School report

Inspection of Butleigh Church of England Primary School

High Street, Butleigh, Glastonbury, Somerset BA6 8SX

Inspection dates: 13 and 14 June 2023

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	Good

What is it like to attend this school?

Pupils enjoy learning at this school. They feel well looked after. Leaders are ambitious for all pupils to learn well across a range of subjects.

Staff have high expectations for pupils' behaviour. They make sure that all pupils understand right from wrong. Staff deal with any disruptive behaviour straight away. Pupils know what bullying is. They say it is rare at the school. They are confident they can talk to an adult, at any time, if they have any worries.

Leaders place an emphasis on supporting pupils' emotional well-being. Pupils enjoy the opportunity to take part in assemblies and listen to visitors. This helps them learn to build healthy relationships and to stay safe. Staff encourage pupils to be healthy, active and mentally fit. Pupils appreciate the opportunities to improve the school as house captains.

Most parents and carers praise the school's work. They typically comment about the changes leaders have made to help children develop emotionally and academically.

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

Leaders give reading a high priority. Phonics teaching starts in the early years when children join nursery. They learn early sounds well and develop their language skills. Pupils sound out and blend letters correctly. This helps them to secure the knowledge they need to read well. All staff benefit from the training they receive to teach phonics. Staff use assessment systems well to spot pupils who fall behind. They make sure that pupils get specific classroom support, or extra help, to catch up. Pupils say that teachers make reading exciting.

Leaders have high expectations for what pupils can achieve. They continue to make improvements to the curriculum. This starts in the early years. Leaders have thought through what pupils need to know and when they need to know it. They are creating a well-designed curriculum. Some subjects in the wider curriculum are at an earlier stage of development. This means that, in these subjects, pupils do not learn as well as they could.

In mathematics, staff develop children's mathematical vocabulary well right from the start. Pupils talk about and use their knowledge of numbers. As they move through the school, teachers present new learning clearly. The focus on number gives pupils a foundation for future learning. Pupils deepen their understanding and knowledge as they solve more complex problems.

Assessment systems are used well in both mathematics and reading. However, in some subjects in the curriculum, leaders do not know how well pupils learn over time. In these subjects, pupils have gaps in their knowledge and understanding. This hinders the progress they make.

Leaders identify pupils with special educational needs and/or disabilities (SEND) early and with precision. They are ambitious about what pupils with SEND can achieve. Pupils' needs are carefully considered by leaders. This is particularly the case for pupils with emotional and social needs. Individual support is in place for the few pupils who need more help to regulate their behaviour. Staff check pupils' support plans to ensure that the right provision is in place. Staff adapt learning well to meet the needs of pupils with SEND. Pupils with SEND make good progress through the curriculum.

Pupils are guided by the school motto, 'Butleigh Brilliance', and the values of 'be kind,' 'be respectful,' 'be safe' and 'be ready'. Pupils understand the importance of treating others well. This starts in the early years. Relationships between children and staff are caring and supportive. Children listen carefully to adults and take turns. They follow routines well. Pupils display positive conduct and behaviour.

Leaders develop a range of opportunities for pupils' personal development. Pupils learn about different cultures, faiths and identities. They understand the qualities of a good friend. Pupils understand what it is to be different. Staff encourage pupils to be responsible and respectful young citizens.

Staff and leaders work well together. Staff appreciate how leaders take their well-being and workload into account. Governors have a realistic, clear vision for the school's future. They all share the school leaders' high ambitions. Governors are developing their understanding of what the school does well and what it needs to do next. Staff are proud to work at the school.

Safeguarding

The arrangements for safeguarding are effective.

Leaders insist that safeguarding is a high priority in school. All staff share this aspiration. Staff receive regular training. They know the signs to look for that may indicate a child is at risk of harm. Leaders keep detailed records and use these to communicate with external agencies in a swift manner.

Governors regularly check the safeguarding policy. Leaders carry out detailed checks to ensure that staff are suitable to work with pupils.

Pupils are well informed through the curriculum about online safety and ways to stay safe.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some subjects in the wider curriculum are at an early stage of development. As a result, pupils do not gain the depth of understanding in these subjects as well as

they could. Leaders need to ensure that the curriculum for all subjects is sufficiently detailed so that pupils know and remember more in these subjects.

- In some subjects, leaders do not use assessment well. This means some pupils have gaps in their learning. Leaders should make better use of assessment to check pupils' knowledge and understanding in these subjects.

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	123745
Local authority	Somerset
Inspection number	10227974
Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	77
Appropriate authority	The governing body
Chair of governing body	Sarah Goolden
Headteacher	Kristin Moth
Website	www.butleighprimary.co.uk
Date of previous inspection	1 February 2017, under section 8 of the Education Act 2005

Information about this school

- The school does not use any alternative provision.

Information about this inspection

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

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with school leaders, including the headteacher and with representatives of the local governing body and the local authority.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, and physical education. For each deep dive, the inspector met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to pupils about their learning and looked at samples of pupils' work.

- Inspectors looked at curriculum plans and spoke to leaders about other subjects, including computing and history.
- An inspector listened to pupils in Years 1, 2 and 3 read to a familiar adult.
- An inspector reviewed the school's safeguarding documentation, including safeguarding checks carried out on staff working at the school, and considered how well safeguarding leaders act on concerns about pupils' welfare and safety. The inspector talked to pupils, staff and governors about safe working practices.
- Inspectors considered the responses to the online survey, Ofsted Parent View, including the free-text responses. The inspector met with parents at the start of the school day. The findings of Ofsted's online staff were considered.

Inspection team

Richard Vaughan, lead inspector	Ofsted Inspector
Tom Brewer	Ofsted Inspector

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