

Sutcombe Community Primary School

Inspection report

Unique Reference Number	113170
Local Authority	Devon
Inspection number	357279
Inspection dates	24–25 November 2010
Reporting inspector	Brian Evans

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	37
Appropriate authority	The governing body
Chair	Emma Horn
Headteacher	Mary Hatherley
Date of previous school inspection	1 May 2008
School address	Sutcombe Holsworthy EX22 7PW
Telephone number	01409 241564
Fax number	01409 241924
Email address	head@sutcombe-primary.devon.sch.uk

Age group	4–11
Inspection dates	24–25 November 2010
Inspection number	357279

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 1234 234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 1234 234

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2010

Introduction

This inspection was carried out by an additional inspector. The inspector saw 20 lessons and parts of lessons and observed all teachers at least once. Meetings took place with the Chair of the Governing Body, staff and groups of pupils. The inspector observed the school's work and looked at documentation which included the school development plan, assessment information, safeguarding documentation, curriculum planning and samples of pupils' work. The inspector analysed the results of 28 questionnaires completed by parents and carers, and took account of the views expressed in pupil questionnaires.

The inspector reviewed many aspects of the school's work. He looked in detail at a the following.

- Individual targets ♦ do pupils know what they have to do to improve their work?
- What are children's literacy and numeracy levels on entry.
- What factors have led to the improved personal development?

Information about the school

This is a very small primary school serving a rural farming area. Pupils are taught in two mixed-age classes. The proportion of pupils known to be eligible for free school meals is well below average. Pupils are predominantly of White British origin. The number of pupils with special educational needs and/or disabilities is above average. A number of pupils in the school struggle with basic literacy or numeracy skills. Between 2006 and 2008 the school experienced a period of instability at headship level with four headteachers. The current headteacher was appointed in September 2008.

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

Sutcombe Community Primary is a good school. The care, support and guidance given to pupils are outstanding. Attainment is average and pupils make good progress from their below age-expected starting points. In all areas of the school there is a very specific focus on individual needs. Each child knows their target for English and mathematics. In their exercise books older pupils point with pride to the improvements they have made in their reading, writing and their times tables since September 2009. A number have some difficulty with word problems in mathematics and this is a priority in the school development plan. Investment in laptops has led to a sharp rise in pupils' skills and confidence in information and communication technology (ICT). Good tracking and assessment systems are used well to plan individual learning needs. A high level of teamwork between teachers and support staff provides good support for pupils with additional learning needs. A parent wrote, 'As a small school the opportunities for the children are fantastic. They make learning fun ♦ I would not send my child to anywhere else.' Safeguarding procedures are good. Governors give good support to the headteacher. Her visionary leadership style has involved all in the self-evaluation process. It has been very effective in guiding the school through a difficult period when re-organisation and staff turnover have been important issues. Staffing is now stabilised. The school has an excellent reputation in the local community. All adults provide equal opportunities for all. All the above factors indicate that the school has a good capacity for sustained improvement.

Teaching is good. The headteacher has high expectations and spends a very high proportion of the week teaching alongside her staff. She is an excellent role model and adults around her benefit from her sensitive guidance. All teachers and the Higher Level Teaching Assistant (HLTA) focus on pupils developing strengths as independent learners. For example, introductions by teachers and HLTA are brief and the pupils are quickly asked to work in pairs or small groups to come up with ideas as, for example, in finding the perimeters of irregular shapes.

Parents confirm and pupils say that they feel very safe and enjoy school. Attendance is above average. Reception teaching is good. Pupils are very well aware of the importance of a healthy lifestyle and staying safe. The midday meal in the classroom is a very happy family occasion for the whole school with younger pupils sitting alongside and talking sensibly with older pupils and adults. However, pupils do not have enough opportunity to engage effectively with those from different ethnic, religious and socio-economic backgrounds and to understand that they share common values.

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

What does the school need to do to improve further?

- Focus on problem-solving and word problems in mathematics by giving pupils more opportunities and support to develop their skills.
- Extend the involvement of pupils in understanding the diversity of the population within the United Kingdom by September 2011.

