

Lady Seaward's Church of England Primary School

Inspection report

Unique Reference Number	113428
Local Authority	Devon
Inspection number	357346
Inspection dates	14–15 June 2011
Reporting inspector	Paul Garvey

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	5–11
Gender of pupils	Mixed
Number of pupils on the school roll	69
Appropriate authority	The governing body
Chair	Nick Maguire
Headteacher	Paul Jones
Date of previous school inspection	10 October 2007
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Introduction

This inspection was carried out by two additional inspectors. They visited six lessons and observed four members of staff teaching. Visits were made to classrooms to look at pupils' work and inspectors held meetings with groups of pupils, staff, the Chair of Governors and other members of the governing body. They observed the school's work, and looked at pupils' books, tracking data showing pupils' attainment and assessing the progress pupils are making. They also looked at a wide variety of documentation, including teachers' planning, School Improvement Partner reports and the federation improvement plan. They also considered 44 responses to the questionnaire received from parents and carers and the responses to the questionnaire received from pupils.

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, the curriculum and of care, guidance and support to see if they are of good enough to support improvements in achievement.
- The way that leaders and managers at all levels use partnership working to support pupil progress.
- How effectively the school promotes an awareness of the different cultures and lives of people who live in different areas of the United Kingdom and around the world.

Information about the school

Lady Seaward's Church of England Primary School is smaller than the average sized primary school and it draws its pupils mainly from the surrounding villages. A few pupils live in the neighbouring city of Exeter. There are three classes of mixed-age pupils: a mixed Year 1/Reception class; mixed Year 2 and Year 3 class; and, a mixed class consisting of Year 4, Year 5 and Year 6 pupils. The proportion of pupils known to be eligible for free school meals is lower than the national average. The school is part of a five-school federation, having joined at Easter 2009, and it shares significant elements of leadership and governance with the other four federation schools. The proportion of pupils with special educational needs and/or disabilities is a little above average. There are no pupils with a statement of special educational needs. The proportion of pupils from minority ethnic backgrounds, or who speak English as an additional language, is below average. An independent pre-school uses part of the school grounds, but it is not managed by the governing body and so was not part of this inspection. The school has received a number of nationally recognised awards, including Healthy School status and the Sports Activemark.

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

Lady Seaward's Church of England Primary School is a good school. It is a happy community which provides its pupils with an excellent spiritual and moral grounding for the next stage in their education and for later life. The school has made good progress from the last inspection and a significant part of that progress has been down to the shared human and physical resources it can access through being federated with other schools. One comment summed up a number from parents and carers about that progress: 'After joining the federation, a lot changed for the better at Lady Seaward's. It is a very pleasant place to be and to be dealing with.' The school's leadership team is passionate about learning and leadership and management within the school itself, in almost all respects, are good, with the leadership provided by the federation's executive headteacher being outstanding. The school's self-evaluation is accurate. As such, the capacity for further improvement is good. Although the school itself is a very cohesive place and pupils interact well with their immediate community, community cohesion is satisfactory because recently initiated links with United Kingdom schools have not yet had a chance to evolve, and planned links to schools abroad are not yet operative.

Attainment is above average. The good basic skills that pupils have, combined with above average and improved attendance, lead to good workplace skills that will contribute well to their future economic well-being. Very effective support from other adults in the classroom, together with well-targeted interventions for any children who may fall behind, leads to the progress of pupils with special educational needs and/or disabilities being good. As all groups of children make good progress, support for equal opportunities is good, as is achievement. Pupils say they enjoy their lessons, which are varied and interesting, but more rapid progress is presently limited by a lack of sharpness in changing activities in lessons and reinforcing pupils' targets. The school has developed an innovative curriculum which is beginning to engage pupils fully. Pupils proudly showed inspectors their work which is used imaginatively to enhance the stimulating indoor environment. However, the quality of the outdoor hard play and learning areas in the Early Years Foundation Stage does not yet fully meet children's needs.

Pupils say they feel safe in school and that there are caring adults available to whom they can turn for support and guidance. One outstanding area of pupils' personal development is the extent to which pupils contribute to the school and the wider community. Pupils have an impressive array of responsibilities to exercise, which they do eagerly and well. A 'family group' of all ages was seen to lead the morning healthy exercises. This resulted in enthusiastic participation from staff and pupils, helping to contribute to the pupils' good adoption of healthy lifestyles. Behaviour is good and pupils have an excellent awareness of right and wrong which the school encourages through its Christian ethos. Pupils talked fondly of their recently restored garden area being 'a nice place to sit and think' and this aids their spiritual awareness.

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What does the school need to do to improve further?

