

Inspection of a school judged good for overall effectiveness before September 2024: Webber's Church of England Primary School

Holcombe Rogus, Wellington, Somerset TA21 0PE

Inspection date:

20 May 2025

Outcome

Evidence gathered during this ungraded (section 8) inspection suggests that aspects of the school's work may not be as strong as at the time of the previous inspection. The school's next inspection will be a graded inspection.

The headteacher of this school is Carys Barnett. This school is part of the Alumnis Multi-Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is currently being run by co-leaders Rachael Sharpe and Mark Blackman and overseen by a board of trustees, chaired by Sian Jenkins.

What is it like to attend this school?

This is a happy school with a strong sense of community. Older pupils are positive role models to younger pupils. They make sure children in the Reception Year have enjoyable lunchtimes. They talk and eat with them in the dining hall. They set up and lead playtime games that pupils across the school take part in. This helps pupils to play well together, and they enjoy coming to school.

Pupils feel safe at school. They trust staff to help them with any concerns they have. Staff know pupils well. The positive relationships that staff build with pupils helps them to get the support they need to settle well into their work.

Pupils behave well. They are polite and kind towards each other and staff. They move around the school in a calm and orderly manner. Pupils engage well in their work. From the Reception Year, children know the expectations and follow routines well.

The school is ambitious for pupils to achieve well. It has an accurate understanding of the work required to improve the curriculum. However, this work is at an early stage of development. Weaknesses in the curriculum design and how it is taught mean that pupils do not always achieve as well as they should.

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

The school has taken positive steps to design a well-organised curriculum. It details the knowledge that pupils should build in a clear and logical order. The mathematics and reading curriculums are effective in supporting pupils to secure important knowledge. In these subjects, staff check what pupils know and they use this information to help pupils correct any errors. They set work that helps pupils to build their knowledge well. Published outcomes in mathematics do not yet reflect how well prepared current pupils are for the next stage in their education.

The school prioritises teaching pupils to read from the start of the Reception Year. Pupils read books that match well to the sounds they know. Staff help pupils to build their reading fluency and comprehension. Staff make sure pupils who need extra practise get the help they need to build their reading confidence. As a result, pupils build their reading fluency well.

The school has an accurate understanding of the needs of pupils with special educational needs and/or disabilities (SEND). Staff make sure pupils receive help to overcome their individual barriers to learning. Staff adapt the curriculum and provide additional support. This helps pupils with SEND to access the curriculum alongside their peers and succeed.

Across some curriculum subjects, there is variation in how well the curriculum is taught. Sometimes, teaching does not provide learning activities that are well matched to what pupils need to know. Additionally, the checks made on what pupils know do not accurately identify gaps in pupils' knowledge. These gaps go unaddressed. As a result, pupils do not secure the knowledge as well as they could.

The school does not have high expectations of pupils' written work. Grammatical and spelling errors are not checked and fixed, and teachers do not support pupils effectively to structure their writing. This limits how well pupils communicate their ideas in their written work.

The school has created a positive environment inside and outside classrooms. Staff share behaviour expectations with pupils. In class, pupils listen carefully and work hard. They enjoy their playtimes and participate well in games and activities.

The school provides a range of opportunities to develop pupils' talents and interests. Pupils experience a wide range of after-school clubs, including science, yoga and construction. Pupils have enjoyed taking part in a range of sports competitions, including athletics, cage football, netball and basketball tournaments. The school provides these opportunities across the year. It makes sure all pupils have an opportunity to access these.

Pupils are proud to take an active role in the community beyond the school. They join in village events such as the recent Victory in Europe Day celebrations. They make a difference to the lives of others by, for example, sponsoring a pupil through an African

education charity. These activities support pupils to reflect on the lives of others and be responsible and active citizens.

Trust leaders and the local school committee use visits effectively to check the progress of the school's development work. The trust is mindful of staff well-being and makes sure it supports staff during this time of change.

Staff are proud to work at the school. They feel supported by leaders to manage their workload. Staff are confident and understand the clear sense of direction the school has.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some curriculum subjects, the trust has not ensured that staff have the subject knowledge to teach the curriculum as intended. This means pupils do not learn the key knowledge defined in the curriculum. The trust should ensure that staff have the subject knowledge they need to teach the curriculum.
- In some subjects, the school's assessment processes are not as effective as they could be in identifying what pupils know and in informing future work. This means that, at times, gaps in pupils' knowledge go unaddressed. The trust should ensure that staff have the knowledge and expertise to use assessment processes that enable them to identify and address gaps and misconceptions in pupils' knowledge.
- Too many pupils struggle to present written work clearly. This affects how accurately and effectively they communicate in their written work. The trust should ensure that teaching enables pupils to write well, with accuracy and precision, across the curriculum.

Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024, graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. 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's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection 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.

This is the second ungraded inspection since we judged the predecessor school, Webber's Church of England Primary School, to be good for overall effectiveness in March 2015.

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	149056
Local authority	Devon
Inspection number	10378982
Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	67
Appropriate authority	Board of trustees
Chair of trust	Sian Jenkins
Headteacher	Carys Barnett
Website	www.webbers.devon.sch.uk
Dates of previous inspection	Not previously inspected

Information about this school

- The headteacher took up their post in April 2025.
- The school is part of Alumnis Multi-Academy Trust.
- The school does not use any alternative provision.
- The school is a Church of England School in the Diocese of Exeter. The most recent section 48 inspection for schools of a religious character took place in October 2022. The school's next section 48 inspection will be within eight school years.
- Webber's Church of England Primary School converted to become an academy school in September 2022. When its predecessor school, Webber's Church of England Primary School, was last inspected by Ofsted, it was judged to be good for overall effectiveness.

Information about this inspection

- Inspections are a point-in-time evaluation about the quality of a school's education provision.

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors held meetings with the executive head teacher, school improvement leader, other leaders and staff.
- An inspector met with the director of education, the chair of trustees and members of the local schools committee.
- Inspectors visited a sample of lessons, spoke to some pupils about their learning, heard pupils reading and looked at samples of pupils' work.
- To evaluate the effectiveness of safeguarding, 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.
- Inspectors observed pupils' behaviour in lessons and around the school site.
- Inspectors also considered the responses to the online survey, Ofsted Parent View, including parents' free-text comments, and Ofsted's survey for staff.

Inspection team

Caroline Musty, lead inspector

Ofsted Inspector

Carl Thornton

Ofsted Inspector

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