

Drake's Church of England Primary School

Inspection report

Unique Reference Number	113429
Local Authority	Devon
Inspection number	357347
Inspection dates	29–30 March 2011
Reporting inspector	Ann Henderson HMI

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	95
Appropriate authority	The governing body
Chair	Marjorie Crone-Smith
Headteacher	Carron Saunders
Date of previous school inspection	1 November 2007
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and one additional inspector. They visited 10 lessons, observed five teachers and held meetings with the headteacher, staff, pupils and governors. Inspectors observed the school's work and looked at the school development plan, its self-evaluation, tracking information on pupils' attainment and progress, curriculum documentation, minutes of the governing body meetings, staff and pupils' questionnaires and 73 questionnaires from parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The quality of teaching and learning and the use of assessment, and their impact on the learning and progress of pupils, particularly at Key Stage 1.
- Whether the level of expectation and challenge in lessons is sufficient to enable all pupils to reach higher attainment levels and make rapid progress.
- The effectiveness of the governing body in fulfilling its duty to promote community cohesion in the national and international context.
- The impact of the current leadership of the Early Years Foundation Stage on ensuring consistently good or outstanding outcomes for children.

Information about the school

Drake's Church of England Primary School is a smaller-than-average sized primary school. It has Early Years Foundation Stage provision in one Reception/Year 1 class. The proportion of pupils known to be eligible for free school meals is well below average. The percentage of pupils with special educational needs and/or disabilities is below the national average. The majority of these pupils have speech, language and communication difficulties and/or emotional and behavioural difficulties. The percentage of pupils with a statement of special educational needs is above the national average. The school renewed its Artsmark status in July 2010.

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

Drake's Primary School is a good school. The very caring ethos and nurturing environment enables pupils to feel safe and confident to take full advantage of the good-quality learning experiences the school provides. The comment from one parent reflects the views of many: 'Drake's is a fantastic school. The children are happy and excited to go to school every day.' It has gone from strength to strength over the past three years. Clear-sighted and determined leadership by the headteacher, with strong support from staff and governors, has ensured that pupils' achievement and their enjoyment in learning are good.

During their time in the Early Years Foundation Stage, children achieve well and reach a good level of skills by the time they start in Year 1. Pupils continue to make good progress throughout the school and, by the end of Year 6, attainment is above average in English and mathematics. This is because of the care and attention placed on individual pupils and the focus that leaders and managers have on regularly checking the progress of all pupils, including those with special educational needs and/or disabilities. This focus on frequently assessing the progress of pupils has been one of the key features of the improvements.

Good teaching and a good curriculum are also important factors in pupils' good progress. Relationships are strong and teaching assistants are deployed well to support learning. Teaching is good overall, but is variable across the school, particularly at Key Stage 1. In some lessons, teachers do not consistently make use of discussions at the end of lessons to secure a good assessment of pupils' learning in the session. Therefore the quality of lesson planning to match the needs of individual pupils is variable. The feedback provided to pupils through marking and the use of targets is inconsistent and does not always help them to understand what they need to do to improve their work or provide them with sufficient information on their next steps in learning. The curriculum contributes well both to pupils' progress and their enjoyment of school. It is interesting and varied and, for example, helps to make pupils very aware of the need to follow a healthy lifestyle. The school has done much to promote a cohesive community, both in school and locally. However, there is scope to improve pupils' understanding of the cultural diversity to be found within the United Kingdom and on a more global scale.

The school has developed excellent partnerships, particularly within the Exmouth Area Learning Community, which make an outstanding contribution to pupils' good personal development and academic achievement. Pupils are proud of their school, and their exceptional participation within the local village community is highly valued and respected. The headteacher, staff and governors are a very dedicated team, committed to improving provision and outcomes for their pupils. Self-evaluation accurately pinpoints strengths and areas for improvement. The improvements seen since the last inspection, particularly in relation to pupils' attainment, progress and their now above average attendance, show that the school has a good capacity for sustained improvement.

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What does the school need to do to improve further?

- Make more effective use of day-to-day assessments by:
 - ensuring all teachers use assessment information to plan lessons that build on pupils' prior attainment for all groups of pupils
 - ensuring pupils are always clear of what their next step for improvement should be by improving feedback in marking
 - consistently using pupil targets to promote learning and provide detailed steps for improvement.
- Increase pupils' awareness of cultural diversity in the United Kingdom and the wider world.