- Continue the improvements made so far in raising attainment by:
 - embedding the new creative curriculum to engage pupils fully in their learning and thus accelerate their progress
 - raise the quality of teaching from good to outstanding in the majority of lessons by employing swifter changes between activities and reinforcing pupils' awareness of their progress at each stage in the lesson
 - improve the quality of the outdoor environment in the Early Years Foundation Stage and the hard playground environment to match that of the indoor environment.
- Over the next twelve months,
 - promote pupils' cultural development more effectively by providing more opportunities for pupils to study different cultures and ways of life, both in other parts of the United Kingdom and in the global community, and by extending links with other schools at home and abroad.

Outcomes for individuals and groups of pupils

2

Attainment on entry varies as some cohorts of pupils entering the Early Years Foundation Stage are very small. Pupils often join the school with limited skills in communication, language and literacy, and in personal, social and emotional development. From these starting points, pupils enter Year 1 having made good progress towards age-related expectations in all areas of learning. This good progress continues through Key Stage 1 and Key Stage 2, until all groups of pupils leave with above average attainment in all subjects in Year 6. In a mathematics lesson in Key Stage 2, careful planning allowed two groups of different age pupils to be taught separately. Good progress was made by all ages, due to the teacher and another adult meeting the needs of all pupils through imaginative, cross-curricular work, with maps and compasses for the younger pupils and more intensive numeracy work with the older ones. Support for pupils with special educational needs and/or disabilities is particularly good due to effective support from adults and the school's work with a range of partner agencies.

Pupils were keen to say how much pride they had in their school and how much commitment they had to it. They also informed inspectors of the impressively wide range of duties they perform and the many responsibilities they have, both in the school and in the local community. This leads to them making an outstanding contribution to the school and the wider community. One example of participation in the wider community is where some pupils meet with others from the other four federation schools to discuss and arrive at ideas for prayer. As a consequence, each class in the school has a pebble box where they use their individual pebble as a means of reflection and prayer. Pupils are polite and helpful. Behaviour is good in all areas of the school. However, it can be compromised when the changes of activity in class are slow in coming, or when the outdoor areas do not give enough opportunity for imaginative play. Pupils are proud of their charity work and their efforts to raise funds for a child in Bangladesh. However, cultural education is a relative weakness as pupils' cultural awareness is not promoted as well as other areas of their personal development.

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Please turn to the glossary for a description of the grades and inspection terms

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	1
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	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 was seen to be good in all lessons observed. The good planning to meet individual needs and the depth of the marking used to help pupils to see and plan for the next steps in their learning are supporting good progress. Pupils are actively involved in the marking process, self-assessing their own work regularly. Lessons are varied and interesting, but a lack of sharpness in changing activities limits progress in some lessons and this can allow pupils' concentration to slip. Teachers do not regularly make reference to pupils' targets and how pupils are progressing during lessons, which can also limit progress. Staff regularly meet colleagues from other federation schools and this has helped to bring consistency to classroom approaches. Pupils are engaged by the interesting activities on offer and are encouraged to talk to each other at regular intervals about their work in all classes. Even the very young children, for example, were seen enthusiastically discussing with each other as to where they should place themselves and their story picture, in a line across the classroom, to show the narrative of a story.

The innovative and recently revised curriculum is cross-curricular in approach and has very clear learning outcomes. This promotes a sense of purpose and achievement in the learners. Pupils' artwork and written work from the first whole-school learning enquiry, about 'how to train your dragon', were displayed in classrooms and on the wall of the hall. Over lunch and during a pupil-led school tour, pupils of all ages were very keen to say

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how much they had enjoyed the topic and what they had learned. The school holds the Sports Activemark and uses partnerships well to promote sport in the school, working with a local provider to enhance the curriculum. During the inspection, a member of the England ladies' hockey team was coaching all years under their aegis. Combined with good health awareness, promoted through the curriculum, enthusiastic participation in extra-curricular activities and healthy lunches, this has helped the school to achieve the Healthy School award. However, the hard outdoor play areas do not match the excellent quality of the vibrant learning environment indoors and this sometimes inhibits the scope for active learning.

Pupils are well cared for and can say which adults they can turn to if they have difficulties. Most parents and carers felt their children are safe at school and that they enjoy their learning because of the good care, guidance and support they receive. Improved systems for encouraging attendance, such as texting parents and carers to ask why children may be absent, have successfully reduced absence levels. Arrangements for entry into the school are impressive and much appreciated by parents and carers. Children settle quickly and well as a result. Similarly, Year 6 pupils felt confident about moving to secondary school because of the way the school allows them to taste life at their chosen school before they move.

These are the grades for the quality of provision

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

How effective are leadership and management?

