

# Whimble Primary School

## Inspection report

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<b>Unique Reference Number</b>	113113
<b>Local Authority</b>	Devon
<b>Inspection number</b>	357265
<b>Inspection dates</b>	9–10 November 2010
<b>Reporting inspector</b>	Rowena Onions

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>	88
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Helen Penney
<b>Headteacher</b>	Susie Langlely
<b>Date of previous school inspection</b>	4 October 2007
<b>School address</b>	Whimble Exeter EX5 2TS
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## Introduction

This inspection was carried out by two additional inspectors. Nine lessons were observed and four teachers were seen teaching. Meetings were held with pupils, governors and staff. The inspectors observed the school's work and looked at data on pupils' progress, the school improvement plan, reports from the school improvement partner and a range of other documentation. Fifty seven responses to the parental questionnaire were received and analysed, together with 50 pupil and 10 staff responses to their respective questionnaires.

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

- How well teaching and the curriculum impact on pupils' progress, especially that of girls.
- The impact of the school's work in helping pupils learn how to learn.
- The effectiveness of the wider school leadership.
- How well the school promotes community cohesion.

## Information about the school

This small school serves its local area in rural Devon. Almost all pupils are of White British origin and speak English as their first language. The proportion of pupils known to be eligible for free school meals is below average. A smaller than average percentage of pupils have special educational needs and/or disabilities. Most pupils are taught in mixed age group classes. Reception age children are taught with those in Year 1. The school has a significantly larger number of boys than girls, with some year groups being made up of as many as 75 per cent boys.

**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?**

**1**

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

**1**

## Main findings

Whimble is an outstanding school. Outstanding leadership has enabled the school to move from being satisfactory at the time of its last inspection to its present impressive level of effectiveness. Staff and governors work very closely and productively with a headteacher who shows inspirational leadership and a relentless drive for giving pupils the best possible education. This means there is outstanding capacity for sustaining improvement.

The combination of good teaching, an outstanding curriculum and outstanding care, guidance and support enables pupils to make good progress and to reach high standards by Year 6. An increasing number of pupils are making greater than expected progress; over the last four years, more boys have done so than have girls. The school's very robust and accurate self-assessment procedures have facilitated the identification of this, and work has begun to address the issue. However, this has still to have full impact. The school identifies that they could now do more to help girls aspire to the very highest levels of achievement. The same robust self-assessment has identified the need to improve the curriculum in the Early Years Foundation Stage in order to give children a richer environment in which to work and play independently.

The pupils are a thoughtful, articulate and friendly group of young people. They love their school and are particularly enthusiastic about the opportunities they have to learn about things first-hand on trips or when visitors come into school. They are keen to help their school be the best and are very willing to work to assist this. The impact of local community cohesion work can be seen in the way the pupils relate to and understand their local community, for example making a significant contribution to the work of the local heritage centre. Pupils' behaviour is exemplary and they show remarkable insight into how this affects their learning and that of others, quoting it as a key factor for successful lessons. Work to give pupils a language with which to discuss their learning is having significant impact and this allows them to have greater understanding of concepts such as responsibility and resilience. The understanding of older pupils is typified by one boy's comment that, 'when you get something wrong, you can learn from it and this helps you next time.'

Partnerships with parents and carers have a very positive impact on pupils' academic progress and personal development. With the support of parents and carers, the school helps the pupils to live outstandingly healthy lifestyles and to understand that they have a responsibility to act to help keep themselves safe. The value that is placed on each individual supports pupils very well, so that they feel safe and secure in school. This is something which is greatly valued by parents and carers. In the main, pupils show great confidence, although there are occasions when girls are a little overshadowed by boys. The school is very successful in supporting pupils with additional difficulties, so that they

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are enabled to gain fully from all the school has to offer. These pupils, including those with special educational needs and/or disabilities, make good progress.

