

Tedburn St Mary School

Inspection report

Unique Reference Number	113123
Local Authority	Devon
Inspection number	357268
Inspection dates	29–30 September 2010
Reporting inspector	Hazel Callaghan

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	95
Appropriate authority	The governing body
Chair	Sharon Anthony
Headteacher	Lesley Hodgson
Date of previous school inspection	1 November 2007
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Introduction

This inspection was carried out by two additional inspectors. Nine lessons were observed taught by five teachers as well as other observations of teaching and learning. Meetings were held with governors, staff and pupils. Inspectors observed the school's work, and looked at a variety of documents related to safeguarding, the school's analysis of pupils' attainment and progress as well as pupils' work and various reports written about the school. Questionnaires completed by pupils and staff were scrutinised along with 60 questionnaires from parents and carers

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- The attainment of pupils in Year 2 and Year 6 in the 2010 tests and current rates of progress for all pupils, especially the more able, those with special educational needs and/or learning difficulties and those from minority groups.
- The quality of teaching and the curriculum to gauge whether they meet the needs of all pupils, especially in promoting writing for those with different needs such as Traveller pupils.
- The effectiveness of the new leadership team and the governing body in promoting and sustaining improvement across the school.

Information about the school

Tedburn St Mary is a smaller than average school. The large majority of its pupils are from White British backgrounds. An increasing number of pupils come from other countries but none is currently learning English as an additional language. There is a small Gypsy/Roma community nearby whose children also attend the school. An average proportion of pupils have been identified as having special educational needs and/or disabilities but none is in receipt of a statement of special educational needs. Most of these have moderate learning difficulties. The acting headteacher took up her post in September 2009.

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

Tedburn St Mary is a good school that is improving rapidly. Attainment is rising rapidly due to the very effective action taken by the acting headteacher. Strong teamwork and commitment from the staff and effective support from the local authority have enabled the school to improve significantly in only a year. Parents and carers are very aware of these improvements and many praised the staff for their hard work. One parent, representing the views of many, wrote, 'The atmosphere in the school has improved hugely.' ♦

Attainment is rising across the school and is broadly average by the end of Year 6. This is due to significant improvements to the quality of teaching and learning. Teachers have benefited from wide-ranging professional development and the introduction of effective assessment systems has enabled them to plan lessons that are well matched to differing pupils' needs. In most lessons there are good levels of challenge, especially in mathematics. However, this is not yet consistent across the school. Teachers do not always share with pupils their expectations for the quality and quantity of work they expect them to achieve. Consequently, pupils' aspirations are not always as high as they could be. However, they generally want to do well and be successful. These are important factors in their recent rapid progress.

More able pupils are making good progress and the proportion of pupils reaching the higher levels in Year 6 improved in 2010. The learning needs of Traveller children who have missed schooling in the past have been accurately identified. They are well supported and they too are making good progress. All pupils attend regularly and attendance is above the national average. ♦

Pupils' good levels of personal development have been maintained and relationships throughout the school are strong. Staff provide good pastoral care and support for pupils and their families. Consequently, pupils are happy in school. They feel safe and well cared for. One parent wrote, 'There is a happy, engaged atmosphere between the staff, the parents and children and we are confident that our sons are cherished as individuals.' Partnerships with parents and carers and the local community have also improved and these good links are being used well to support pupils' learning.

The school makes a satisfactory contribution to community cohesion. Links with the local and wider communities are good but pupils have limited knowledge or experience of multicultural diversity within this country or beyond.

Many aspects of the school have improved under the good leadership of the acting headteacher and that of the English and mathematics coordinators. Attainment and progress have been the main areas of focus for the school and this has been successfully linked with improvements in teaching and learning. Assessment information has been used

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effectively to identify those pupils who are still slow to improve and a successful range of interventions and guided sessions have been introduced to address these concerns. The recent increase in the number of teaching assistants has ensured that pupils of all abilities are given good levels of support in class and especially those with special educational needs and/or disabilities. Provision for children in the Early Years Foundation Stage has also improved. Children achieve well because activities are interesting and children have a stimulating environment in which to learn and develop. The school's self-evaluation is accurate, if a little cautious, and the areas for improvement are identified correctly. The rapid rates of improvement, particularly in terms of pupils' learning, and the ambition for future improvements are clear evidence of the school's good capacity to achieve these goals.