Outcomes for individuals and groups of pupils

2

Progress seen in lessons and pupils' exercise books show that pupils achieve well, especially in their number work, language development, reading and writing. Pupils who have special educational needs and/or disabilities make good progress because there is good practice in setting tasks that match their learning needs. This was exemplified in a Year 6 outstanding lesson on writing an alternative ending to an African story ♦ currently a theme across the curriculum for Years 3 to 6. Pupils of all ability levels were very clear about their individual targets which were displayed prominently in front of them. Excellent learning took place because pupils were well-informed about what they need to do to improve their writing. Many were ambitious to achieve above-average levels of work. The task built on previous learning well and generated very good pace, leading to outstanding progress, with pupils clearly learning much from each other.

Spiritual, moral, social and cultural development is promoted well by all adults. Any ill-mannered behaviour is picked up very quickly and sensitively. Pupils speak very highly of the support they receive and are polite and well-mannered in welcoming visitors to the school. A key element in their learning is their excellent behaviour and the ability of adults to be flexible in their planning. A further strength of the school is the support that older pupils give to the younger children which makes a strong contribution to the school community as a whole.

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

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	3
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
The extent to which pupils feel safe	1
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

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

How effective is the provision?

Teachers and the HLTA display good subject knowledge. Planning includes the use of assessment to meet the needs of different groups of pupils. The system makes best use of the time and resources. Introductions in both classes are made to the whole group. Subsequently, in Class 1, the Reception group then works effectively with the well-qualified and experienced HLTA while the class teacher takes Years 1 and 2 for a variety of well-coordinated activities. Sometimes the whole class support one another in an activity. For example, pupils in Year 2 were paired with Reception children in discovering how to programme Beetle technology robots. In Class 2 the headteacher works with Years 5 and 6 and a part-time teacher works in the morning with Years 3 and 4 on literacy and numeracy. Marking is constructive and pupils routinely respond well to the comments which help them to improve their work. Sessions always end by bringing the whole class together again and highlighting success criteria and so reinforce learning through pupils assessing their own work. There is a strong link between the work in literacy and numeracy and activities in the afternoon. The artwork in Class 2 continues the African theme and had a purpose; pupils' drawings will be used in the 2011 school calendar. Years 3 to 6 have a session of Spanish each week ♦ the class oral work in this session is excellent. Pupils understand the importance of self-assessment and peer assessment and eventual moderation by the class teacher.

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

The cross-curricular elements of the good curriculum are developing well. Parents are very appreciative of the after-school clubs which involve specialist visitors and of the visits to places outside the school. Staff are using the developing skills of the pupils in literacy, numeracy and information and communication technology and introducing them more frequently to real-life and problem-solving situations. Its topic-based approach motivates and engages pupils well. The school has a half-hour of physical education immediately before lunch every day. Pupils eagerly look forward to these sessions and enjoy them immensely. For example, on the two days of the inspection an enthusiastic skipping competition and a well-performed African dance session preparing for the Christmas show took place in the Village Hall immediately opposite the school. These sessions are in addition to more formalised physical education such as tag rugby, football and Kwik Cricket in the curriculum. As a result, pupils are active, participate well and enjoy a very healthy lifestyle in school. Vulnerable pupils experience success because of carefully matched individual learning programmes and the good partnership with external agencies. Teachers and the HLTA work closely alongside parents to monitor their children's attendance and emotional health. Pupils happily turn to an adult when they have a problem. The administrator on reception is an important link between parents and carers.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The positive impact of the work of the very able headteacher over the past two years can be seen in the good progress made by pupils and the creation of a school ethos that is friendly, welcoming and mutually supportive. Statutory duties are reviewed regularly and meet requirements, including the good procedures relating to safeguarding. Policies and their impact are updated regularly to ensure that they reflect the best practice and are followed consistently by all staff. Excellent promotion of equal opportunities has improved particularly the performance of pupils who need additional support.

Professional support and staff training days are regularly used to raise awareness of child protection and teaching and curriculum issues. Relationships throughout the school are excellent. The school has a good partnership with parents and carers. Governors carefully examine the impact of policies on the school's work and hold the school accountable for its performance. The promotion and impact of community cohesion have some outstanding features in terms of the local community. For example, pupils held a strawberry tea on behalf of the breast cancer fund and raised £275. Parents raise a considerable sum for the school every year. Pupils study and understand that communities and cultures in other

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

parts of the world can be different. The diversity of lifestyles within the United Kingdom is not yet well developed and this is one of the priorities in the school development plan.

