

Salcombe Church of England Primary School

Inspection report

Unique Reference Number	113405
Local Authority	Devon
Inspection number	357340
Inspection dates	14–15 June 2011
Reporting inspector	Martin James

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	75
Appropriate authority	The governing body
Chair	Nick Maguire
Headteacher	Paul Jones
Date of previous school inspection	12 September 2007
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Introduction

This inspection was carried out by two additional inspectors. The inspectors visited eight lessons or parts of lessons, and a number of shorter visits were also made to classrooms to look at samples of pupils' work. Three members of staff were observed teaching. The inspectors held meetings with the Chair and other members 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 federation improvement plan, monitoring and evaluation sheets, assessment records and safeguarding information. The responses from the staff and pupil questionnaires were analysed, as were the 45 responses 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 extent to which teachers make suitable allowance for the different needs of pupils, especially the more able.
- The provision made for improving attainment in mathematics.
- The extent to which the school developed national and global links to enhance community cohesion.
- The impact of being part of a federation on overall provision.

Information about the school

Salcombe Church of England Primary School is much 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 lower than the national average. The proportion of pupils with special educational needs and/or disabilities is above the national average, as is the proportion of pupils with a statement of special educational needs. These pupils' needs cover a wide range, including moderate learning difficulties and speech and language disorders. The Early Years Foundation Stage consists of Reception-aged children, who are integrated into one class with pupils from Year 1. Through the rest of the school, pupils are organised into mixed Years 2/3/4 and Years 5/6 classes. 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. In recognition of its work, the school has received a number of awards, including Healthy School status and the Basic Skills Quality Mark.

Since 2009, the school has been part of the First Federation, a hard federation of five primary schools in Devon. The federation has an executive headteacher, who has overall responsibility for all the schools, and a head of teaching and learning, who has day-to-day responsibility for the running of Salcombe. The federation also has a shared governing body.

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

Salcombe Church of England Primary School is a good school where pupils achieve well. It also has some particular areas of strength. Care, guidance and support and safeguarding are outstanding and consequently, pupils feel extremely safe. Pupils greatly enjoy school and their behaviour and attitudes are exemplary. Pupils contribute very well to the local community, with the school being very much at the heart of that community. Parents and carers work very closely with the school, for the benefit of their children's learning, and are extremely positive about the school. For example, one said, 'Both of my children have thrived and flourished at Salcombe School.' Children get off to a good start in the Early Years Foundation Stage, and they usually reach average standards by the time they leave Reception. Pupils make good progress through Years 1 to 6 and, by the end of Year 6, attainment is above average in all key subjects.

In lessons, teaching assistants are deployed well, relationships are strong and teachers make good use of a variety of resources and approaches to make the lessons interesting. Teaching is clearly focused on helping pupils to improve and teachers carefully plan for the varying ages and abilities of pupils in their classes. However, very occasionally they do not set work which fully challenges those who are more able. The curriculum is well planned to give pupils an interesting array of work, which they say they enjoy. Pupils report that the topic on the history of Salcombe was a particular favourite. The school has done a great deal to promote community cohesion, both in school and locally. However, it has not yet done as much to improve pupils' understanding of the cultural diversity to be found further afield, either within the United Kingdom or abroad.

The head of teaching and learning and other members of staff, under the exceptional direction of the executive headteacher, are committed to improving the provision they make for their pupils. They have evaluated the school's effectiveness accurately and have made significant improvements since the previous inspection. Current planning reflects a clear awareness of what is needed to take it still further forward. The benefits gained from being one of a federation of schools, such as the sharing of expertise and the professional and well-focused development of management and leadership skills, have greatly speeded up the pace of change. The governing body has also played a vital role through the rigorous and knowledgeable challenge it has provided to its professional colleagues. Morale is high, planning illustrates high expectations and there is a strong determination to succeed. Consequently, the school has a good capacity to improve even further.

What does the school need to do to improve further?

- Ensure that the work provided for pupils is always adequately challenging, especially for those who are more able.

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- Extend community cohesion further by:
 - providing more opportunities for pupils to find out about, and communicate with, people from cultures and backgrounds different from their own, both within the United Kingdom and globally.

