

# East Worlington Primary School

## Inspection report

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<b>Unique Reference Number</b>	113147
<b>Local Authority</b>	Devon
<b>Inspection number</b>	357273
<b>Inspection dates</b>	7–8 July 2011
<b>Reporting inspector</b>	Stephen Lake

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

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<b>Type of school</b>	Primary
<b>School category</b>	Maintained
<b>Age range of pupils</b>	5–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	55
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Katherine Bedford
<b>Headteacher</b>	Anne Ladbrok
<b>Date of previous school inspection</b>	27 March 2008
<b>School address</b>	East Worlington Crediton EX17 4TS
<b>Telephone number</b>	01884860567
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<b>Email address</b>	headteacher@east-worlington-primary.devon.sch.uk

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## Introduction

This inspection was carried out by two additional inspectors. They observed ten lessons seeing three teachers. Meetings were held with groups of pupils, representatives of the governing body and staff. A discussion was held with a sample of parents and carers at the start of the day. Inspectors observed the school's work, and looked at the school's own evaluation of its work, reports from the School Improvement Partner, the school improvement plan and looked at school policies, including those relating to safeguarding. They also looked at records on pupils' attainment and progress, and documents relating to pupils whose circumstances have made them vulnerable. The questionnaires completed by staff, pupils and 39 parents and carers were analysed.

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

- The impact of the very high numbers of pupils joining the school other than at the normal time upon achievement at Year 6.
- The impact of school strategies to improve the quality of teaching and learning in English and mathematics.
- The provision for pupils with special educational needs and/or disabilities to see if teaching is challenging enough.
- The effectiveness of school systems for analysing data to set challenging targets.
- The impact of the close links with the independent pre-school upon children's communication, language and literacy skills in the Early Years Foundation Stage.

## Information about the school

This is much smaller than most primary schools. About half the pupils are from the local village and the rest from the surrounding area. Many more pupils than usual leave or join the school other than at the normal time of admission. The proportion of pupils known to be eligible for free school meals is below average. All pupils are of White British heritage. No pupils speak English as an additional language. The percentage of pupils with special educational needs and/or disabilities is well above average, although an average percentage of pupils have a statement of special educational needs. On 1 August 2011 the school will become part of the Chulmleigh Academy Trust under a new governing body and the leadership of an executive headteacher. The present headteacher, honouring a service level agreement to the local authority for an average of two days a week for the last two years, is due to retire at Christmas. An independent on-site pre-school that shares some facilities is subject to a separate inspection. The school holds the Healthy Schools Plus award.

**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?**

**3**

**The school's capacity for sustained improvement**

**3**

## Main findings

East Worlington Primary School provides a satisfactory standard of education for its pupils. Achievement is satisfactory and throughout the school, including the Early Years Foundation Stage, progress is satisfactory. Key features of this school are the excellent links with parents and carers, and the high emphasis on personal development that is enabling pupils to develop as mature and confident individuals. Pupils make an excellent contribution to the school and local community. Outstanding care, guidance and support ensure that pupils have an excellent understanding of how to stay safe and keep fit and healthy. Safeguarding arrangements are excellent and pupils feel very safe in this harmonious community. Pupils behave well and their spiritual, moral, social and cultural development is good. Community cohesion is good and strong partnerships with external agencies provide valuable additional support for pupils whose circumstances make them vulnerable.

A decline in attainment since the previous inspection has been reversed, especially in mathematics, and by the end of Year 6 attainment overall is average. Nevertheless, attainment in writing remains comparatively low. Teaching is at least satisfactory, but the proportion of good teaching is not yet high enough to raise attainment further. Information on how well pupils are progressing is used appropriately to plan work that challenges most pupils satisfactorily but, in a significant minority of lessons across the whole school, the work planned does not always challenge pupils of all abilities well enough, especially in writing. For some pupils work is too easy for them and for others it is too hard. The provision for pupils with special educational needs and/or disabilities is improving, but the targets in their individual education plans are not precise or challenging enough.

School self-evaluation is accurate and the governing body is suitably involved in the process. The information gained is used to set out satisfactory strategies for improvement in the school development plan. The headteacher has a good understanding of overall school performance gained from detailed analysis of assessment information. Subject leaders and the governing body do not have such a clear picture of what these data tell them about overall school performance compared with other schools nationally. The school has correctly identified the need to provide access to a wider range of specialist knowledge to address the areas for improvement. This is a key factor in the school's decision to become part of an academy Trust with access to a wider range of skills and expertise in subject leadership. The majority of the strengths identified at the previous inspection have been maintained and actions started to address all of the areas for improvement noted in this report. These factors indicate a satisfactory capacity for sustained improvement.