Outcomes for individuals and groups of pupils

2

All groups of pupils, including those with special educational needs and/or disabilities, achieve well. They say they enjoy lessons because 'teachers make our lessons fun and interesting'. Their good academic and personal skills, together with their above average attendance, prepare them well for later life and learning.

Children enter the Reception class with skills at levels that are similar to those expected for their age. By the time they leave the school, their attainment is above average. In lessons, pupils show a positive attitude to learning and have good levels of sustained concentration. All pupils work well together and are clearly engaged and involved in their learning. The Year 5 and 6 pupils particularly enjoyed their 'Victorian Day', dressing up as Victorian children and experiencing at first hand the toys children used and the way children learned during this period in history.

Pupils say they feel safe in school and are aware of the dangers when using the internet. They are confident they can always ask for help if they need it. They behave well in lessons and around the school. Their commitment to learning and willingness to support others are notable features. For example, older pupils are very supportive of younger pupils, particularly when walking to the local allotment to grow vegetables and herbs which, when ready, are sold in the local shop. The school councillors, who are elected by their classmates, take great delight in representing the views of their class and they take their responsibilities very seriously when making decisions which contribute to improvements to the school. Pupils' spiritual, moral, social and cultural development is good overall, although their understanding of different cultures in the United Kingdom and beyond is relatively weaker.

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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	2
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	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

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

How effective is the provision?

Teaching is effective because of the positive, caring relationships between all adults and pupils. Teaching assistants play a full part in this and form good relationships with teachers and their pupils. Their carefully planned roles ensure that pupils with additional needs are fully engaged and challenged appropriately. The tracking system to check the pupils' progress is rigorous and teachers are increasingly using data effectively to support their teaching. However, assessment does not always identify small steps in learning so that pupils are clear about how well they are doing and how they might improve. In the best lessons, teaching is lively, often inspiring and moves at a fast pace. Imaginative resources are used effectively to stimulate learning. For example, the banks of laptop computers form an integral part of lessons to support learning. In the Year 3/4 class, pupils used a mathematics program to strengthen their understanding of fractions. Information and communication technology is used well to assist learning at home too, through the school's learning platform, which is increasingly used to good effect by pupils, staff and parents and carers.

The curriculum has been carefully designed to take account of pupils' interests, with imaginative themes and strong links between subjects. It has successfully motivated and enthused pupils and has done much to increase their confidence as learners. As a result, one area where pupils have shown increased confidence and initiative is through their development of an outdoor arts studio, providing opportunities to engage in art activities

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together during playtimes. The recently achieved Artsmark award for excellence in art is a recognition of their artistic work. Enrichment opportunities outside the school day are well supported. Visits to places of interest are a regular feature of this well-organised curriculum. Partnerships with businesses and the local community make a valuable contribution to the pupils' engagement in learning. For example, Year 5 and 6 pupils thoroughly enjoyed working with Haldon Forest rangers to build shelters, which supported their understanding of design technology and provided them with a real-life experience to make their writing meaningful.

The school's commitment to the care, support and well-being of all pupils is at the heart of its philosophy. Pastoral care is a strength of this nurturing family community. Pupils are cared for sensitively. As a result, they feel safe and protected. As one parent commented, 'It has always had a special atmosphere and the nurturing environment and caring between the children and staff is brilliant!' The school has good transition arrangements to ensure children starting in the Reception class can settle quickly and move to each year group smoothly. Arrangements for the transfer of pupils to secondary school are equally good, because of the highly effective partnerships with the local learning community.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

Through very good leadership, the headteacher has successfully embedded high ambition. Consequently, all staff and the governing body have been decisive about the main priorities and strategies to guide the school forward. Staff work together well as an effective and ambitious team and are all committed to school improvement and ensuring their pupils have a good primary education. Close attention is paid to promoting equality of opportunity and tackling discrimination, enabling all pupils to achieve well. The system for tracking pupils' academic progress is effective, so that any pupil who is not making enough progress is quickly identified and additional support is provided to address any underachievement. The provision for the support of pupils with special educational needs and/or disabilities is well led and managed and consequently their achievement is good. The headteacher and staff have worked tirelessly to ensure that partnerships with parents and carers are good. As a result, parents and carers speak highly of the trust and confidence they have in the school to meet their children's needs. Exceptionally good links have been established with a variety of outside agencies and they contribute very significantly to pupils' learning and welfare.

