

# Parkham Primary School

## Inspection report

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<b>Unique Reference Number</b>	113164
<b>Local Authority</b>	Devon
<b>Inspection number</b>	357278
<b>Inspection dates</b>	23–24 November 2010
<b>Reporting inspector</b>	Martin James

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>	62
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Phil Priest
<b>Headteacher</b>	Ruth Jones
<b>Date of previous school inspection</b>	26 June 2008
<b>School address</b>	Parkham Bideford EX39 5PL
<b>Telephone number</b>	01237 451334
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<b>Email address</b>	admin@parkham.devon.sch.uk

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## Introduction

This inspection was carried out by two additional inspectors. The inspectors visited seven lessons or parts of lessons, and a number of shorter visits were also made to classrooms to look at samples of pupils' work. Five members of staff were observed teaching. The inspectors held meetings with the Chair of the Governing Body, staff and pupils. They observed the school's work and looked at a wide variety of documentation including teachers' planning, the school improvement plan, monitoring and evaluation sheets, assessment records, safeguarding information and the reports from the School Improvement Partner. The responses from the staff and pupil questionnaires were analysed, as were the responses from the parents and carers of 38 pupils.

The inspectors reviewed many aspects of the school's work. They looked in detail at a number of key areas.

- The extent to which teachers make suitable allowance for the different needs of pupils, especially the more able.
- The provision made for children in the Early Years Foundation Stage.
- The extent to which the school has developed national and global links to enhance community cohesion.
- The impact of subject leaders and governors in improving provision in the school.

## Information about the school

Parkham Primary School is smaller than the average sized primary school. Nearly all pupils are from a White British background. The proportion of pupils known to be eligible for free school meals is well below the national average. The proportion of pupils with special educational needs and/or disabilities is higher than the national average. These pupils' needs cover a wide range including moderate learning difficulties and speech and language disorders. Currently no pupils have a statement of special educational needs. A significantly higher than average proportion of pupils leave or join the school at times other than those normally expected. The Early Years Foundation Stage consists of Reception which is integrated into one class with pupils from Years 1 and 2. Through the rest of the school, pupils are organised into mixed Year 3 and 4, and Year 5 and 6 classes. In recognition of its work, the school has received the Healthy Schools and Artsmark Gold awards.

From January 2011 the school is to become part of a hard federation of schools with the headteacher of Parkham Primary School becoming the executive headteacher of another local primary school.

**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

This is a good school where pupils achieve well. It also has some exceptional features which result in outstanding outcomes for pupils overall. Care, guidance and support are outstanding and consequently pupils feel extremely safe. Pupils' behaviour is excellent. Pupils adopt exceptionally healthy lifestyles and they make an outstanding contribution to the local community. Parents and carers hold the school in high regard. For instance, one wrote: 'We are delighted with the progress our children are making and also how much they enjoy school.' In the Early Years Foundation Stage children achieve well from levels that are below those expected for their age. They make good progress by the start of Year 1 but often still have weaknesses in aspects of communication, language and literacy. In Years 1 to 6, the significant movement of pupils in and out of the school during that time has an effect on pupils' overall attainment. As a result, by the end of Year 6, while all pupils make good progress based on their individual starting points, attainment remains broadly average, although writing is not quite as strong as other subjects.

In class, teaching assistants are deployed well and teachers make good use of a variety of resources, such as interactive whiteboards, to make the lessons interesting. Helpful marking and clear targets ensure that pupils are fully aware of how to develop their work further. Teachers plan well for the varying ages and abilities of pupils in their classes. However, on occasions, pupils are provided with limited opportunities to discuss their work to help them identify how it might be developed and improved. The curriculum contributes much to pupils' enjoyment of school and they say they particularly like the topics provided, for instance that on the Second World War. The school recognises that not enough emphasis has always been placed in the past on extending pupils' vocabulary and developing their use of punctuation. This is a current focus to help improve pupils' writing skills.

The headteacher, other staff members and governors have successfully provided a pleasant, safe environment, where the pupils enjoy their learning. The staff have successfully promoted community cohesion, both in school and locally. However, more needs to be done to improve pupils' understanding of the cultural diversity to be found, both within the United Kingdom and globally. Current planning shows a clear awareness of the ways to take the school forward, and together with the improvements made since the previous inspection, particularly in relation to the Early Years Foundation Stage, the school demonstrates a good capacity to improve further.

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

- Raise standards in writing by ensuring that pupils have more opportunities to:
  - develop both their vocabulary and their skills in using punctuation

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- discuss their work in order to identify how it might be developed and improved.
- Extend community cohesion further by improving pupils' knowledge and understanding of the different faiths and cultures to be found in other parts of the United Kingdom and globally.