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

- Ensure girls are assisted to make the same accelerated progress as boys, in particular by raising their confidence in aspiring to achieve highly.
- Improve the quality of the opportunities for children in the Early Years Foundation Stage to direct their own learning in a variety of contexts.

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

**1**

Pupils are diligent and thoughtful learners. They show themselves able to take what they have learned in one lesson and apply it to others, for example using techniques of skim reading to enable them to read and quickly absorb what is demanded of them in another. They learn to pay attention to detail, for example understanding the importance of precision when measuring. Pupils are becoming increasingly able and very willing to discuss and self-assess the quality of their work, allowing them to see for themselves how to improve. These skills, together with their ability to work collaboratively, for example when discussing what information a text about Florence Nightingale reveals about her life or using drama to show parts of Nancy's story in *Oliver*, prepare them very well for their later lives. The school has been very successful in promoting enthusiasm and confidence amongst pupils but, particularly when they are in the minority, girls are sometimes less assertive in participating in discussions. The school has identified that this has a particular impact on girls' progress in mathematics, especially when they are working on mental mathematics. Thus far, the school has responded positively by helping older girls develop their confidence, but as yet, action has not prevented the situation from arising. Not only do pupils behave extremely well, but they actively seek to help and support one another, illustrating their strong social and moral development. The empathy they show for others and the delight they take in learning new things, demonstrate good spiritual development. Pupils have an excellent understanding of their roles and responsibilities within the school and local community and are, for example, very keen to participate in village events. Over half of the pupils entered items in the local produce show, which is held during the summer break. Work is in hand to extend their understanding to a wider community, and pupils' knowledge of different cultural heritages is developing.

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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>1</b>
<b>Pupils' behaviour</b>	<b>1</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</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>1</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	1
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

<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

## How effective is the provision?

Pupils are well taught. The school's ethos and the way the curriculum supports personal development, with its emphasis on personal responsibility, mean that there is an easy discipline, based on mutual respect. Teachers try hard to interest pupils, but do not lose sight of the importance of attention to detail in the teaching and learning of basic skills. The systematic development of key skills is woven through the curriculum and this ensures there is consistency of expectation no matter which subject the pupils are learning. The school has clear evidence to show, for example, that older pupils' attainment in subjects such as history and geography develops in line with their attainment in English. Teachers have very high expectations of their pupils which, just occasionally, leads to a few younger pupils becoming a little lost in the introductory parts of lessons. The activities that follow, however, are better matched to their abilities and generally help them make progress by the end of the lesson. Teaching assistants are particularly effective in helping pupils to make progress during the activity parts of lessons. Their skills are not, however, always fully exploited when the teacher is teaching the whole class. The language pupils have to discuss learning is well extended by marking, especially in English. This helps them to know how to improve their work. Pupils are very well known to all adults in the school so their well-being is promoted at all times during the day. The school has very productive relationships with a range of outside agencies, whom they call upon whenever there is a need. The school is particularly successful in promoting the well-being of pupils

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with medical needs but, because each individual is valued, all pupils are significant beneficiaries of high quality care.

*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>1</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

Since the last inspection, the school has developed the leadership roles of all teaching staff and some teaching assistants and this has significantly strengthened the leadership team. High-quality monitoring is providing increasingly detailed information about what is needed to maintain and improve the quality of teaching and learning and there is a shared determination to move forward. The school has a very clear focus on ensuring equality of opportunity, for example discussing in depth the progress of any pupil who does not make expected progress. Although there has been well-designed work to reduce the gap between the progress of boys and girls, the gap still exists. Significant levels of partnerships with others, including local schools and village associations, help the school to provide the pupils with a wider range of experiences than would otherwise be possible. The school is increasingly outward-looking in promoting improvement in other schools, for example taking part in developing Devon's approach to the teaching and assessment of speaking and listening. The school's governing body has been instrumental in supporting the rapid improvement in the school. Their outstanding contribution is exemplified by the way they have taken the lead in developing local community cohesion and in the way they plan to extend this high quality work to encompass the wider community. The safeguarding of pupils is given the highest importance, and governors and staff are vigilant in ensuring this. Parents are acknowledged as full and very important partners in their child's education. They are supplied with high quality information which assists them to take an active role in their child's learning at home. The school's approach to the importance of this partnership is illustrated by the way they are anxious to use the parent as the expert to guide school action, for example where a pupil has a specific medical need. Outstanding outcomes for pupils are supported by strong management of resources.