What does the school need to do to improve further?

- Sustain pupils' good progress and raise attainment further by ensuring that teachers:
 - provide challenging activities for pupils of all abilities
 - share with pupils their expectations for the quality and quantity of work they expect them to achieve at the start of each lesson.
- Strengthen the school's contribution to community cohesion by giving pupils more opportunities to learn about cultures other than their own and about life in other parts of the United Kingdom and abroad.

Outcomes for individuals and groups of pupils

2

Pupils move into Year 1 with a range of attainment that is usually in line with that expected for their age. Whatever their abilities, all groups of pupils throughout the school are making rapid progress because learning has improved significantly. This good learning is clearly evident in the lessons observed, from a scrutiny of pupils' work and from teachers' assessments. As a consequence, pupils achieve well.

Pupils listen well in lessons and work well on their own, in pairs and in groups. They are eager to share their ideas as was seen in a Year 1 English lesson when they enthusiastically discussed their ideas about the 'Blue Planet'. They used their knowledge about planets and the solar system well to imagine what it might be like to live there. Pupils also enjoy a challenge and use investigative skills effectively. For example, a group of pupils in Years 3 and 4 were challenged to find the frequency of initial letters in children's names. They quickly found their own ways to gather the evidence and were able to offer a solution. Another group, who had missed a lot of work on letters and sounds, worked enthusiastically with a teaching assistant to improve their recall of initial letters and words.

Pupils have a good understanding of healthy lifestyles and make positive choices. They understand how to keep themselves safe, for example, when using the internet. Pupils are keen to take responsibility and play a very active part in improving the school. The school council, for example, has been discussing how the behaviour policy can be improved by including rewards for those pupils who behave well and try hard. Pupils have a good awareness of what is right and what is wrong and are developing strong moral and social attitudes. Their confidence, interpersonal skills and attitudes to learning are developing

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well, but their broadly average skills in literacy and mathematics mean they are satisfactorily prepared for the next stage of learning.

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	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
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	3
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?

Good levels of care, support and guidance underpin the school's improvement. It is a harmonious community that promotes pupils' confidence and readiness to learn. The strong links with parents and carers, and the levels of support given to families, such as those who are new to the area, ensure that pupils are able to settle to their lessons. Increased levels of support for pupils with special educational needs and/or disabilities are having a positive impact on their learning with the result that they are making good progress.

Teachers have good subject knowledge and use a variety of strategies to engage pupils of all abilities and backgrounds more effectively in their learning. Teachers are successfully developing pupils' awareness of 'powerful' language so that it enriches their writing. Activities such as 'hot seating' and drama are used well to bring ideas to life. This was used effectively in the Years 5/6 class when pupils questioned characters from a variety of myths and legends exploring their feelings and motives to bring their own stories to life. However, on a few occasions pupils are not sufficiently clear about what they must achieve in each lesson with the result that they are sometimes not as successful as they

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could be. Teachers are developing effective strategies to ensure that activities challenge pupils' thinking; this is working but is still not fully consistent.

The school is redesigning the curriculum to make activities more relevant and interesting by making links between subjects. For example, older pupils talked excitedly about their night on Dartmoor at the start of their topic on Mountains and Moors. They particularly enjoyed story telling around the campfire which they used as a stimulus for their writing. However, these plans have yet to be fully evaluated to ensure that activities are sufficiently challenging and build pupils' knowledge and skills effectively.

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	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The acting headteacher has successfully shared her ambition for the school with staff. They all agree that failure is not an option. Teaching and learning are regularly monitored. Careful self-evaluation has led to the accurate identification of key areas for improvement and underpins a good capacity for further improvement. This has been central to the recent successes in the drive for improvement. The co-ordinators for English and mathematics have worked closely with members of the local authority and are now confident in their abilities to share expertise and new ideas.

The governing body ensures that safeguarding procedures are of a satisfactory quality and that all statutory requirements, including child protection and risk assessment, are regularly reviewed and approved. The work of the governors shows they are becoming much more involved in the strategic management of the school. Although they are holding the school to account for its work, they are not yet sufficiently involved in checking on the school's progress.