These are the grades for leadership and management

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

Early Years Foundation Stage

Provision in the Reception class is good. The Class 1 teacher and the HLTA work effectively together with the headteacher, tracking individual children's progress in their learning profiles, identifying learning needs and ensuring that their interventions support good progress. Children make good progress through the Early Years Foundation Stage, so that at the end of the Reception Year skills are broadly average in each of the areas of learning. Children display good behaviour and positive attitudes to learning. Relationships are respectful and this contributes significantly to the children's personal, social and emotional development. As a result, children feel safe and secure and are able to ask for help when they need it. Adults are sensitive to their needs and children's activities are a good balance of those led by adults and those initiated by the children. Outdoor play provides further opportunities to develop their skills across all areas of learning. All adults contribute information to children's individual learning profiles although day-to-day assessment notes are not always made as regularly as they could be. Children make good progress in their learning and development because the staff work closely with parents to provide high levels of care. If an approach is not working they will immediately try another strategy. For example, members of a Reception group making play dough, having made the dough very enthusiastically with the HLTA, needed a new stimulus. They were given the option of free flow to play with the construction toys around the room. In this way behaviour issues are nipped in the bud before they become serious.

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

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
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

In their responses to the questionnaire, all parents and carers state that their children enjoy school and feel very safe. Pupils confirmed their view in their questionnaires. The overwhelming majority of parents and carers were positive about the school and its impact on their children's well-being. The quality of pastoral care, the curriculum and opportunities for extra-curricular activities were highly praised. In their comments, a very small minority of parents and carers expressed concern about whether their suggestions were taken seriously. The inspector found the adults in the school listened to children very carefully. He found also that there were clear procedures for parents and carers to approach the school about their children's work.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Sutcombe Community 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 inspector received 28 completed questionnaires by the end of the on-site inspection. In total, there are 37 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	27	96	1	4	0	0	0	0
The school keeps my child safe	23	82	5	18	0	0	0	0
My school informs me about my child's progress	24	86	4	14	0	0	0	0
My child is making enough progress at this school	21	75	7	25	0	0	0	0
The teaching is good at this school	22	79	4	14	0	0	0	0
The school helps me to support my child's learning	20	71	8	29	0	0	0	0
The school helps my child to have a healthy lifestyle	23	82	5	18	0	0	0	0
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)	17	61	11	39	0	0	0	0
The school meets my child's particular needs	22	79	6	21	0	0	0	0
The school deals effectively with unacceptable behaviour	23	82	4	14	0	0	0	0
The school takes account of my suggestions and concerns	20	71	3	11	2	7	0	0
The school is led and managed effectively	21	75	5	18	0	0	0	0
Overall, I am happy with my child's experience at this school	24	86	4	14	0	0	0	0

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

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 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. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

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"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
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.



26 November 2010



Dear Pupils



Inspection of Sutcombe Community Primary School, Sutcombe, EX22 7PW



I am writing to let you know how much I enjoyed my visit to your school. You will be pleased to learn that I judge Sutcombe Community Primary to be a good school.

These are the main findings of the inspection.

- I was impressed by your willingness to show me the good progress you have made in your literacy and numeracy this school year.
- I saw that your behaviour was excellent and that you have a really good understanding of how to be healthy. You enjoy a full range of physical education activities. You told me personally and through your questionnaire responses that you enjoy school and feel very safe. I could see this in your enthusiastic approach to learning both in the classroom and around the school.
- The very high levels of care, guidance and support provided by the school allow you to flourish as learners and develop high levels of independence.
- The partnerships between the school, your parents and carers and yourselves are good. I was especially impressed with the amount of money you contributed to charity through your strawberry teas.
- Teaching is good, including some that is outstanding.

Over the past two years you have made good progress in mathematics and in writing. I have asked the school to give you more opportunities to use your problem-solving skills in mathematics. Teachers will also be making sure that you have a wider knowledge and understanding of other communities and cultures in parts of the United Kingdom outside your local area. I know that you will continue to work with your teachers and all adults to maintain your enthusiastic approach to learning.



Yours sincerely



Brian Evans

Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 1234 234, or email enquiries@ofsted.gov.uk.