

# Wembury Primary School

## Inspection report

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<b>Unique Reference Number</b>	113266
<b>Local Authority</b>	Devon
<b>Inspection number</b>	378679
<b>Inspection dates</b>	23–24 November 2011
<b>Reporting inspector</b>	John Carnaghan

This inspection of the school was carried out under section 5 of the Education Act 2005.

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	162
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Samantha Andrew
<b>Headteacher</b>	Susie Evans
<b>Date of previous school inspection</b>	25 February 2009
<b>School address</b>	Knighton Road Wembury Plymouth PL9 0EB
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## Introduction

This inspection was carried out by three additional inspectors. They observed 10 lessons taught by six teachers and held meetings with staff, pupils and members of the governing body. They observed the school's work, and looked at its policies, assessments and records, as well as questionnaires from staff, pupils and 108 parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- How well has the school reacted in addressing variations in achievement in 2011?
- What are the capabilities of the governing body in providing support and challenge to the school?

## Information about the school

Wembury Primary School is smaller than average. The proportion of pupils known to be eligible for free school meals is below average. Almost all pupils are White British and speak English as their first language. The proportion of pupils with special educational needs and/or disabilities is below average; the largest group of these pupils has speech, language and communication needs. The Early Years Foundation Stage comprises one Reception class. The governing body experienced a large turnover of personnel recently and most members were new to their roles in September 2011.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

Wembury Primary is a good school. It has improved considerably since the previous inspection and has a number of outstanding features. High attainment is the norm. Consistently good and sometimes excellent teaching ensures that all groups of pupils make good progress. The curriculum continues to be developed and provides increasingly interesting experiences for pupils and they are always keen to learn. Promotion of equality is outstanding. Those strengths contribute to pupils' outstanding achievement.

The school is caring, calm and harmonious and pupils' good behaviour and conduct play a significant role in this. Teachers promote very good attitudes to learning, quietly insisting on high standards in pupils' personal and academic development. Pupils express pride in their school and their contribution to the school and wider communities is outstanding. Older ones take important roles, such as acting as prefects, and all are keen to take on responsibilities to help the school run smoothly. Through the active school council, pupils have a very strong voice in the day-to-day school life, for example influencing its expenditure on the refurbishment of their toilets and drinking facilities. Pupils play important roles in the local community and raise large sums for charities, such as 'Children in Need'.

Children get off to a good start in the Early Years Foundation Stage. They develop high levels of independence and maturity quickly, progress well and are prepared thoroughly to follow the National Curriculum in Years 1 to 6 and beyond.

The large majority of parents and carers support the school strongly and have few concerns. A very small minority hold negative views about a number of aspects. The inspection investigated those issues and found no evidence to substantiate the concerns; the school continues to build good relationships with most of its families. The governing body underwent significant changes in 2011 and has many new members; they have worked hard to get to know the school and are making good progress. Members recognise that there is more to do before they understand all aspects of the school, particularly safeguarding, and can hold the school to account fully.

The school has taken concerted actions that have improved teaching, leadership and management since the previous inspection. It has built on areas of previously good and satisfactory performance, so that attainment is now high and pupils' achievement is outstanding. Accurate self-evaluation provides a clear picture of the

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school's strengths and weaknesses and leaders and managers use this information to plan effectively and drive for improvement. The school's capacity for sustained improvement is good.

**What does the school need to do to improve further?**

- Develop the role of the governing body so that, by April 2012, it gains a greater understanding of all aspects of the school, including safeguarding, and is able to hold the school to account more rigorously.
- Build on the current good practice of developing close relationships with parents and carers, so that all can engage with the school fully, including any who may previously have been hard to reach.

**Outcomes for individuals and groups of pupils****1**

The attainment of pupils at the end of Year 6 has been consistently above average, but, after the last inspection, has improved further and is now high. National assessment results show levels in mathematics a little below those in English, but the school has recently closed the gap considerably. The school is sharply aware of any pupils who may be falling behind and its rigorous actions have ensured great consistency in attainment.

Strong, effective teaching promotes good progress for all groups of pupils. The well-focused support for pupils with special educational needs and/or disabilities ensures that those with, for example, speech, language and communication needs, progress as well as their peers. Pupils are keen to learn, interested in their lessons and work hard. An excellent Key Stage 2 English lesson secured pupils' interest with clips of *'Doctor Who'* before challenging them to write imaginative scenarios for future episodes. The teacher's thorough organisation, excellent resources and infectious enthusiasm made this a memorable learning experience. Given pupils' starting points, the achievement of all groups is outstanding.

