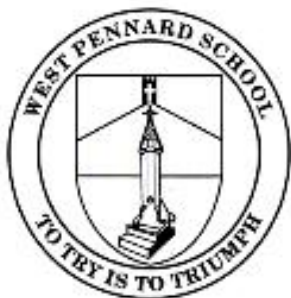


West Pennard Church of England Primary School Profile



West Pennard Church of England Primary School

Church Lane, West Pennard
Glastonbury, Somerset, BA6 8NT
Telephone: 01458 832866
<http://www.westpennardprimary.co.uk>

Children's Service Authority:	Somerset
Age range:	4-11
Number of pupils:	215
Head teacher:	Mrs H Burchell
Chair of governors:	Mrs Sylvia Smith

What have been our successes this year?

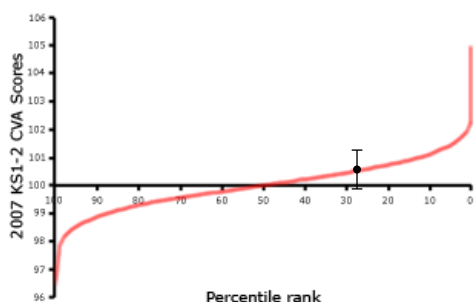
This year we were inspected by Ofsted and were found to be a good school with outstanding features. The inspectors commented that 'pupils' spiritual, moral, social and cultural development is outstanding and this is reflected in the exceptionally positive relationships that epitomise the friendly and warm nature of the school.' Teaching standards were praised for matching work to pupils' abilities and for ensuring good rates of progress. Staff were also commended for the high level of care for pupils and our children were praised for their responsible attitudes and good behaviour. Our Church School inspection also reiterated the excellent relationships within the school, the caring, nurturing environment, outstanding leadership and the strong Christian ethos that underpins all that we do. This year we celebrated our best ever set of SATs results and were also very proud when one of our teachers received a distinction in the West of England 'Teacher of the Year' awards. We have also developed our ICT provision significantly in the past year. All children now have access to web based learning through 'Fronter', can research using a class set of web browsers and are developing their skills through film making and podcasting.

What are we trying to improve?

The school continues to place a strong focus on tracking the performance of pupils through close monitoring of progress, setting realistic and achievable targets and intervention strategies for identified pupils. We have termly pupil progress meetings where each child's progress is discussed and targets set for improvement. Children are keenly aware of their targets and fully involved in discussing progress and deciding on new targets. Termly SEN surgeries identify 'at risk' children and review provision. Next year we are linking target setting to our marking and feedback policy so that children will have clear indications of success criteria and next steps. We will also be working on allowing more time for feedback and reflection in lesson time linked to targets.

Next year we will be developing our ICT provision further through integrating the progressions in ICT skills into our planning. We will also be working towards assessment of our provision for our able, gifted and talented children through achieving the NACE Challenge award. We are also developing a revised curriculum following the latest Government review and will be working towards achieving Healthy Schools Plus.

How much progress do pupils make between age 7 and 11?

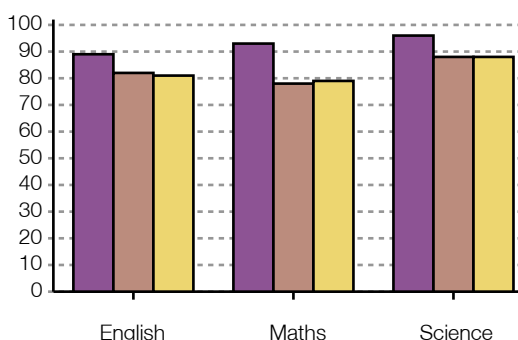


- Our school
- I Confidence interval

The chart shows our school's contextual value added (CVA) score relative to that of other primary schools. CVA is a statistical means of assessing how effective a school is, by measuring pupils' progress using their test and examination results. The confidence interval shows the range within which we can be confident the score (calculated on the results of only one year group) represents the overall effectiveness of a school. The percentile rank shows the percentage of schools with a score equal to or higher than ours.

The school's value added score of 100.5 indicates that children made better than expected progress from the end of key stage 1 (Year 2) to the end of key stage 2 (Year 6). The progress in mathematics however was even greater with a CVA of 100.9. Science is also a definite strength of the school.

How well do pupils achieve at age 11?



