

Pyworthy Church of England Primary School

Inspection report

Unique reference number	113383
Local authority	Devon
Inspection number	378690
Inspection dates	10–11 May 2012
Lead inspector	Stephen Dennett

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	51
Appropriate authority	The governing body
Chair	Lee Rose
Headteacher	Stephanie Olliffe
Date of previous school inspection	1 October 2008
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Age group	4–11
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Introduction

Inspection team

Stephen Dennett

Additional inspector

This inspection was carried out with two days' notice. The inspector visited six lessons and parts of other lessons and observed five teachers. He held meetings with members of the governing body, staff and groups of pupils. The inspector took account of the responses to the on-line questionnaire (Parent View) in planning the inspection, observed the school's work and looked at policies, pupils' books, safeguarding records and evidence of the monitoring of teaching and learning. The inspector examined 29 questionnaires from parents and carers, 21 from pupils in Key Stage 2 and five from staff.

Information about the school

Pyworthy is a much smaller than average-sized primary school. It occupies a small Victorian building in the centre of the village of Pyworthy and has very limited outdoor space. The school uses the village playing field at lunchtimes and for physical education lessons. All pupils are of White British heritage and none speaks English as an additional language. The proportion of pupils known to be eligible for free school meals is below average. The proportion pupils supported at school action plus with statements of special educational needs is above average. There are many more girls than boys in some year groups. Pupils are taught in two mixed-age classes.

Since the previous inspection in October 2008, the school has been federated with a number of local schools and shares the same headteacher with one of them. The school has achieved the Activemark and a Healthy Schools Award. The school meets the current floor standard which sets the minimum government expectations for pupils' attainment and progress.

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	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	2
Leadership and management	2

Key findings

- This is a good school that has improved since its last inspection. Standards continue to rise. The actions taken over recent years demonstrate that the school has a good capacity to improve. The school is not outstanding because aspects of writing and pupils' understanding of cultural diversity need improvement.
- Pupils achieve well and clearly enjoy learning. Achievement is above average in mathematics and reading at the end of Year 6. Although writing is still below average overall, it is improving and pupils' vocabulary, grammar and punctuation are at the expected level in most year groups. However, standards of handwriting and spelling are not as good as they should be. All groups of pupils make good progress, including disabled pupils and those with special educational needs. Where gaps between groups have existed in the past, these have largely been eliminated.
- Teaching is good. The teaching of basic skills, including phonics (letters and their sounds), is effective. Assessment is used effectively to inform pupils of what they need to do to improve their work.
- Pupils behave well in class and around the school. In the older class, their attitudes and conduct are frequently exemplary. All pupils insisted that they feel safe in school and that there is no bullying of any kind. Attendance has improved since the previous inspection and is broadly average.
- The school is effectively managed and led. Staff and governors have a clear focus on improving the school and the recent federation with neighbouring schools has been handled well. The effective monitoring of teaching and learning, and management of staff performance, have led to measurable improvements. The school enjoys excellent relationships with parents, carers and the wider community. The curriculum meets pupils' needs well and successfully promotes their spiritual, moral and social development, but pupils' awareness of cultural diversity is limited.

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What does the school need to do to improve further?

- Improve pupils' writing skills throughout the school and raise attainment in writing by:
 - ensuring that handwriting is developed consistently at all levels and that by the end of Year 6 it is joined and legible for almost all pupils
 - improving the consistency and accuracy of pupils' spelling in all their writing in all subjects.
- Enable pupils to have a better understanding and appreciation of cultural diversity within the United Kingdom and the wider world by providing them with more opportunities to find out about different cultures and traditions.

Main report

Achievement of pupils

The composition of this school is complex: there are small numbers of pupils in each year group and an above average proportion of disabled pupils and those with special educational needs. The result is that national test outcomes are very variable, but overall, standards have risen recently at the end of Key Stage 2 and almost all pupils, including disabled pupils and those with special educational needs, are making good progress in relation to their starting points and capabilities.