Outcomes for individuals and groups of pupils

2

Pupils show real enjoyment in their learning and the work seen in lessons and in pupils' books confirms that their achievement is good, reflecting school data. Consequently, attainment is above average in both English and in mathematics by the time pupils leave the school. Standards have improved significantly since the previous inspection, largely as a consequence of the federation introducing detailed and rigorous assessment procedures to ensure good progress. This progress was clearly observed in lessons. In an English lesson in Key Stage 1, for example, the thoughtful encouragement of appropriate and interesting words by the teacher ensured that pupils then made good progress in confidently writing about their visit to Overbecks. Pupils with special educational needs and/or disabilities achieve well. In a mathematics lesson on capacity, observed in Key Stage 2, for instance, the teacher fully involved them throughout, thus ensuring that their learning matched that of their classmates. The pupils' good progress from their lower-than-expected starting points, together with their enthusiastic participation in their learning, illustrates that the school is preparing them well for their future education and their life at work. The standards being attained and the progress being made by pupils contributed significantly to the school being awarded the Basic Skills Quality Mark.

Pupils are polite and courteous, and they have very sensible attitudes to their work. Their enjoyment of school is demonstrated by their above-average levels of attendance. Pupils' strong sense of safety was illustrated when one pupil commented, 'The gates and fences keep out any strangers.' Pupils have a clear awareness of how to stay healthy. They eat healthy meals, and they benefit from the good range of physical exercise activities provided, including swimming, skipping and dancing enthusiastically to 'YMCA'! Pupils say they are pleased with their contribution towards the school gaining Healthy School status. Pupils' spiritual, moral, social and cultural development is good overall, although their understanding of the multi-cultural society in which we live is less strong. Pupils are very keen to take on the numerous responsibilities that the school offers them, and they carry them out zealously. The school council is very pleased to have helped raise money for new playground equipment. Pupils are also proud of their involvement in fundraising, most recently for the Japanese people after the tsunami. Pupils are very involved in the wider town community through such events as welcoming residents into school and taking part in various activities in the local church. Pupils particularly enjoyed participating in boating activities provided by the local cruising club.

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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	1
Pupils' behaviour	1
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?

Teachers organise their classrooms well, and they create a welcoming learning environment for the pupils. They provide interesting lessons, using a good range of resources and strategies. Teachers have worked closely with their colleagues in other schools in the federation to identify and share good practice, and this has helped improve the quality of teaching. Relationships are a strength and, as a result, pupils are exceptionally well behaved, keen to learn and ready to work hard. Teachers make good use of the interactive whiteboards to motivate pupils and to develop their understanding. Explanations are clear and reflect teachers' good subject knowledge. Occasionally, however, they do not give pupils quite enough opportunities to discuss their work to help them ensure and extend their understanding. Teaching assistants successfully and skilfully complement the work of their teacher colleagues. Planning is detailed and caters well for pupils with special educational needs and/or disabilities. However, it does not always fully meet the needs of those who are more able, with the result that the work sometimes does not stretch them enough. Marking and their targets are successful in clarifying for pupils how to develop their work further.

Pupils speak enthusiastically about the exceptional range of outings and after-school clubs that enhance the curriculum. Pupils also greatly value the learning opportunities provided in the school's own very pleasant grounds. Much emphasis has been placed on developing pupils' skills in art and design, resulting in the high standard of work being produced. This

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is currently being encouraged in other schools in the federation through the sharing of teacher expertise. The school has successfully developed subject links, to enhance the interest and relevance of the curriculum through the provision of topics and themes. A current emphasis is being placed on increasing the use of mathematics in other subjects, as this strategy has not always been fully exploited in the past. This is aimed at reinforcing recent improvements in mathematics, especially for younger pupils. The excellent care, guidance and support provided for pupils contribute very well to both their enjoyment and their learning. Pupils are very well known to staff members and they give their welfare a high priority. Pupils quickly point out that they also play their part in looking after each other and keeping each other safe. The transitions from home to school and on to secondary school are strong and effective. Pupils are regularly reminded about the need to take care, for instance when carrying out practical activities involving a variety of resources in mathematics.

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	1

How effective are leadership and management?

Following the formation of the federation, under the expert guidance of the executive headteacher, leaders developed a very clear understanding of the school's strengths and areas for development. Through harnessing the extensive range of knowledge, skills and expertise that exist across the partner schools in the federation, the weaker areas have been rigorously addressed. In particular, standards have been raised and progress improved, as a result of thorough, much-improved tracking procedures and better teaching. This has not been adversely affected by the very occasional lack of challenge for the most-able pupils in lessons. There is a strong ambition to improve even further. Great effort is also taken to ensure that no form of discrimination is tolerated and that equal opportunities are promoted effectively. Safeguarding procedures are consistently and diligently applied to ensure that all pupils are well protected, and the school has excellent practices in place. For instance, the identity of all visitors to the school is most carefully checked and confirmed. The school's collaborative working with other key agencies is exemplary. Community cohesion is promoted satisfactorily. There are strong community links, both in school and locally. However, the school recognises that links beyond the local community are not so well developed, although a start has been made through contacts established with a school in Japan.