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Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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

- By July 2012 ensure that the large majority of teaching is good or better in order to improve pupils' progress, especially in writing by:
  - ? embedding more securely the use of information on pupils' attainment and progress to plan lessons that are more closely matched to the needs of pupils
  - ? raising teachers' expectations of the quantity and quality of work that pupils can produce in a lesson
  - ? reducing the reliance on worksheets, especially in Years 3 and 4 ?
  - ensuring that marking gives clearer advice to pupils on how they can improve their work.
- Review systems to support pupils with special educational needs and/or disabilities by ensuring targets set for them have realistic short term aims with clear success criteria based upon small manageable gains in learning.
- Ensure that, by December 2011, subject leaders and governors develop a clearer understanding of how to interpret the data available on pupils' attainment and progress to compare overall school performance with other schools nationally.

## Outcomes for individuals and groups of pupils

**3**

Pupils thoroughly enjoy school and are keen to learn. Children typically start school in the Early Years Foundation Stage with skills broadly in line with those normally found at that age, apart from communication, language and literacy skills which are much lower. The high turnover of pupils does not make a significant difference to attainment and progress overall. School data show that those who are present in the school for the whole of their school career and those who join part-way through make similar progress. Nevertheless, many of those joining have had less success in their learning prior to joining and often make good progress in the short term that brings their learning back in line with other pupils. Learning, especially in writing, remains satisfactory because, in too many lessons across the school, not enough attention is given to matching work closely to the different abilities of pupils. Although most striking in English, where writing remains a relative weakness, this is also true in mathematics. For example, in a satisfactory mathematics lesson observed with Years 5 and 6, most pupils had a good understanding of how to use decimals and a motivating lesson was planned to build upon this understanding. However, learning was only satisfactory because the same problems were set for all pupils across a wide range of ability and ages. As a result, some pupils who could complete the task quickly were kept waiting, while other pupils struggled with numbers that were too large for them. Pupils with special educational needs and/or disabilities, including those with statements, make the same progress as other pupils because of the high-quality support from capable teaching assistants and good partnerships with external agencies. However, the targets set for them in their individual education plans often lack detail about the actual level of improvement needed, the timescale in which targets should be achieved or the success criteria to be used when assessing progress.

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This is a harmonious community in which pupils demonstrate impressive social and moral skills. They show respect for themselves and others and clearly know right from wrong. Pupils are polite, friendly and confident. They say there is a little verbal bullying, but they trust adults to deal with this matter effectively should this occur. Pupils have a curiosity about the world about them and show empathy for others. International links with schools in Poland and Ghana ensure pupils' good understanding of cultures in other parts of the world. Pupils lead active lives, as shown by the very high take up of the many opportunities for sport, and have an excellent understanding of healthy eating as demonstrated by the Healthy Schools Plus award. Pupils make an excellent contribution to the school, undertaking roles such as school council representatives, dinner table monitors and caring for the school guinea pigs. They are very active within the wider community, contributing regularly to the community website and taking part in many village events such as the Duck Race and annual fete. Pupils' sound basic skills, including information and communication technology (ICT) skills, help prepare them satisfactorily for their future lives

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>1</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

<sup>1</sup> 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 make good use of ICT to stimulate and motivate learning. Strategies to improve teaching to raise attainment include a revised curriculum and improved systems for using information on how pupils are learning in order to plan challenging lessons that focus on

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the next steps in learning. Nevertheless, the impact of these strategies is not consistent across the school. Although more challenging lessons are sometimes planned in mathematics, this is not the same in writing. Recent good quality revisions to the curriculum set out clearly how all pupils will access themes that integrate and support learning in key skills. Good use of the local environment provides a wide range of opportunities for learning. Nevertheless, teachers are not yet making good enough use of these links to develop and extend opportunities to stimulate writing. This limits the effectiveness of what is clearly a well planned curriculum. In a significant proportion of lessons, teachers' expectations of the quality and quantity of work that pupils can produce are too low, especially in writing. In Years 3 and 4, an over-emphasis upon the use of worksheets further limits the challenge to pupils and slows learning. Teachers talk to pupils about what they have done and how to make it better, but marking in pupils' books does not always explain to pupils what they need to do in order to improve their work.

The curriculum makes a notable contribution to pupils' personal development. Very good opportunities for sport with other schools and the many after-school sports clubs support pupils' understanding of how to stay fit and healthy. Those pupils identified as gifted and talented are supported satisfactorily through links with other local schools and universities. Visitors and visits, including a residential visit in partnership with another local school, extend pupils' experiences well.

Pastoral care is extremely strong. Child protection procedures are detailed, well known to all staff and made readily available for temporary staff and visitors. Suitable tracking to check pupils' progress is in place and information gained is used to identify those pupils requiring extra support. The additional needs of those pupils deemed vulnerable and the many that join the school other than at the normal time are met very well. Very good support for parents and carers has improved attendance. Activities such as fathers' story week, when fathers come into school to read with pupils, evenings on how mathematics is taught and homework guidance notes provide additional valuable support to parents and carers.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

**How effective are leadership and management?**

All staff share an ambition to improve the school and raise standards while maintaining the strong family ethos. The headteacher has a good understanding of the strengths and weaknesses in teaching. However, subject leaders do not all have a secure enough understanding of how to improve the quality of teaching and learning, especially in writing, or what data can tell them about this. The school takes suitable steps to ensure

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equality of opportunity and prevent discrimination. There is satisfactory monitoring to check on the effectiveness of these measures.

