

# Chudleigh Knighton Church of England Primary School

## Inspection report

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<b>Unique reference number</b>	113393
<b>Local Authority</b>	Not Applicable
<b>Inspection number</b>	387203
<b>Inspection dates</b>	21–22 March 2012
<b>Lead inspector</b>	Keith Sadler

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>	Academy
<b>School category</b>	Non-maintained
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	89
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Nick Maguire
<b>Headteacher</b>	Paul Jones (Executive) Jackie Huntington (Head of Teaching and Learning)
<b>Date of previous school inspection</b>	Not previously inspected
<b>School address</b>	Chudleigh Knighton Newton Abbot Devon TQ13 0EU
<b>Telephone number</b>	01626 852314
<b>Fax number</b>	01626 852390
<b>Email address</b>	admin@chudleigh-knighton.devon.sch.uk

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## Introduction

Inspection team

Keith Sadler

Additional inspector

This inspection was carried out with two days' notice. The inspector observed nine lessons led by six different teachers or practitioners. The inspector held meetings with members of the governing body, staff, parents and carers, and groups of pupils. The inspector took account of the responses to the on-line questionnaire (Parent View) in planning the inspection, observed the school's work and looked at a wide range of documentation. This included: the school's analysis of pupils' progress; teachers' lesson plans; the federation improvement plan; leaders' monitoring records; and pupils' work. Thirty-eight questionnaires completed by parents and carers, together with others from staff and pupils, were analysed and their responses taken into account.

## Information about the school

Chudleigh Knighton is a much smaller than average-sized primary and part of a federation of five schools within Devon. There is one governing body and executive headteacher for the federation and each school has a head of teaching and learning. The school converted to academy status in November 2011 as part of a multi-academy trust. Almost all pupils are from a White British heritage and the proportion known to be eligible for free school meals is well below average. The proportion with disabilities or special educational needs is average. The school meets the current floor standard, which sets the minimum expectations for pupils' attainment and progress.

The school has four mixed-age classes. Children in the Reception Year share a class with Year 1 pupils. There is a further class for Years 1 and 2, Years 3 and 4, and Years 5 and 6. The school has achieved the Healthy School and International School awards.

**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

<b>Overall effectiveness</b>	<b>2</b>
<b>Achievement of pupils</b>	<b>2</b>
<b>Quality of teaching</b>	<b>2</b>
<b>Behaviour and safety of pupils</b>	<b>1</b>
<b>Leadership and management</b>	<b>2</b>

## Key findings

- This is a good school. The school is good rather than outstanding because although pupils achieve well and teaching is invariably of good quality, it is not yet sufficiently strong to promote consistently outstanding progress in learning.
- Pupils make good progress so that attainment at the end of Year 6 is above average in writing and mathematics and high in reading. Previously, a much smaller proportion of pupils achieved the higher level in writing than in reading. However, this has been successfully addressed and the gap closed but there is still room for improving pupils' handwriting. Staff ensure that pupils of all abilities are successfully catered for and they ensure that activities are well planned and engaging.
- All teaching is of good quality. Teachers create a positive and inclusive atmosphere and they ensure that work is matched well to the different age groups present in each class. Pupils say that they enjoy learning because teachers make lessons fun, and activities capture their interest well, although on occasions there is too much teacher talk. In addition, although assessments are used well to plan work, when marking, teachers do not give sufficient guidance for next steps in learning.
- Pupils' behaviour is outstanding. They know and respect the rules and understand the impact of their actions on others. They feel exceptionally safe because they know that the staff care for them.
- The impact of leadership and management is good. There are outstanding qualities to senior leadership. Close attention is given to monitoring teaching and tracking pupils' progress. This, in conjunction with the effective procedures for the management of performance, ensures that professional development is targeted well. Well-founded improvement projects have shown positive impact on achievement. Parents and carers are almost unanimous in their support and the school's partnership with them is outstanding.

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

- Lift the quality of teaching and learning from good to outstanding by:
  - September 2012, ensuring that that teachers' marking of work includes clear guidance about next steps in learning
  - ensuring that pupils' handwriting complies with the school's policy to write in cursive script
  - ensuring that teachers' introductions to lessons are kept brief but effective.