Leadership and management at all levels are good, with significant strengths in leadership available to the school through the federation leadership structure. This allows the school and the governing body to facilitate leadership changes as necessary and these have led to significant gains in achievement as a result. Governance is particularly strong, with the structure of the governing body being nationally recognised and used as a model for other federations. A strong and ambitious vision for the school has therefore been created, leading to particularly clear school development planning. This has driven improvements in attainment and progress and ensured that all groups of pupils now achieve equally well and that there is no evidence of discrimination. Teaching is monitored well through robust systems, resulting in good teaching in all classes.

The school engages well with its parents and cares. This is shown by a high parental response to the questionnaire and by most parents giving very positive responses to the questions therein. Safeguarding is promoted well, with federation policies being rigorously and effectively applied. There is careful management of records and safeguarding is given a high priority. The school immediately addressed some minor safeguarding issues found

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during the inspection. As a result, most parents and carers feel that their children are kept safe and all pupils who completed questionnaires felt that they were safe at school.

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	1
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	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 provides a safe and a caring environment where children quickly begin to make good progress. It is ably led by a practitioner who is using assessment well to monitor the children's development so intervention and support can be accurately targeted. The import of ideas from other federation schools, through regular meetings, has led to improvements in provision through shared resources. Good teaching is supporting this good achievement, so all pupils have a good basis for further progression in Year 1. This was seen in a well-planned lesson where, during group work, one group had chosen to play at being travel agents acting out the roles with enthusiasm. Another group had chosen to sell plants at a garden centre. One child was able to talk about growing tomato plants with a simple, but clear, knowledge and understanding of the plant's needs. The work of the class teacher is very effectively supported by other adults. The mix of older and younger pupils is well managed, creating a harmonious and a happy mix, with carefully differentiated learning. The outdoor area in the Early Years Foundation Stage places some boundaries on children's imaginative play, being large and not as well equipped as the indoor environment, which is designed imaginatively to stimulate young minds.

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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

The number of questionnaires that was returned was well above average. The overwhelming majority of parents and carers who returned questionnaires were happy with their children's experience at Lady Seaward's and said that their children enjoyed school. Almost all parents and carers were pleased with how the school keeps parents and carers informed, the quality of teaching, how the school helps pupils to be healthy and with the way the school is led and managed. Most parents and carers were pleased with the other areas of the school's work.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Lady Seaward'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 44 completed questionnaires by the end of the on-site inspection. In total, there are 69 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	24	55	19	43	1	2	0	0
The school keeps my child safe	26	59	15	34	3	7	0	0
My school informs me about my child's progress	24	55	19	43	1	2	0	0
My child is making enough progress at this school	15	34	27	61	2	5	0	0
The teaching is good at this school	19	43	24	55	1	2	0	0
The school helps me to support my child's learning	18	41	24	55	2	5	0	0
The school helps my child to have a healthy lifestyle	18	41	25	57	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)	16	36	24	55	1	2	0	0
The school meets my child's particular needs	19	43	22	50	3	7	0	0
The school deals effectively with unacceptable behaviour	15	34	24	55	4	9	1	2
The school takes account of my suggestions and concerns	16	36	26	59	0	0	1	2
The school is led and managed effectively	11	25	32	73	1	2	0	0
Overall, I am happy with my child's experience at this school	24	55	19	43	1	2	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 2010 to 31 December 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 2010/11 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.



16 June 2011

Dear Pupils

Inspection of Lady Seaward's Church of England Primary School, Exeter EX3 ORE

Thank you for welcoming us in such a friendly way when we visited your school recently. We both enjoyed our visit and seeing you learning and playing so well together. I am writing to tell you what we have found out about your school.

Lady Seaward's is a good school. Your leaders, teachers and other staff give you interesting lessons and your school buildings and garden make it a special environment in which to learn so you make good progress. You enjoy coming to school and this is shown by your good attendance. You told us how you were encouraged to lead healthy lifestyles and how safe you felt in school. You behave well and you get on well together and with the adults in your school. You know right from wrong and you value spiritual activities such as the assembly that we watched and the pebble boxes in your classroom. The First Federation is having a good effect on the way you learn and on your achievement. You showed us that you are eager to take on responsibilities. This and your contribution to your local community, through events like the harvest festival and your weekly 'messy church', are outstanding, but you are less knowledgeable than you need to be about the wider world.

To raise your attainment, we have asked your teachers and leaders to:

- improve teaching by keeping you more aware of your targets and progress towards them during your lessons
- improve and produce more of the learning enquiries which we know you enjoy
- improve the hard outdoor areas so that you feel more inspired to learn there.

To improve your knowledge of other cultures, we have asked your leaders and teachers to:

- provide more opportunities in class to learn about other cultures and to make more links with schools in the United Kingdom and abroad.

You can help them by continuing to attend school well, working hard and asking your teachers about how well you are progressing in class.

Yours sincerely

Paul Garvey (on behalf of the inspection team)

Lead inspector

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