

Meavy Church of England Primary School

Inspection report

Unique Reference Number	113480
Local Authority	Devon
Inspection number	357365
Inspection dates	23–24 June 2011
Reporting inspector	Alex Baxter

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	89
Appropriate authority	The governing body
Chair	Michael Parle
Headteacher	Susan Blair
Date of previous school inspection	12 March 2008
School address	Meavy Yelverton, Devon Yelverton PL20 6PJ
Telephone number	018228 53270
Fax number	01822 853270
Email address	admin@meavy.devon.sch.uk

Age group	4–11
Inspection dates	23–24 June 2011
Inspection number	357365

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 4234

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2011

Introduction

This inspection was carried out by two additional inspectors. The inspectors visited 12 lessons and observed five teachers. They observed the school's work, attended assemblies, evaluated break times and before- and after-school activities, and held meetings with representatives of the governing body, staff, pupils and parents and carers. The inspectors looked at plans and policies, records of assessments and the tracking of pupils' progress. In addition, questionnaires completed by 52 parents and carers, 40 pupils and 14 staff were analysed.

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

- The consistency in the quality of teaching and learning in promoting pupils' progress, especially for pupils new to the school and particularly in mathematics and writing.
- The use of assessment, teachers' feedback and the involvement of pupils in self-evaluation in setting high expectations and helping pupils to improve.
- The work of leaders and managers, including the governing body and subject leaders, in sustaining continuous improvements in pupils' achievements.

Information about the school

This is a smaller than average village primary school with four mixed-age classes. The proportion of pupils known to be eligible for free school meals is below average. The large majority of pupils are of White British heritage. The proportion of pupils with special educational needs and/or disabilities is below average, but there is variation in the year groups across the school. An above average number of pupils have a statement of special educational needs. The proportion of pupils entering or leaving the school other than at the usual time is above average. Children in the Early Years Foundation Stage are taught in a mixed Reception and Year 1 class.

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

Meavy is a good school, which has improved well since its previous inspection. The school benefits from the strong leadership of the headteacher who, well supported by the staff leadership team and the governing body, is totally committed to continuing improvement. By working together, leaders and managers also ensure that under an umbrella of excellent care, guidance and support, pupils' welfare is securely safeguarded. As a result, within this harmonious, inclusive community pupils behave and adopt healthy lifestyles extremely well.

Teamwork and clearly delegated staff responsibilities represent key developments in recent years. Staff and the governing body have raised expectations and strengthened the use of assessment, and now use self-evaluation successfully to plot the future of the school. In recent years, the systematic improvement in teaching and learning, the creation of excellent Early Years Foundation Stage provision and outcomes and the re-establishment of pupils' good achievements, especially recently in mathematics, further demonstrate the school's good capacity to bring about further improvement.

Children make an excellent start in Reception and make good progress through the school and attainment is above average by the time they leave. Well-targeted support helps all pupils, including those newly arrived from other schools and pupils with special educational needs and/or disabilities, to achieve equally well. This improved progress also stems from improved use of assessment to match learning closely to pupils' abilities, which has secured mostly good and occasionally better teaching.

Staff track pupils' progress effectively as they move through the school and use this information well to identify then tackle gaps in pupils' skills. This process has been successful in re-establishing pupils' above average attainment in mathematics, which previously lagged behind the pupils' good reading and writing skills. The promotion of pupils' outstanding speaking and listening skills and development of new learning through discussion are strengths of the teaching. Occasionally, though, too little emphasis is placed on developing the pupils' handwriting and presentation skills and sometimes the good quality of the pupils' expressive writing becomes less apparent. Similarly, while pupils can self-evaluate clearly through discussion, the ability of some pupils to record their findings and to review their own written targets more formally is less developed and this slows their progress.

The well-designed curriculum links subjects together effectively to make learning relevant and interesting. It includes good opportunities for pupils to learn practically, through gardening in the school grounds, for example, and it is further enriched by community events and extra-curricular clubs. Pupils' learning experiences and well-being are also enhanced by the school's good work with parents and carers and other schools and

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

agencies. These also contribute to the pupils' great enjoyment of school and their above average attendance.

What does the school need to do to improve further?

- To further support the progress pupils make as they move through the school, teachers should:
 - involve pupils more specifically in recording evaluations of the quality of their work and in the process of setting and achieving their own individual targets
 - bring the quality of pupils' recorded work in line with the high quality of their oral responses by raising expectations of handwriting and presentation.