## Main report

### Achievement of pupils

Inspection findings support the unanimous view of parents and carers that their children make good progress. In all four classes, pupils achieve well and they make good progress in acquiring the basic skills of literacy and numeracy. They are enthusiastic learners and are motivated to learn new skills and concepts. Their good attainment is demonstrated in both the high quality displays of pupils' work and in their books. Pupils' attainment is above average at the end of Year 6 in English, mathematics and science. Although all groups of pupils now achieve well, in the past, fewer more able pupils reached the higher National Curriculum level in writing as they did in reading or mathematics. As a result of a successful improvement project, this is no longer the case, and the gap between the pupils' attainment in reading and writing for current Years 5 and 6 pupils has been successfully closed. One key reason for this is that the staff provide a clear purpose for writing which motivates pupils well. For example, pupils' report writing skills were developed exceptionally well as part of the local environment topic. Years 5 and 6 pupils took on the role of becoming Ofsted inspectors and they were given the task of inspecting the local pre-school. Questions were prepared, staff were interviewed and the children observed at play. Finally, the pupils wrote high quality reports using all the Ofsted headings and grade criteria! Pupils spoke enthusiastically about the biographies that they wrote after they invited a number of villagers into the school to interview them and later produced high quality life stories. Despite these strengths, pupils' productivity in extended writing is at times hampered. This is because teachers do not consistently insist that pupils follow the school's policy to use cursive script. Writing in print limits the quantity of work they produce.

Children's skills and abilities on entry to Reception vary each year as the cohorts are small. They invariably make good progress in all areas of learning, though their progress is particularly strong in their personal and social development. This is because the class has a warm and encouraging atmosphere and the children feel secure and confident, with Year 1 pupils helping them to settle to their tasks. Across the school, pupils benefit from a consistent and structured approach when learning to read. Years 1 and 2 pupils' knowledge of letters and sounds is good. Even those that struggle to read employ well-embedded strategies to build words. By the end of

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Year 2, attainment in reading is above average and it is high at the end of Year 6. Many Year 6 pupils are reading lengthy novels and can talk clearly and authoritatively about the reasons why they enjoy certain types of books and some of the authors they find engaging.

Teachers make good use of the wide range of good quality data which tracks pupils' progress. This ensures that work is usually matched well to pupils' learning needs and ensures that all groups of pupils achieve well, including the small number who are eligible for free school meals. The school pays close attention to the progress of pupils who are disabled or have special educational needs. These pupils achieve well because their needs are identified early and good quality individual programmes are implemented.

### **Quality of teaching**

Parents and carers are unanimous in saying that teaching is good and the particular needs of their children are met. During the inspection, all lessons seen were of good quality. Pupils say that they thoroughly enjoy learning because, as one Year 6 pupil said, 'Our teachers push us and pull us and never give up. It's great here.' Teachers' good expectations for pupils' progress and behaviour foster secure relationships and also effectively promote the pupils' spiritual, moral, social and cultural development. Their social development is particularly well catered for in most lessons because staff make good use of talking partners and they also provide many opportunities for pupils to work in groups. This was evident in a Years 3/4 literacy lesson. After watching a video clip of Benjamin Zephaniah re-telling one of his poems, pupils collaborated well to meet the challenging lesson objective of using their own poems to develop performance skills.

The curriculum provides an effective framework for teachers' planning. The quality of pupils' writing in their science, history and geography work is notable because teachers cleverly link the focus of their literacy development to the topic themes. Lessons are typically characterised by brisk pace, with teachers providing a good range of activities that captures the pupils' interest well. Even so, on occasion, teachers sometimes spend too long introducing lessons. Teachers are adept at ensuring that pupils are clear about what is to be learned. Their marking of work is comprehensive and invariably focuses on the success criteria for the work set. However, teachers do not routinely provide guidance for pupils' next steps in learning in their marking.