## Outcomes for individuals and groups of pupils

**1**

Attainment on entry to the school is below the expected level, especially in aspects of communication, language and literacy. Pupils really enjoy their learning and they readily participate in lessons. The work seen in lessons and in pupils' books confirms information provided by the school's tracking records that their achievement is good. In a mathematics lesson in Key Stage 1, for example, the careful and thoughtful use of resources by the teacher ensured that pupils then tackled addition and subtraction activities with confidence. Throughout Years 1 to 6 a very significant number of pupils either join or leave the school at times other than those normally expected. Some pupils joining the school have gaps in their knowledge. The school supports these pupils well and they make good progress, although their final attainment is often not as high as that of pupils who have been in the school throughout their education. Pupils with special educational needs and/or disabilities achieve well. In a science lesson on materials observed in Key Stage 2, for instance, the teacher ensured that they made a full contribution, thus benefiting their learning. The pupils' good achievement illustrates that the school is preparing them well for their future economic well-being.

Pupils clearly like school very much, and this is reflected in their outstanding behaviour and good levels of attendance. They have exceptionally sensible attitudes to their work, and they are polite and courteous. Pupils say they feel very safe in school, largely as a result of the many adults who look after them. They eat fruit and healthy meals and readily and regularly take part in opportunities for physical exercise. They are very pleased to have contributed towards the school's Healthy Schools status. Pupils' spiritual, moral and social development is strong, although their understanding of the multicultural society in which we live is less well developed. Pupils are very keen to take on the very many responsibilities that the school offers them and they recognise that they are working for, and helping, each other. The school council organises a variety of fund raising activities; they are currently waiting for a new water fountain to be installed as the result of their efforts. Pupils' involvement in the wider village community is excellent and exemplified by such events as the summer fete, inviting local residents into school, visiting local farms and woodland and taking part in musical activities in the church. Pupils are keen to say that the school plays a very significant role in village life.

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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>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	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
<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>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>

<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?

Teachers organise their classrooms well, and they create a welcoming learning environment where both artefacts and samples of pupils' work are thoughtfully displayed. They are always well supported by their teaching assistant colleagues. Teachers use a good range of strategies to inform the pupils, including using the interactive whiteboards, and relationships are a strength. Explanations are clear, although occasionally, pupils are not fully encouraged to contribute enough themselves, so allowing them to clarify their thoughts and ideas and explain their understanding. Planning is detailed, but while teachers make good provision for pupils with special educational needs and/or disabilities, they occasionally make less allowance for those who are more able. Pupils receive much help and support during lessons when they need it and comments in their books together with the targets provided for them give them clear guidance on how to improve their work.

An excellent range of outings and clubs enhance the curriculum, with pupils being particularly enthusiastic about those relating to the Eco agenda. The curriculum is enriched through the high standards achieved in art and design. The school has successfully developed subject links to enhance the interest and relevance of the curriculum through the provision of topics and themes. There is a clear recognition in the school that some pupils have difficulties with their writing skills. The staff have rightly identified the need to improve pupils' use of vocabulary and punctuation to help address

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this issue, through the provision of more opportunities to practise these skills. The exceptional care, guidance and support provided for pupils contribute very well to their enjoyment of school. Parents say they much appreciate the pastoral care of their children. Effective arrangements are in place to ensure the smooth entry of children into Reception, as well as into secondary school when they leave at the end of Year 6. Particular care is taken to ensure the well-being of pupils who join the school midway through the year. The school is exceptionally good at identifying any weaknesses these pupils have in their knowledge and putting in place strategies to help them achieve well. Outside agencies are used very effectively to support pupils when a need is identified. Pupils are taught extensively about the importance of healthy living and they are regularly reminded about the need to take care, for instance when undertaking science experiments.

*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>1</b>

## How effective are leadership and management?

The headteacher leads the school with both enthusiasm and skill. She is well supported by other staff members who have all contributed significantly towards the outstanding overall outcomes for pupils. There is a clear sense of teamwork, together with strong ambition and drive to continue to improve the provision for all pupils. The delightful learning environment that has been developed provides a stimulating backdrop in which pupils can learn. Good care is taken to ensure that no form of discrimination is evident in the school and that equal opportunities are fully and effectively promoted. For example, the good inclusion of pupils who arrive at the school mid-year greatly benefits their learning. Good quality safeguarding procedures are consistently and carefully applied with, for instance, the identity of all visitors being routinely checked. The school has good systems for finding out how well it is doing and the self-review has accurately identified strengths and areas for development, with current priorities being very appropriate. For example, while community cohesion is very well developed in the school and in the local community, and contacts have been made with a school in London, few similar links have yet been established with people in other parts of the world. As a result, the overall effectiveness with which the school promotes community cohesion is presently only satisfactory.