Almost all pupils say they enjoy school; attendance is above average. Pupils, parents and carers report that the school is a safe place. Pupils demonstrate a very good understanding of how to stay safe at school and outside it, for example on the busy local roads and when using the internet. Behaviour is good; pupils are caring and responsible and report that there is almost no bullying. Health is a high priority for pupils and most show a commitment to healthy eating and exercise, many enjoying the sporting opportunities available and walking or riding to school.

Consistently good behaviour and constructive relationships are a fine testimony to pupils' good moral and social development. The pupils share a curiosity about the world, a strong environmental awareness and show a strong sense of common values. The curriculum helps them to develop a thorough understanding and respect for their own and other cultures.

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*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>1</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	1
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>1</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

## How effective is the provision?

The school has recently moved from a more traditional curriculum towards one based on 'learning for life'. It is adapted well to pupils' need and interests and develops interesting links between subjects. The principles of the five 'R's' (reflective, resourceful, risk taking, relationships, resilience) lie at its heart and staff work collaboratively to plan and implement projects. For example, the links with a school in Ghana enable literacy, art, geography and music to be combined. Pupils value the trips to local places of interest; these often stimulate high-quality writing. There are good enrichment opportunities in the after-school sports and other clubs, including a popular bee-keeping club.

Teachers are very effective in ensuring that pupils are motivated and engaged. They manage pupils with quiet assurance, subtly keeping an eye on each one to ensure they are not faltering in their learning. Pupils respond in kind, behaving with great maturity, always ready to look out for one another. Year 1 pupils were set the task of using interesting words to describe their paintings of monsters; they settled down immediately, working away independently at a brisk rate as they strove to meet the teacher's high expectations. Lessons are planned and prepared carefully, so that there is a mixture of activities with interesting resources close at hand, so the pace of learning rarely slows. Varied activities meet the needs of most pupils, but, occasionally, adult support is not deployed in the most effective way in whole-class sessions. Pupils' work is marked well and all pupils have clearly understood, regularly

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

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revised learning targets; they show a good awareness of the next steps in their learning.

Pupils, correctly, report that they are cared for well; they trust their teachers to help them sort out any problems they may face. They are all known as individuals and are supervised and managed well about the school and playground. Pupils facing barriers to learning benefit from good support and the school uses outside experts very well, for example, to tackle attendance issues and to provide additional stimuli for gifted and talented pupils. Clearly targeted support means the school can cite many examples of pupils it has helped to overcome difficulties. Pupils receive good-quality advice and support about their transfer to the next stage in their education and most face this step with confidence.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account:	
The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils’ needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

The senior leadership team is ambitious for the school and sets high expectations for staff and pupils. Good use is made of the school’s comprehensive assessment data to track pupils’ progress, identify where interventions would be beneficial, and to keep a close eye on the quality of teaching. Equality of opportunity is central to the school’s ethos. Quick actions to tackle gaps in attainment between groups of pupils ensure progress rates are even and that there is excellent equality of opportunity for all. There is no evidence of discrimination of any kind at the school.

Effective monitoring ensures that teaching is at least good and some is outstanding. Assessment information is used perceptively by the school to set itself challenging targets. Comprehensive self-evaluation has promoted the development of detailed, relevant plans for the future. They tackle areas for improvement systematically, often involving partners in the process. In consequence, the school continues to improve, notably raising attainment from above average to high.

Many members of the governing body, including the Chair, are new in post. They know they need to improve their expertise and have engaged in a comprehensive training programme. They have started to gather information about the school, for example recently undertaking a telephone survey of parents’ and carers’ views. The governing body recognises that, while members are improving their skills, they do not yet have all the information they require to offer consistent challenges. It ensures the school meets all safeguarding regulations and duties. However, although

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an integrated approach to health and safety is being developed, the governing body has not yet become sufficiently involved in monitoring the school site to ensure that all areas are risk free. Staff are well trained and have good understanding of safeguarding issues, such as child protection. Pupils report they feel very safe in the caring environment.

The school is active in developing good relationships with parents and carers. It provides valuable curriculum information through briefing meetings and attractive booklets that are produced in association with local partner schools. Information flows to families through monthly newsletters, the school website and text messages. Regular questionnaires invite opinions on issues such as school uniform. Despite those initiatives, a small group of parents and carers does not engage with the school and expresses negative opinions about some aspects, such as leadership and management and care.