Children's skills on entry to Reception are typically below expectations for their age, especially in communication, language and literacy, and their knowledge and understanding of the world. Attainment in reading and mathematics, for both boys and girls, is broadly average at the end of Year 2. Pupils known to be eligible for free school meals do as well as their peers. Although the performance of boys was previously below that of girls, this gap has now been narrowed considerably and boys are making better progress overall. More-able pupils make good progress at both key stages. Attainment in reading is above average at the end of Year 6.

Progress in almost all lessons is at least good. Pupils enjoy learning and teachers plan work that they find motivating. Levels of concentration are usually high, leading to accelerated learning. This was particularly true in a good religious education lesson in Class 2 (Key Stage 2), where pupils used the Bible to research the account of the meeting between Jesus and Zacchaeus. They demonstrated good speaking skills when explaining their views about why Zacchaeus repented and gave away half his goods. Many older pupils read fluently and with good expression, while younger pupils make good use of their phonic skills (letters and the sounds they make) to tackle unfamiliar words. Although pupils' vocabulary, grammar and punctuation when writing are satisfactory, standards of spelling are more variable, with some pupils spelling the same word different ways in the same piece of writing. Standards of handwriting are also inconsistent, with many older pupils reverting to printing after

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having previously mastered cursive handwriting. Nearly all pupils are making good progress in mathematics and, by the end of Key Stage 2, many pupils have good numeracy skills. They quickly convert decimals into fractions and percentages and have a secure understanding of place value.

Children in the Early Years Foundation Stage settle quickly into school life and make good progress in all areas of learning, generally reaching typically expected levels by the time they enter Year 1, except in writing, where their skills do not reach the expected level. Children count well, using a number line, and quickly add up numbers using bricks to help them. Most children are friendly and articulate and demonstrate good social skills.

Parents and carers responding to the questionnaire were exceptionally positive and feel that the school meets their children's needs effectively, enabling them to make good progress, and that it helps them to support their children's learning well. Inspection findings support these positive views. One parent wrote, 'All three of my children have done very well academically and socially.'

Quality of teaching

Teachers plan interesting lessons that successfully motivate pupils, and pupils are encouraged to take pride in all of their work. Teachers and teaching assistants work together effectively to support all pupils, but especially disabled pupils and those with special educational needs. Teachers use a good range of teaching methods and make effective use of interactive whiteboards to engage pupils in learning. In a good literacy lesson in Year 3 and 4, the teacher made effective use of an image of a dragon to stimulate pupils to think of imaginative descriptive words. The teaching of reading is effective and results in pupils reading fluently and with good expression. Although teachers have successfully improved pupils' vocabulary and grammar when writing, insufficient emphasis is placed on good handwriting and consistency in spelling.

The work planned by all teachers makes good use of assessment information to ensure it is appropriately challenging for most pupils. Clear links are made between different areas of the curriculum as part of topics. In most lessons, pupils are clear about what they are meant to learn and the small steps by which they can measure their own progress. This is assisted by teachers' good marking, with helpful comments on how pupils could improve their work. Pupils know their reading, writing and mathematics targets well, as they are written on their bookmarks, and they refer to them frequently. Teachers promote pupils' personal development very well through the effective use of discussion to get them to reflect on their own and others' opinions. Through teachers' high expectations, most pupils have a good appreciation of right and wrong and how to behave appropriately with other children and adults. Although steps have been taken to raise pupils' understanding of cultural diversity through links with a school in Bristol, many pupils do not have a clear understanding of the wider world and the many cultural traditions represented in the

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United Kingdom.

All parents and carers feel that their children are taught well and are prepared for the next stage of their education. Inspection findings fully support this view.