The school places a very high emphasis on keeping pupils safe. Regular high quality training for staff and governors and very close monitoring by the governing body ensure excellent safeguarding procedures. The governing body has very effective and comprehensive procedures for obtaining the views of parents and carers. The information gained enabled the governing body to identify the support for their plan to join with an academy Trust to maintain strengths and promote school improvement. They identified that, with the impending retirement of the headteacher, this would enable them to retain all that the parents and carers value in the school, while addressing the succession of leadership and management. Support has already started with, for example, systems for recording and analysing data on pupils' performance to set more challenging targets being reviewed in partnership with an outstanding school in the academy Trust.

There is an excellent understanding of the background of pupils and strong strategies to develop their understanding of community cohesion. Very strong local links, a highly cohesive school community and good links with other areas and countries have a significant impact upon the school's good contribution to community cohesion.

*These are the grades for leadership and management*

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

## Early Years Foundation Stage

Children in the Early Years Foundation Stage are taught alongside pupils from Years 1 and 2. Well established routines help children make a secure start to their education. The school has developed strong links with parents and carers. This has been extended through a formal partnership with the on-site independent pre-school. Satisfactory and improving leadership and management are leading to improvements in provision. The strong teamwork between teachers and teaching assistants ensures that the welfare and



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needs of children are met well. Teachers and other adults usually ensure an appropriate balance between direct teaching and opportunities for children to learn through purposeful play. The school has identified that low attainment in writing starts with children's low skills in communication, language and literacy on entry to the school and has developed a much stronger link with the on-site pre-school to address this. However, it is too soon to judge the impact of the strategy. A useful focus on teaching children the link between letters and sounds is starting to improve the provision for communication, language and literacy. All adults have a clear understanding of this strategy but, as in other parts of the school, this is not yet extended enough into providing activities for writing that are matched closely enough to the needs of all children. Children make sound use of the outdoor area, and activities outside are now linked closely to developing children's communication, language and literacy skills. Suitable systems for checking on children's progress are in place.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

## Views of parents and carers

A well above average proportion of parents and carers returned questionnaire about the school. The responses are very supportive of the school. A few chose to add comments. Typical of these is, 'Children are very happy and care for one another.' A small minority of parents and carers expressed concern about the help available to them to support their children's learning and about how unacceptable behaviour is dealt with. Inspection evidence shows that a great deal of support is provided to parents and carers and unacceptable behaviour is managed well.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at East Worlington 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 39 completed questionnaires by the end of the on-site inspection. In total, there are 55 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	24	62	14	36	1	3	0	0
The school keeps my child safe	26	67	13	33	0	0	0	0
My school informs me about my child's progress	22	56	15	38	2	5	0	0
My child is making enough progress at this school	20	51	16	41	3	8	0	0
The teaching is good at this school	18	46	20	51	0	0	0	0
The school helps me to support my child's learning	17	44	15	38	4	10	0	0
The school helps my child to have a healthy lifestyle	23	59	16	41	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)	20	51	16	41	0	0	0	0
The school meets my child's particular needs	21	54	16	41	1	3	0	0
The school deals effectively with unacceptable behaviour	15	38	17	44	3	8	1	3
The school takes account of my suggestions and concerns	17	44	16	41	1	3	0	0
The school is led and managed effectively	22	56	16	41	1	3	0	0
Overall, I am happy with my child's experience at this school	24	62	15	38	2	5	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](http://www.ofsted.gov.uk)).

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

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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



10 July 2011

Dear Pupils

**Inspection of East Worlington Primary School, Crediton EX17 4TS**

Thank you for making us welcome when we came to visit you. We enjoyed talking with you about your school. You behave and look after each other well.

Yours is a satisfactory school because you make satisfactory progress to achieve standards similar to those found in most schools. Here are a few of the things we felt were strong about your school.

- The school looks after you extremely well. It makes sure that you are very safe and you have an excellent understanding of how to keep yourselves safe and how to stay fit and healthy.
- There are excellent links with your parents and carers.
- You make an outstanding contribution to your school and the local community through all the things that you do.
- You have an excellent understanding of how to get on with one another, which makes your school a happy and enjoyable place to learn.

To help your school continue improving, we have asked the headteacher and the governing body to:

- make sure all lessons are at least good by ensuring that teachers use what they know about you to plan work that gives you a challenge, especially those of you who find learning easy
- make sure that those of you who find learning more challenging have easier targets for learning
- improve the way that subject leaders and the governing body know how well you are doing as individuals so that they know how well the whole school is doing as a whole.

All of you can help by telling your teachers how hard or easy you find the work set for you.

Yours sincerely

Stephen Lake Lead inspector

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