The governing body provides strong leadership and good challenge to the school. Policies, strategies and procedures to ensure the welfare of pupils are good. Safeguarding policies

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and risk assessments are also of good quality and regularly reviewed to ensure pupils' safety. Community cohesion has been promoted effectively within the school and local community. This is reflected in the high regard with which the school is held in the village. It has been less effective in its promotion of community cohesion more widely, at the national and international levels. The school meets the needs of all pupils well. As a result, it provides good value for money.

These are the grades for leadership and management

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

Early Years Foundation Stage

The Early Years Foundation Stage has undergone a period of transition, with changes in staffing and the leadership under review. Nevertheless, there have been significant improvements in provision since the last inspection. A good range of resources is provided, with all areas of learning accessible both indoors and in the outdoor learning area. The covered areas allow for learning outdoors even during inclement weather. This has led to an overall improvement in the children's performance.

Through their time in Reception, the children achieve well and their attainment is above average by the start of Year 1. The children are happy in school and particularly enjoy the company of the older children in the class. Their behaviour is good, enabling them to learn and play together well. The staff work hard to create a friendly and caring learning environment and the children also benefit from the good links established with parents and carers and the pre-school. Adults provide children with a good balance of teacher-led activities and chances for them to choose activities for themselves; they take every opportunity to help children to develop their various skills. Children enjoy the learning activities provided, which was evident when they were hunting for clues hidden outside, to try to discover the story linked to the objects they found. They excitedly opened the paper carriers to confidently read the clues and match them to the story of 'The Little Red Hen'.

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School leaders have focused well on improving provision and outcomes for children and have fully addressed the issues raised during the previous inspection.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

A higher than average number of parents and carers responded to the inspection questionnaire. Parents and carers are very happy with the school. The questionnaires returned were almost all totally favourable. There were many positive comments, particularly with regard to the care and support provided for pupils, the dedication and hard work of the headteacher and staff and the friendly atmosphere which promotes a happy and secure learning environment for all children.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Drake's Church of England 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 73 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	58	79	15	21	0	0	0	0
The school keeps my child safe	66	90	7	10	0	0	0	0
My school informs me about my child's progress	53	73	19	26	1	1	0	0
My child is making enough progress at this school	50	68	22	30	1	1	0	0
The teaching is good at this school	50	68	23	32	0	0	0	0
The school helps me to support my child's learning	49	67	21	29	1	1	0	0
The school helps my child to have a healthy lifestyle	46	63	27	37	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)	42	58	27	37	0	0	0	0
The school meets my child's particular needs	48	66	24	33	1	1	0	0
The school deals effectively with unacceptable behaviour	52	71	20	27	0	0	0	0
The school takes account of my suggestions and concerns	53	73	20	27	0	0	0	0
The school is led and managed effectively	58	79	15	21	0	0	0	0
Overall, I am happy with my child's experience at this school	57	78	16	22	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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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.



31 March 2011

Dear Pupils

Inspection of Drake's Church of England Primary School, Budleigh Salterton, EX9 7DQ

Thank you for welcoming us to your school, and special thanks to those of you who took the time to talk to us. We found you extremely interesting to talk to and very polite and helpful. You spoke enthusiastically about your school and how much you enjoy learning.

These are some of the things the school does really well.

- You make an exceptional contribution to your school and the local community.
- Your school works extremely well with various partners in support of your learning.
- Children get off to a good start in Reception and make good progress.
- You have a good understanding of how to live a healthy lifestyle.
- You feel safe in school and know there is always someone to talk to if you have a problem.
- Your attendance is above average.

We have asked the school to work on two things to make your school even better.

- For teachers to use the assessments of your learning following lessons, to plan for your next steps and for you to know more about how you can improve your work through teachers' marking and the targets set for you.
- For the school to help you to understand about different cultures and communities in the United Kingdom and throughout the world.

It was a real privilege to visit your school. Continue to work hard and, most of all, enjoy your learning! Thank you again for your help.

Yours sincerely

Ann Henderson

Her Majesty's Inspector

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