils safe. She considered the school's recruitment procedures, staff induction and training, records of concern and engagement with external agencies. The inspectors spoke with staff and pupils throughout the inspection.
- Inspectors considered responses to Ofsted's online survey, Ofsted Parent View, including the free-text responses. One inspector also spoke with parents on the school playground. The lead inspector took into consideration responses to the staff and pupil surveys.

Inspection team

Donna Briggs, lead inspector	His Majesty's Inspector
Nicky McMahon	Ofsted Inspector

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