Outcomes for individuals and groups of pupils

2

The children's love of school and their eagerness to learn, established so successfully in the Reception and Year 1 class, form the foundations of their good achievement. Across the school, pupils with special educational needs and/or disabilities, more-able pupils and, increasingly, pupils new to the school, make similarly good progress in relation to their differing capabilities. This is because teachers have an accurate picture of pupils' skills and challenge pupils at the right level through stimulating questioning. Typically in lessons seen, this resulted in pupils engaging well in learning, for example during English in Years 3 and 4, to explore persuasive writing. Pupils' positive response was evident in the way they reacted joyfully and perceptively to the teachers' questions and confidently posed questions of their own. The measured way in which pupils explained their ideas and strategies for solving problems, for example in a mental mathematics session in Years 5 and 6, also showed that pupils understand the purpose of lessons and the objectives to be achieved. Occasionally, too much emphasis is placed on developing learning through discussions, which leaves some pupils less willing to develop their handwriting and presentation skills fully and less capable of independently recording evaluations of their own learning, and this constrains progress. Even so, by the end of Year 6, pupils use language to very good effect to make their writing come alive, for example describing the feelings of characters in their biographies, and they now show good skills in solving problems in mathematics.

Pupils' personal development is equally good. Pupils are very aware of the importance of healthy eating and enthusiastically adopt active lifestyles. The pupils say that they feel very safe and their excellent behaviour supports learning extremely well. Pupils are well mannered, helpful and reflective, and their very kindly relationships contribute to school being a place where they really enjoy learning. For example, in all lessons seen, pupils enjoyed testing out their ideas with a partner. Pupils undertake responsibility diligently, especially as members of the school council, through which their ideas and contributions have led, for example, to increasing outdoor learning opportunities. By the time pupils leave the school, their good academic achievement and the sincerity of the care and respect that they show for other people prepare them well for their future economic well-being.

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

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	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?

Teachers assess the pupils' progress accurately and use this information effectively to prepare lessons and to set group targets, which match the pupils' differing abilities. Such improved strategies have been especially effective over the past year in accelerating the progress of pupils new to the school and in lifting pupils' skills in mathematics. At times, however, whole class discussions continue for too long, some pupils lose interest and progress is slowed. Typically, though, teachers and teaching assistants continue to promote very supportive relationships to stimulate pupils and to develop and capitalise on their very positive attitudes to learning. In an English lesson in Year 2, for example, following a visit from an author of children's stories, the teacher's empathetic support of individual pupils further enhanced their confidence enabling them to complete some very expressive and extended pieces of writing. Teachers also question pupils particularly well to draw out and build upon their very willing responses and openness in sharing views. Encouraging pupils to explain their ideas and strategies is a strong feature in all classes. As a result, pupils learn well and know how to improve and make exceptional gains in speaking and listening. This was observed in a mathematics lesson in Years 5 and 6, where pupils also gained a good understanding of a variety of prisms as a result of challenging and well-paced questioning. Discussions also include frequent opportunities for pupils to evaluate their own and each other's work. However, opportunities across subjects for pupils to record evaluations, particularly in setting and getting individual

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

targets for improvement, are not yet established features in all classes and this constrains the ability of some pupils to contribute even more independently to their own progress.

The well-structured curriculum makes learning interesting. It ensures many highly motivating experiences for pupils, which include, for example, frequent artistic and environmental activities in the school grounds and local area that contribute well to their outstanding behaviour and enjoyment of school. An excellent range of well-attended sports clubs, in and out of school, contribute to the pupils' enthusiastic adoption of healthy living. Topics such as Life Cycles make beneficial connections across the subjects to advance the pupils' literacy, numeracy and computing skills.

Pastoral care is an exemplary feature within the school's warm, friendly ethos, which ensures that all pupils, especially those with very complex needs, are cared for extremely well. Beneficial links with parents and outside agencies also contribute to the good support for pupils with special educational needs and/or disabilities. Good liaison with parents and carers, and strengthened monitoring, which now includes rigorously holding to agreed and clear criteria before authorising absence, are also promoting above average attendance.

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?