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*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>1</b>
Taking into account: The leadership and management of teaching and learning	1
<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>1</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</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>

## Early Years Foundation Stage

Good teaching and high expectations ensure that children make good progress in their reception year. Most children enter the school with attainments and skills that are at or above those expected for their age. By the end of the year, the vast majority continue to meet or exceed expectations. Provision is particularly strong in using very thorough assessments to shape tasks that are directed by adults. The children greatly enjoy these activities. Their rapt attention to what was going to come out of a bag containing articles associated with the book they had been reading was illustrative of this. The individual strengths and weaknesses of each child are identified and used to shape the next steps in their learning, as well as to provide the material for regular reports to parents that are of outstanding quality. The children are very happy and relaxed in school, demonstrating both the effectiveness of their introduction to school and the warmth of the relationships they develop with adults and each other. As a result, the children show themselves to be very capable of working and playing on their own. At present, however, these skills are not being exploited and developed as much as they should be, because the classroom and outside areas are not always set up in a way which acts to direct their play to best effect.

*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	2



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Stage	
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## Views of parents and carers

There were a high number of inspection questionnaires returned. These show that the school enjoys the overwhelming support of the parents. Parents are very happy with all aspects of the school, a view with which inspectors agree.

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

Ofsted invited all the registered parents and carers of pupils registered at Whimble 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 57 completed questionnaires by the end of the on-site inspection. In total, there are 88 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	49	86	8	14	0	0	0	0
The school keeps my child safe	44	77	13	23	0	0	0	0
My school informs me about my child's progress	32	56	25	44	0	0	0	0
My child is making enough progress at this school	35	61	22	39	0	0	0	0
The teaching is good at this school	32	56	24	42	0	0	0	0
The school helps me to support my child's learning	32	56	23	40	0	0	0	0
The school helps my child to have a healthy lifestyle	32	56	25	44	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)	40	70	17	30	0	0	0	0
The school meets my child's particular needs	32	56	24	42	1	2	0	0
The school deals effectively with unacceptable behaviour	36	63	20	35	0	0	0	0
The school takes account of my suggestions and concerns	22	39	34	60	0	0	0	0
The school is led and managed effectively	43	75	14	25	0	0	0	0
Overall, I am happy with my child's experience at this school	46	81	11	19	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

Type of school	Overall effectiveness judgement (percentage of schools)			
	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](http://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"><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.**



11 November 2010

Dear Pupils

**Inspection of Whimble Primary School, Exeter EX5 2TS**

We really enjoyed our time in your school and one of the highlights was discussing things with you. We know you will be pleased that we agree with you that yours is an outstanding school. We think you are very lucky to have such an exceptional headteacher, who fully deserves the respect you and your parents have for her.

Some of the things we liked best were:

- the good progress you make in English and mathematics
- the good teaching you receive
- the way you are taught to talk about, and take responsibility for, your own learning ? through your Whimble 6Rs
- the excellent contribution you make to ensuring your school community runs well, not least because you behave so considerately
- the way everyone takes care of you and the way you support each other
- the way your headteacher, governing body and other staff try hard to make your school increasingly successful.

To make things even better we have asked your school to:

- make sure that girls make the same really good progress as boys and really believe in themselves ? perhaps through your school council, you could help decide how to do this
- help children in the Reception Year to learn even more when they are working and playing independently.

Thank you very much for your help and friendly conversations while we were at your school.

Yours sincerely

Rowena Onions

Lead inspector

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