Staff show a good understanding of the various subjects for which they share responsibility and they have contributed well to recent improvements. Action plans are detailed and show a clear awareness of the ways to continue to take the school forward. The governing body actively supports the school, through, for instance, their important role in budgeting. Governors are presently extending their understanding of the school's overall provision so that they might contribute more effectively to school self-evaluation.

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There are exceptionally good working relationships with parents and carers and their views are regularly sought when changes are being proposed in school.

*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>2</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>1</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>1</b>

## Early Years Foundation Stage

Consistently good teaching means that the children achieve well from their overall below expected starting points in the Early Years Foundation Stage. At the start of the day children arrive happily, join in quickly and enjoy themselves. They relate well to adults as well as to the older boys and girls present. They also benefit from the very good links established with parents and carers. Their behaviour is exceptional, and they are very keen to do well with their work. The staff work hard to create a friendly, welcoming and well-resourced learning environment and the provision is much improved since the previous inspection. Adults provide the children with a good balance between teacher-led activities and opportunities for them to choose for themselves. Tasks are well matched to their needs. Occasionally, introductions to lessons do not fully engage the children and this slows the initial pace of learning. However, this soon picks up and then the children busy themselves through the day.

Facilities are good, with a much prized and well-used outdoor learning area. Children grow in confidence exploring their various capabilities in this pleasant environment. Good, well-informed leadership successfully ensures good provision for the children, and staff members ably complement each other in helping them to achieve well. Great care is taken to guarantee that all children are equally involved, and safety and safeguarding are high priorities.

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*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 very large majority of parents and carers are positive about everything the school provides, such as in relation to their children's learning and the levels of care provided. Comments such as: 'My children are happy and well cared for' and 'All staff are very approachable' confirm their view. A very small minority of parents and carers raised some concerns about behaviour. However, during the inspection the pupils' behaviour was exemplary. Further discussions with pupils found that they had no concerns about behaviour or bullying.

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

Ofsted invited all the registered parents and carers of pupils registered at Parkham 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 38 completed questionnaires by the end of the on-site inspection. In total, there are 62 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	28	74	10	26	0	0	0	0
The school keeps my child safe	22	58	15	39	1	3	0	0
My school informs me about my child's progress	22	58	14	36	2	6	0	0
My child is making enough progress at this school	22	58	13	34	3	8	0	0
The teaching is good at this school	23	55	12	32	0	0	0	0
The school helps me to support my child's learning	19	50	16	42	3	8	0	0
The school helps my child to have a healthy lifestyle	13	34	23	60	2	6	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	45	17	45	0	0	0	0
The school meets my child's particular needs	19	50	16	42	0	0	0	0
The school deals effectively with unacceptable behaviour	18	47	14	37	5	13	1	3
The school takes account of my suggestions and concerns	17	45	17	45	3	8	0	0
The school is led and managed effectively	20	53	14	37	2	6	1	3
Overall, I am happy with my child's experience at this school	26	68	8	26	2	6	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.**



25 November 2010

Dear Pupils

**Inspection of Parkham Primary School, Bideford, Devon EX39 5PL**

Thank you for making us so welcome when we came to visit your school. We enjoyed coming into your lessons and into your assembly. It was a pleasure being with you and talking to you. I am writing to tell you what we found out about the school, what we think is good, and what we think could be made better. We agree with the comments you made to us that you are in a good school where you are making good progress with your work. The headteacher and other staff know what they need to do to make the school even better.

These things are some of the strengths of the school.

- Teaching is good and teachers provide you with lessons and other activities which you enjoy.
- Your behaviour and your attitudes to your work and each other are outstanding.
- You have an excellent understanding about eating healthily and taking plenty of exercise.
- The staff know you well and take exceptionally good care of you. As a result you feel very safe.
- Your parents are very pleased with the school.

These are things the school has been asked to improve. ♦ We would like your teachers to:

- help you all to improve your writing skills by ensuring that you have plenty of chances to talk about what might be in your stories, and help you to become more confident in using punctuation and a variety of different words
- give you greater opportunities to become more aware of people from communities and cultures different from your own.

You can help too, for example by trying to do your best work at all times.

I wish you all well for the future.

Yours sincerely

Martin James Lead inspector

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