### **Behaviour and safety of pupils**

From a young age, pupils demonstrate extremely positive attitudes towards learning, and Key Stage 2 pupils were unanimous in their questionnaire responses in saying that they are happy coming to school. This is reflected in their high levels of attendance. Pupils have an excellent understanding of how to behave in class and around the school. In the playground, they are lively and fun-loving and show awareness of others. Older pupils set excellent examples as very good role models

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for younger pupils. They move around the school in an orderly way, holding doors for others and standing aside for adults. In class, behaviour is excellent and pupils settle quickly to their work. This is because all the adults share and pass on to the pupils the school's high expectations for their behaviour. Parents and carers are unanimous in their confidence that behaviour is of a high standard and that their children are safe in school.

Pupils have a highly tuned understanding of staying safe and, in the questionnaires and discussion, pupils were unanimous in saying that any bullying is dealt with very well, that behaviour in school is very good and that they feel safe and secure. Pupils are aware of the various risks they face in and out of school, such as when using the internet or when walking and cycling, and they know how to respond to these. Year 6 pupils, for example, proudly showed the high quality posters designed by Year 3 and 4 pupils that highlight actions needed to be taken in any case of cyber bullying. As one Year 6 pupil said, 'There is no physical, mental or any other sort of bullying in our school.' By the time that they reach Year 6, pupils are secure and confident young people with high self-esteem and well-developed social skills.

### **Leadership and management**

Parents and carers are fulsome in their comments about the quality of leadership and management in the school. They praise senior staff for their accessibility, the improvements that they have brought about and the concern they show for the needs of each individual pupil. As one parent wrote, 'I am blessed that my son is carrying out his education at such a wonderful school with staff that are caring and concerned.' Partnership with parents and carers is outstanding and is further promoted by good quality communications and strong provision to support for families.

There are excellent qualities in the leadership and management of the executive headteacher and head of teaching and learning. They are ambitious for the school and have worked energetically to secure strong improvement, particularly in the quality of teaching and learning. Since the last inspection, they have raised pupils' achievement and responded well to the development points raised. There has been the successful implementation of a range of measures to boost achievement and ensure that any gaps in achievement between groups of pupils are now small and closing. Teamwork is strong and staff morale high because all members of staff know that their views and opinions are valued.

The school leaders and staff maintain a successful focus on promoting equalities and tackling potential discrimination. There is close monitoring of pupils' progress and the quality of the school's provision, and this leads to clear priorities for improvement. The curriculum has been adapted well to meet the needs of all pupils and to equip them with a range of useful, transferable skills and to provide them with a good education. In addition, the school successfully promotes pupils' spiritual, moral, social and cultural development.

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Governance is effective. Even though there is one governing body across the five schools in the federation, governors have a clear understanding of the strengths and weaknesses of the school because there are good procedures for them to check provision for themselves. They also, alongside school leaders, ensure that all child protection and safeguarding regulations are met in full. The improvements in teaching and pupils' achievement and the positive response to previous development points demonstrate the school's strong capacity to secure further improvement.



## 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	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

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

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

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

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and 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 governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

**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.**



Dear Pupils

**Inspection of Chudleigh Knighton Church of England Primary School,  
Newton Abbot TQ13 0EU**

Thank you for making me so welcome when I came to inspect your school. I was pleased to hear about the many things that you enjoy. Thank you to those who completed questionnaires. I particularly enjoyed listening to you sing, and I am sure that when your Easter service comes round, your parents and carers will too!

Yours is a good school. Your teachers work hard to make lessons interesting and they plan lots of exciting activities for you to do. This helps you to make good progress in your learning. Those of you who find learning hard make good progress because the teaching assistants support you well.

You told us that your school is a happy place and that the adults look after you. We agree with you and so do your parents and carers. We were impressed about how well you get on together. Your behaviour is outstanding and you feel really safe in school. We think that your head of teaching and learning and your executive headteacher do a good job and they are greatly helped by all the staff. They are always checking on how well you are doing because they want you always to do as well as you can.

Even in a good school like yours, there are things to improve. I have asked your teachers to make sure that when they mark your work, they tell you your next steps in your learning. I have also asked also your teachers to make sure that they do not spend too long introducing lessons. Finally, I have asked that your teachers make sure that you learn to write in a cursive script. You can help by making sure that when you do your handwriting, you follow your school's way of doing it. Thank you for taking time to talk to me and I hope that you continue to enjoy your education.

Yours sincerely

Keith Sadler  
Lead inspector

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