Behaviour and safety of pupils

Pupils' very well-developed social skills are a notable feature of the school. Pupils are very welcoming and interested in visitors. The way they typically behave in lessons and around school is usually at least good and often exemplary. Very occasionally, there is some minor disruption from the youngest children as they return to the class from outside activities. Pupils' enjoyment is demonstrated by improved attendance and positive attitudes to learning. Most pupils show consideration for others and work and play together harmoniously. School records indicate that there have been no incidents of any kind of bullying or racist behaviour in the last two years. All pupils are insistent that there is no bullying of any kind in the school. They say the adults in school have dealt with any minor incidents of 'name-calling' promptly and effectively. Pupils have a clear awareness of the different forms of bullying, including prejudice-based bullying and physical harassment. Pupils are confident that they feel very safe at school and have a good awareness of possible dangerous situations. The school has ensured that pupils are well aware of safe and appropriate use of the internet and how to avoid cyber-bullying.

Nearly all pupils, parents and carers agree that behaviour is almost always good and that any bullying is an extreme rarity. The very good level of care provided prompted one parent to comment, 'The pastoral care support from all staff is always excellent.' All the parents and carers are happy that their children feel safe at school. Inspection findings confirm these views.

Leadership and management

The headteacher has a clear vision that is shared by the governing body and all staff. The federation process has been completed successfully and the school has benefited greatly. There is a regular interchange of expertise and training, which has improved provision at both schools. The governors, who are also members of the joint governing body, have a clear view of the school's strengths and areas for improvement because they are actively involved in monitoring provision and rigorously challenge the school. The quality of teaching has improved since the previous inspection because of focused professional development, which has resulted in teachers raising their expectations of pupils. The areas for improvement from the previous inspection have been tackled successfully. Planning for lessons now reflects the wide range of abilities in the school and there is effective support for disabled pupils and those with special educational needs. Improvements have also been made in the provision for children in the Early Years Foundation Stage and they have many good opportunities to learn through play. The school's self-evaluation is clearly focused on the correct priorities such as improving writing and stems from an effective programme of monitoring and analysis. Consequently, the school has the

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capacity for sustained improvement.

The curriculum is good because it meets the needs of pupils well and plays a major part in engaging them in learning. It has been effectively reviewed to create opportunities for more links across all subject areas. The curriculum also provides a good platform for promoting pupils' personal development, especially through the focus on developing their thinking and language skills. The school promotes pupils' spiritual, moral and social development well, but there is scope to develop their cultural understanding further.

The school is successful in promoting equality of opportunity and tackling discrimination. It has systems for identifying groups and individuals who need additional support and has proved successful in providing appropriate strategies to accelerate their learning. Safeguarding procedures are effective and meet statutory requirements.

Nearly all parents and carers who responded to the questionnaire say that the school keeps them well informed and responds well to any concerns raised.

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	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data 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.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Floor standards	the national minimum expectation of attainment and progression measures.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.



12 May 2012

Dear Pupils

Inspection of Pyworthy Church of England Primary School, Pyworthy, Holsworthy EX22 6ST

I want to start by thanking you for welcoming me on my recent visit to Pyworthy. Thank you for telling me about your work, filling in the questionnaires and telling me what it is like to be a pupil at your school.

This letter is to tell you what I found out. Yours is a good school which has improved over the last few years. You make good progress, especially in reading and mathematics. Teaching is good and your teachers provide you with interesting lessons, which you all said you enjoy. The adults help you to grow up well, to learn how to keep safe and to care for each other. Those of you who find learning difficult sometimes are supported well; you are right in thinking that you are now doing well.

Your teachers and the school's governing body are all working to make your school even better. I know that you have worked hard at improving your writing, and certainly many of the stories I read were well written. However, I have asked your teachers to help you improve your spelling and handwriting, as you are still making some spelling mistakes and your handwriting is not always neat. You can help by always checking your spelling and working hard on producing good handwriting. Another thing I noticed was that many of you do not know much about what it is like to live in other parts of the United Kingdom and you were not sure about people's different customs and traditions. I have asked the school to make sure that you learn more about different places, customs and traditions in the United Kingdom and in the wider world. I am sure you will find this exciting and interesting.

For all of you, the important things are to carry on working hard, always doing your best and continue getting on well with each other. You have my best wishes for the future.

Yours sincerely

Stephen Dennett
Lead Inspector

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