A wide range of partnerships makes a strong contribution to the curriculum, to pupils’ achievement and to providing outstanding value for money. Links with the village allotment association and the Woodland Trust led to parents, carers and pupils planting an orchard in the school grounds. Gifted and talented pupils benefit from working with the local history society. Close liaison with both Devon and Plymouth schools has done much to ease pupils’ transition into secondary education.

The school plans thoroughly to promote community cohesion, engaging with a range of groups both locally and further afield. Facilities in the local community and links with local groups, such as a marine centre, enrich the curriculum. Notably effective links with schools in a number of European countries and Ghana benefit the pupils’ awareness of the wider world.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school’s engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>1</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>1</b>



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## Early Years Foundation Stage

Most children make good progress towards meeting the Early Learning Goals. They take responsibility for their own learning quickly when they have a free choice of activities. Soon, they develop curiosity and learn to discuss what they are doing with enthusiasm. They relate well to adults and one another, happily sharing and taking turns for the most part. They develop great independence, behave well and are careful to move about the indoor and outdoor areas safely.

Adults in the Early Years Foundation Stage are very proficient at managing children and promoting positive attitudes to learning. Teaching is good and staff encourage a warm, friendly atmosphere successfully. Continuous assessment by all adults builds a clear picture of each child’s progress. That leads to high-quality planning and organisation which ensure that each child is stimulated and challenged suitably by the experiences on offer. However, adult support is not always deployed to the best effect in whole-class situations. The balance of adult-led and child-initiated learning and indoor and outdoor activities is well judged. The outcome of those qualities is that life in the Reception class is great fun for children and they are very well prepared for their future education.

Adults work together purposefully to ensure children’s good learning and development. The environment is spacious and well equipped, indoors and outdoors. Secure tracking of children’s progress and effective self-evaluation inform planning for the future. Parents and carers express great satisfaction with the transition arrangements that brought their children into the setting, many reporting that their children feel secure and happy.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

A higher-than-average proportion of parents and carers responded to the inspection questionnaire. Most parents and carers say the school is safe, that their children enjoy school, and are happy with their children’s experience of the school. Small minorities express concerns over the way the school deals with unacceptable behaviour, the way the school takes account of their views, and about the leadership and management of the school. Inspection evidence indicates that rare incidents of unacceptable behaviour are dealt with well. Leadership and management are good and the school takes good account of parents’ and carers’ suggestions and concerns.

### Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Wembury Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 108 completed questionnaires by the end of the on-site inspection. In total, there are 162 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	65	60	37	34	5	5	1	1
The school keeps my child safe	52	48	47	44	7	6	1	1
The school informs me about my child’s progress	29	27	60	56	14	13	4	4
My child is making enough progress at this school	22	20	66	61	9	8	6	6
The teaching is good at this school	24	22	70	65	11	10	1	1
The school helps me to support my child’s learning	22	20	71	66	9	8	4	4
The school helps my child to have a healthy lifestyle	28	26	56	52	19	18	1	1
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	19	18	62	57	10	9	1	1
The school meets my child’s particular needs	24	22	67	62	11	10	5	5
The school deals effectively with unacceptable behaviour	24	22	54	50	19	18	6	6
The school takes account of my suggestions and concerns	18	17	61	56	20	19	6	6
The school is led and managed effectively	23	21	52	48	21	19	6	6
Overall, I am happy with my child’s experience at this school	32	30	63	58	8	7	4	4

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



25 November 2011

Dear Pupils

### **Inspection of Wembury Primary School, Wembury PL9 0EB**

The inspectors enjoyed visiting your school recently and would like to thank you for all the help you gave us. It was very pleasant speaking to you. We were pleased to hear how much you like school and congratulate you on your good behaviour.

Wembury is a good and improving school. You make good progress because almost all teaching is good or better and because you are so keen to learn. Your levels of attainment are high when compared with other schools across the country. We think you are cared for well and agree that the school helps you to get on. Your involvement in the school and with the local community is excellent.

Those strengths stem from the good leadership and management of the school and the way your staff work so well together. There are still some areas that need improvement.

- Many members of the governing body are new and are aware that they need to improve their knowledge of the school to help them lead and challenge it. They have already started to do this.
- Most parents and carers are very happy with the school, but we have suggested that the school finds ways of communicating with the few parents and carers who might have concerns.

You can help by keeping up your very positive attitudes. Best wishes for the future.

Yours sincerely

John Carnaghan  
Lead inspector (on behalf of the inspection team)

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