The school is active and effective in tackling discrimination and promotes equality of opportunity. It is addressing differences in pupils' past learning opportunities with some success and the recent increase in teaching support assistants is having a positive impact on the progress of pupils with special educational needs and/or disabilities and those from the Traveller community who have missed schooling in the past.

Good links have been re-established with local residents to complement those with the local group of schools and outside agencies. An informal audit of the school's provision for community cohesion has identified the strengths and areas for improvement and plans are in place to promote the school's links with schools that have more diverse communities both here and abroad.

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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	3
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	2
The effectiveness of safeguarding procedures	3
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 Early Years Foundation Stage is good with the result that children achieve well. Teaching is good and the curriculum is well suited to children's needs. ♦ The class teacher and support staff are both very experienced and work well as a team motivating children to experiment and explore new ideas and activities. Ongoing assessments are used well to identify the next steps in their learning. The new intake of children has settled into class routines very well under the sensitive care of the staff. They are already making good progress, working and playing together happily. They select resources with growing confidence and enjoy talking about the things they have learnt about the planets, for example, and explaining what the parts of their rocket will do.

Effective links are made with the two main feeder playgroups and opportunities to visit the school before the children start also help them to settle quickly. The class teacher has made many improvements already and has identified and prioritised the areas where future improvements can be made. For example, additional resources are to be purchased that will support and stimulate children's creative development.

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	2

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Stage

Views of parents and carers

A good proportion of parents and carers responded to the questionnaire and the vast majority were supportive of the school and its new leadership. Parents and carers recognise that many changes have been made in the last year and the majority who wrote comments are complimentary about these changes. One commented, 'I have nothing but praise for the pastoral care, atmosphere and quality of educational experience that my children receive.'

There were a number of concerns raised by individual parents and carers which were followed up by inspectors. The questionnaire showed that some parents and carers have been concerned about the progress their children are making. However, this has been dealt with effectively by the school. A few parents and carers also felt that some children exhibited unacceptable behaviour. Inspectors saw good behaviour overall and pupils told the inspectors that most children behaved well. Pupils said there had been bullying in the past but this is no longer the case. They said that they were confident that staff would deal with any problems quickly.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Tedburn St Mary 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 60 completed questionnaires by the end of the on-site inspection. In total, there are 95 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	45	75	14	23	0	0	0	0
The school keeps my child safe	37	62	20	33	3	5	0	0
My school informs me about my child's progress	20	33	33	55	5	8	0	0
My child is making enough progress at this school	20	33	33	55	6	10	0	0
The teaching is good at this school	30	50	23	38	2	3	0	0
The school helps me to support my child's learning	29	48	26	43	2	3	0	0
The school helps my child to have a healthy lifestyle	31	52	29	48	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)	29	48	24	40	0	0	0	0
The school meets my child's particular needs	24	40	29	48	3	5	0	0
The school deals effectively with unacceptable behaviour	17	28	33	55	5	8	0	0
The school takes account of my suggestions and concerns	23	38	31	52	2	3	0	0
The school is led and managed effectively	27	45	27	45	2	3	0	0
Overall, I am happy with my child's experience at this school	29	48	27	45	1	2	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.



2 October 2010

Dear Pupils

Inspection of Tedburn St Mary School, Exeter EX6 6AA

Thank you for making us so welcome and answering our questions when we visited you recently. You are rightly proud of your school and what it does for you. You and your parents or carers are correct in thinking that you go to a good school.

Here are some of the things we found out.

- You get a good start to your schooling in the Reception class.
- You make good progress to reach standards that are similar to most children of your age.
- You want to do well and enjoy your work.
- You are polite, friendly and helpful, you enjoy taking responsibility and have done lots of things to help the school be a better place and to help people around the world.
- You are taught well and all your teachers work hard to make sure that your lessons are interesting.
- The school is led well and everyone works together as a strong team.
- The staff look after you well so you feel safe and happy.

To make your school even better we have asked your teachers to: ♦

- provide you with work that makes you think hard and to carefully explain what you must do and achieve by the end of each lesson
- give you more opportunities to learn about cultures other than your own.

Thank you again for making our visit so enjoyable and remember you can do your bit by continuing to work hard and helping each other.

Yours sincerely

Mrs Callaghan

Lead inspector

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