Subject leaders, some of whom are now leading subjects across the federation, demonstrate a good understanding of their various subjects, and they have actively supported strategies for making improvements. At present, a few have limited opportunities to observe lessons in other classes, although plans are firmly in hand for this

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to happen more frequently. The governing body, who oversees the work of all the schools in the federation, very keenly supports the school and members are extremely well informed about strengths, weaknesses and overall provision. Consequently, they rigorously challenge and hold the school to account for its performance and they have contributed very significantly to the improvements that have taken place since the previous inspection. There are very good working relationships with parents and carers. They support the school very well in the overall provision for their children and they give their views readily about any changes being proposed in the 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	1
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	1
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

When children start Reception, their knowledge and skills are usually just below those expected nationally, although because of the small numbers present, they vary from year to year. Through their time in the Early Years Foundation Stage, they achieve well, and by the end, attainment is typically broadly average. The children are very happy in school and they enjoy the company of their older classmates. Their behaviour is excellent, and they are very keen to do their best with their work. The staff work hard to create a friendly and caring learning environment, and the children also benefit from the very strong links that are established with parents and carers and the adjoining pre-school. Teaching is good and adults provide the children with a good balance of teacher-led activities and chances for them to choose for themselves, and they take every opportunity to help children to develop their various skills. Occasionally, introductions to lessons do not fully engage all the children and this slows learning. However, this soon picks up and then the children busy themselves through the day. Staff know the children well, and the frequent observations and assessments of their progress result in tasks being regularly adapted to match their ability levels.

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A good range of resources is provided, with the welcoming outdoor area being used well in all aspects of the curriculum. Good, well-informed leadership, which is shared with other Early Years practitioners across the federation through meetings and visits, successfully ensures good provision for the children. Staff members complement each other well in helping them to make good progress. Great care is taken to ensure that all children are equally involved. Safety and safeguarding are high priorities and the provision made for the welfare of the children is exceptional.

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

There was a high response to the questionnaire sent to parents and carers to seek their views about the school. The very large majority of them are positive about everything the school provides, such as in relation to their children's learning, the levels of care provided and the information available for parents and carers. Comments such as: 'The school is a happy, vibrant place and our child has a good experience here' and 'I am impressed with the opportunities for learning' confirm their views. No significant concerns were raised.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Salcombe 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 45 completed questionnaires by the end of the on-site inspection. In total, there are 75 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	36	80	8	18	1	2	0	0
The school keeps my child safe	37	82	7	16	0	0	0	0
My school informs me about my child's progress	31	69	13	29	1	2	0	0
My child is making enough progress at this school	32	71	11	24	1	2	1	2
The teaching is good at this school	35	78	9	20	0	0	1	2
The school helps me to support my child's learning	29	64	13	29	1	2	1	2
The school helps my child to have a healthy lifestyle	27	60	17	38	1	2	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)	30	67	13	29	0	0	0	0
The school meets my child's particular needs	30	67	11	24	2	4	0	0
The school deals effectively with unacceptable behaviour	35	78	10	22	0	0	0	0
The school takes account of my suggestions and concerns	29	64	16	36	0	0	0	0
The school is led and managed effectively	31	69	14	31	0	0	0	0
Overall, I am happy with my child's experience at this school	37	82	8	18	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

	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 Salcombe CE Primary School, Salcombe TQ8 8AG

Thank you for making us so welcome when we came to visit your school. We enjoyed our visit and it was a pleasure talking to you. I especially liked joining you for assembly, and we also enjoyed coming into your lessons. Thank you also for filling in the forms on your views of the school; it was most helpful. I am writing to tell you what we found out about the school, what is good and what could be made better. Overall, you are in a good school, where you are making good progress with your work. The executive headteacher, the head of teaching and learning and other staff know what they need to do to make the school even better.

These are some of the strengths of the school:

- Teachers provide you with lessons and other activities which you enjoy.
- Your behaviour and your attitudes to your work are excellent.
- You are very pleased to carry out the various jobs and responsibilities you have.
- The staff know you well and take exceptionally good care of you. As a result, you feel very safe.
- Your teachers work closely with those in other schools to help make things even better in your school.
- Your parents and carers are very pleased with the school.

These are things the school has been asked to improve:

- Make sure that the work you are given in lessons is hard enough, especially for those of you who learn quickly.
- Give you greater opportunities to become aware of people from communities and cultures different from your own, in both this country and other countries.

You can help too, for example by telling your teacher if you think you could do harder work.

I wish you all well for the future.

Yours sincerely

Martin James

Lead inspector

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