The experienced headteacher has a clear and unwavering vision for the school. By following her dedicated commitment, all staff have played a full part in bringing about good improvement since the previous inspection. Careful attention is paid by staff at all levels to ensure good quality safeguarding of pupils' welfare, which, for example, includes rigorous checks made on all adults who work in the school. The governing body fulfils its duties well, is actively involved in strategic planning and works closely with the staff. All adults play an important role in sustaining supportive links with parents and strong links with the local community to extend pupils' learning opportunities, for example, at the popular Meavy Oak Fair. Currently, though, school leaders, especially the governing body, are fully engaged in deliberating and consulting about possibly forming a federation with another school and this has constrained their role in monitoring the school more formally. Even so, by developing staff leadership roles and their skills in assessing pupils' progress, the headteacher has ensured that the drive for improvement is securely based on accurate information and good self-evaluation. As a result, because the right priorities and suitably challenging targets are identified, value for money is ensured when changes to the school are implemented. The school's good work in sustaining equal opportunity and tackling discrimination is illustrated by the way in which pupils with complex needs are sensitively included and, over the past year, by the improving achievement of boys. The school

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

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

promotes community cohesion well. There is excellent involvement with the local community through sporting and church links and national and international aspects are developed effectively through assembly and curricular themes. Various charitable activities, contacts with urban schools and support of a home in Romania, further extend community links.

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	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	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Excellent leadership and very close links with parents help children to settle confidently into school life and provide a boost to successful learning. Children enjoy their time in this mixed Reception and Year 1 class where a stimulating, spacious and very well-equipped learning environment supports their outstanding progress. Children clearly feel very safe, reflecting the exemplary way that caring staff safeguard their welfare. Teaching is of the highest quality and is based on developing new learning through an excellent balance of adult-led activities and those chosen by the children themselves. Staff are particularly successful in developing the children's very positive attitudes to learning, their understanding of words and their speaking and self-confidence. The very well-planned curriculum includes a stimulating range of indoor and outdoor learning activities. For example, memorable learning experiences seen during the inspection included the children's exclamations of awe while observing a video of a butterfly emerging from its chrysalis and their joy and excitement in finding a spider's silken egg sac during an exploration of the school's grounds. Within this very effective learning environment, the bespoke, covered outdoor learning area represents another significant improvement since the previous inspection.

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

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	1
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

Views of parents and carers

There was a slightly above average response rate to the questionnaire. A very large majority of parents and carers, including those who spoke to the inspector, expressed clear agreement with almost all the statements. A very small minority of parents and carers indicated disagreement mostly about how the school deals with unacceptable behaviour and aspects linked with leadership and management such as the current consideration of federation with another school. The inspectors noted that following improved procedures, concerns about pupils' behaviour were not evident during this inspection. Inspectors noted the concerns about federation, given the early stage of consultations with parents about this issue.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Meavy C of E 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 52 completed questionnaires by the end of the on-site inspection. In total, there are 89 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	26	50	22	42	0	0	0	0
The school keeps my child safe	34	65	16	31	0	0	0	0
My school informs me about my child's progress	23	44	23	44	3	6	0	0
My child is making enough progress at this school	25	48	22	42	3	6	0	0
The teaching is good at this school	28	54	23	44	2	4	0	0
The school helps me to support my child's learning	26	50	20	38	4	8	0	0
The school helps my child to have a healthy lifestyle	31	60	19	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)	18	35	27	52	3	6	0	0
The school meets my child's particular needs	27	52	20	38	2	4	1	2
The school deals effectively with unacceptable behaviour	15	29	25	48	8	15	0	0
The school takes account of my suggestions and concerns	20	38	23	44	3	6	2	4
The school is led and managed effectively	17	33	23	44	7	13	2	4
Overall, I am happy with my child's experience at this school	28	54	20	38	2	4	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	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.



24 June 2011

Dear Pupils

Inspection of Meavy C of E Primary School, Yelverton PL20 6PJ

Please accept our thanks for your warm welcome during our recent inspection of your school. You were all extremely polite and helpful and clearly think highly of your school. Additional thanks to the members of the school council who talked so openly to me. You said that you greatly enjoy school because of the many friendships that you make and the high quality of care and consideration that the staff provide for you. Your very appreciative responses in the questionnaire also show that you feel very safe in school. We found that Meavy is a good school that has made good improvements since the previous inspection and continues to improve.

These are the other main things we found.

- You make good progress as you move through the school, increasingly now in mathematics after some good improvement this year. We were particularly impressed by your very well-developed speaking and listening skills and by the excellence of the learning by children in Reception.
- You behave extremely well and show very good attitudes to your learning because adults teach you well and value your ideas.
- You live very healthily and contribute well to your school and community.
- Your headteacher, staff and governors have improved the way they work together as a team and by doing so show that they are good at bringing improvement.

To help the school to get even better we have asked the teachers to develop your skills in evaluating your work and in setting and achieving your own targets. In addition, we have asked the teachers to quicken your progress by helping you to write and present your work more neatly.

You can all help by continuing to share ideas and using your great enthusiasm for learning by presenting your work as neatly as you can.

Yours sincerely

Alex Baxter

Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.