- Our school
- Local schools (Local Authority)
- All schools

This chart shows the Key Stage 2 results for 2008. It indicates the percentage of pupils eligible for KS2 tests (usually 11 year olds) who achieved or exceeded the expected level (level 4)

Although the chart shows the number of children achieving the expected level at the age of 11 and indicates our standards are very high compared to local and national scores we judge our success also by the number of pupils who gain level 5 (the equivalent of an average 13 year old) in their KS2 SATs. In 2008 three quarters of our pupils achieved level 5 in reading and forty percent in writing, meaning that half of our class achieved an overall level 5. In mathematics and science 70% of the class achieved level 5. The level of achievement for our 2009 cohort is even higher.

How have our results changed over time?

Given their starting point and ability upon entering school pupils achieve high standards. However, each year we must anticipate a fluctuation in results based upon each cohort of pupils.

The school enjoys high standards and results in maths and science, consistently across years. Children also achieve well in reading. Writing standards are closely tracked across the school and a rigorous emphasis on building skills is maintained across year groups. As a 'boy heavy' school we are looking at ways of improving boys' performance in writing as, this has been identified as an area for development.

The trend in our results is definitely upward with year-on-year improvement. This is a credit to our hard working children and our talented team of staff.

How are we making sure that every child gets teaching to meet their individual needs?

From school entry all pupils are assessed using the Foundation Stage Profile. Where learning difficulties are identified, termly consultation meetings with the Head and SENCo determine where extra support may be needed. Should a child have a specific need an Individual Education Plan would be agreed with parents and child, identifying targeted areas of learning. IEPs are regularly reviewed and updated..

Intervention Strategy groups operate across the school. In KS1 ELS programmes support Literacy for small groups. In Years 3,4 & 5 pupils benefit from QUEST, Springboard & FLS in Literacy & Numeracy, whilst in Year 6 Booster lessons support both Literacy and more able mathematicians. Pupils also have individual help in both Literacy and Maths and we also offer one to one support for medical and highly specific needs. We have also 'set' children across year groups for daily phonics sessions. The school has also achieved the Dyslexia Friendly School award.

More able pupils undertake planned extension activities, specific group work and enrichment sessions both in and out of school. We host and were successful in inter-school maths challenges and the Headteacher takes groups of gifted and talented children for lessons.

How are we working with parents and the community?

The school enjoys strong support from the parent body with many parents helping in the classrooms. Parents support the school's homework policy and their commitment to supporting the children's learning is also demonstrated by almost 100% attendance at Parents' Evenings. We also have a parent policy group where parents support policy development. Regular parent surveys also inform practice and give useful feedback on school developments. Parents also receive termly reports on pupils' progress in addition to twice yearly parents' evenings.

The hard working FWPS continue to raise significant funds and generously donate over £20 000 each year for extras to support the children. Our strong links with local clergy are also highly valued. The school has sought to strengthen links with the local church and was delighted that parishioners attended the annual open morning. Village residents also serve on our traffic committee. Village residents are also welcome to join us for school lunch and share their skills and experiences with our children.

The school offers a popular Breakfast Club and numerous after school clubs in artistic, sporting, musical and ICT areas.

What have pupils told us about the school, and what have we done as a result?

The school values the voice of the well established Class and School Council. Representatives from each class bring ideas to the Council, who this year continue to make a significant contribution to the school. This year they have designed and fundraised for the new playground apparatus and compiled a questionnaire about playtimes with aim of improving this experience for all children. The School Council has also set up a link with a child, Mogese, from Ethiopia. The children have sent out clothing and resources to support Mogese and his community as well as allocating funding to support his education.

Children are encouraged to contribute to the school community and ideas are welcomed. For example, a child thought that the lunch ladies should be allowed to award 'politeness' stickers each week in well done assembly. This idea has become a feature of our Friday assemblies. Pupils also like to share their 'out of school' successes and talents in our assemblies.

Pupils are often asked for their opinions regarding the curriculum. This year pupil views have been sought on Learning to Lead and involving the community, RE and Collective Worship. Pupil views have led to extra-curricular clubs being set up eg diabolo club.

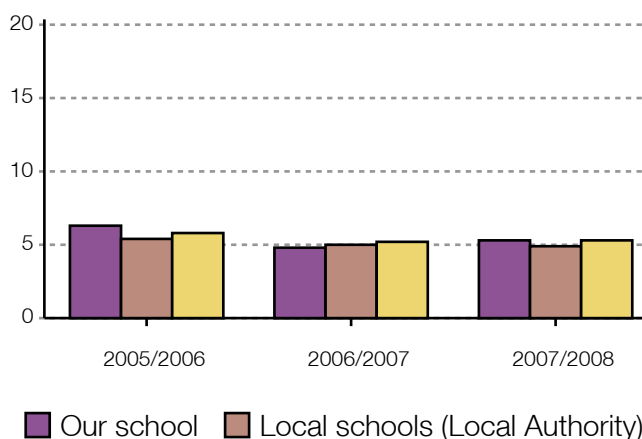
How do we make sure our pupils are healthy, safe and well-supported?

We possess National Healthy School status in recognition of the quality of provision in this area. Pupils have access to a hot midday meal through our School Meals service and we have a healthy fruit and vegetable snacks policy. Pupils bring a water bottle to school and have access to fresh water. KS 1 pupils receive free daily fruit or vegetables. Enhanced sports coaching has increased time spent on active learning in addition to numerous after school sporting clubs. Our children's knowledge and understanding of leading a healthy lifestyle was rated as outstanding by Ofsted this year.

Strict Health & Safety procedures ensure pupils are not put at risk. Regular site checks occur and immediate action is taken if necessary. Our latest Health & Safety inspection praised the school for the care and maintenance of its site.

The Every Child Matters agenda lies at the heart of the school. At playtimes older pupils support their younger peers and children are praised in assembly for kindness and thoughtfulness. Through our SEAL programme, circle time and assemblies children are reminded about behaviour expectations and anti-bullying. Learning mentors support our children's emotional needs and we are a restorative justice school.

How do our absence rates compare with other schools?



This chart shows the percentage of half days missed through authorised and unauthorised absence by all pupils at the school. Information is given for the school, for schools within the local authority and for all schools.

Attendance was rated by OFSTED as satisfactory. In response, the school has revised its Attendance and Punctuality policy detailing the importance of attending school and discouraging absences unless the child is unwell. Attendance is encouraged through the issuing of certificates for good attendees on a half/whole term basis and with a special 'gold' award for those children who achieve 100% attendance throughout the year. Absences are rigorously followed up and a letter is sent to any parent whose child's attendance falls below 90% without good reason. End of year reports now feature a section where the school's attendance target is detailed alongside each child's percentage with a comment from the class teacher. Many parents still request leave during term time and our attendance figures are skewed slightly by problems associated with the Glastonbury festival taking place so close to our school. Our annual parent survey revealed that all parents understand the school policy and the Governors are actively involved in improving attendance.

What activities and options are available to pupils?

A broad and balanced curriculum ensures that children benefit from creative, physical and academic activities. A strong musical tradition is demonstrated through wonderful singing in collective worship, play performances, a delightful choir who perform at Wells Cathedral and Strode, a thriving orchestra and by two whole classes learning to play the trumpet and violin respectively. Many pupils also receive individual tuition.

FWPS funding of coach travel has greatly enhanced the opportunities available to pupils with visits out the norm. Funding also enables theatre companies to visit the school each term. Enrichment weeks and fortnightly Enrichment days (as detailed earlier) enhance curricular provision. School clubs offer recorders, chess, ICT (robotics, internet and animation), gardening, netball, football, athletics, rounders, country dancing, dance, multi-skills, cricket, basketball, drama, art, orchestra, diabolo & choir. Year 6 also enjoy a four day residential trip.

All children from Year 1 to Year 6 learn French . There are also many opportunities for collaborative working with other schools such as Year 6 working with other primary schools and the Actiontrack Performance Company each year.

What do our pupils do after leaving this school?

As we are an area school pupils from West Pennard move onto a number of secondary placements. A split between the Blue School in Wells, Whitstone Community College in Shepton Mallet and St Dunstan's in Glastonbury takes the body of children. A few go into local independent schools and to Crispin School in Street.

Strong links with these local schools ensure a carefully planned transition programme, with visits from Year Heads to our school, plus attendance on Induction Days. Full pupil profiles are passed on to support groupings along with SEN and gifted and talented information.

Ofsted's view of our school

This is a good school. Under the good leadership of the headteacher there is a clear drive to accelerate progress further. Pupils' spiritual, moral, social and cultural development is outstanding and this is reflected in the exceptionally positive relationships that epitomise the friendly and warm nature of the school. Parents are overwhelmingly supportive of the school, and say things like, 'There is a very happy, positive and caring environment for the children to learn in.' Pupils enjoy their various roles and responsibilities and help to make the school successful. Given their mature and sensible attitudes and their ability to articulate their ideas, they have relatively few opportunities to be involved in shaping school policy and in assessing their own progress. They have an excellent understanding of how to live safe and healthy lifestyles, are keen to participate in sport and have strong understanding of a healthy diet. Pupils' enjoyment of school is clearly evident in their very positive approach to learning and their desire to learn more. However, pupils' attendance is only satisfactory. Children enter the Reception class with skills generally above those expected for their age. They make good progress because staff quickly assess their needs and ensure that a range of appropriate activities are provided. Pupils continue to make good progress throughout the school. By the end of Year 2, they attain standards in reading, writing and mathematics that are above average. The school's emphasis on matching work to the needs of all learners has been effective, with a larger proportion of pupils attaining the higher National Curriculum levels in reading and writing in Year 2. By the end of Year 6, pupils attain above average standards in English and science and significantly above in mathematics. A rising proportion of pupils attain higher levels at this stage, also. Consequently, pupils are well prepared for the next stage of education and later life. Pupils with learning difficulties and/or disabilities, who need additional support with their work, also progress well. This is because there are good procedures in place to identify their needs, and work and support are planned accordingly. Teaching is good across the school and is characterised by strong relationships which help the good development of pupils' self-esteem. Teachers regularly provide a range of activities in each lesson that match pupils' varying needs and abilities. This is helping to increase the rates of progress of pupils, especially the more able learners. Pupils recognise this aspect of teaching and confirm that staff take the trouble to find ways to make learning easier and to make lessons enjoyable. Teaching assistants provide good levels of support and are well deployed to reinforce learning for small groups and individuals. Questions are used well to draw out pupils' knowledge and understanding of key concepts and to encourage them to expand their ideas. Teachers take the time to explain the content of the lesson, but their communication of the progress pupils are expected to make is often too general. Where pupils make outstanding progress it is often because they are given specific tasks with clear goals that are regularly referred to throughout the lesson, and pupils are then expected to reflect on their progress. However, this is not currently common practice across the school. Good curricular provision in English and mathematics, alongside recent improvements to information and communication technology, helps to prepare pupils well for secondary education. Pupils' outstanding spiritual, moral, social and cultural development is due to the school's strong emphasis on religious education and collective worship. Music lessons further enhance the curriculum with all pupils in Years 3, 4 and 6 learning the recorder, trumpet, trombone, violin or cello. Opportunities for pupils to participate in fortnightly enrichment days are well received and add to their enjoyment. Staff display a high level of care for the pupils, who feel safe and secure in the confidence that their concerns will be listened to and addressed. All staff are appropriately trained in first-aid and safeguarding procedures. Good systems are in place to identify learners' individual needs and provide appropriate support where necessary.

The school is led and managed well, and has clearly improved since the last inspection. Senior leaders have successfully used information from both the recent statutory tests and the school's tracking and monitoring system to identify areas of strength and comparative weakness. This enables them to organise and regularly review both support and guidance, and accelerate progress where necessary. They have accurately identified that marking of pupils' work is inconsistent and are trialling improvements to ensure marking and assessment clearly identify the next steps in

learning. The school has given a high profile to alerting parents to the importance of attendance and this has led to some improvements in reducing levels of persistent absence, although the school's overall attendance remains satisfactory. The governing body knows the strengths and weaknesses of the school. It holds the school to account well and plays a full and active part in monitoring progress. The school's contribution to community cohesion is satisfactory and demonstrates awareness of all aspects in reaching out to other communities. Given the school's track record of recent improvements in pupils' standards and progress and the considerable maintained strengths in pupils' personal development, the school has a good capacity to further improve.

Date of last inspection: 24-Mar-2009

Ofsted graded our school as good

Inspectors made judgements on a scale: outstanding (grade 1); good (2); satisfactory (3); inadequate (4).



[View the Ofsted page for West Pennard Church of England Primary School](#)

What have we done in response to Ofsted?

Our most recent Ofsted inspection in March 2009 recognised that children of all abilities make good progress and that strong pupil tracking procedures and good teaching as well as the leadership of the headteacher would ensure that pupil progress would continue to accelerate further. At the time of the inspection the school were developing their marking and feedback policy to ensure that teacher marking enables children to understand their successes and what they need to do to improve. Ofsted acknowledged this work and the inspector noted this as a point for development in line with our school priorities. Ofsted also suggested that lesson objectives are consistently explained to pupils and that there are more opportunities during lesson time for pupils to reflect on their learning. These points have been included in our school development plan and lesson monitoring will ensure this practice is embedded across all classes

Improving attendance has also been identified. The response to this has been detailed in a previous section.

More Information

If you would like more information about school policies, including our policies on special educational needs and disability, admissions, finance, school food and our complaints procedure, please contact us:

By telephone 01458 832866

Our website <http://www.westpennardprimary.co.uk>