

# Sampford Peverell Church of England Primary School

Inspection report

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<b>Unique reference number</b>	113362
<b>Local authority</b>	Devon
<b>Inspection number</b>	388206
<b>Inspection dates</b>	22–23 May 2012
<b>Lead inspector</b>	Derek Watts

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>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	87
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Ray Rice
<b>Headteacher</b>	Gary Chown
<b>Date of previous school inspection</b>	11–12 March 2009
<b>School address</b>	Higher Town Sampford Peverell EX16 7BR
<b>Telephone number</b>	01884 820284
<b>Fax number</b>	01884 820274
<b>Email address</b>	sampford@thecff.org.uk

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<b>Age group</b>	4–11
<b>Inspection date(s)</b>	22–23 May 2012
<b>Inspection number</b>	388206



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## Introduction

Inspection team

Derek Watts

Additional inspector

This inspection was carried out with two days' notice. The inspector observed teaching and learning in 12 lessons or part lessons, taught by five different teachers. He held discussions with the executive headteacher, the staff, members of the governing body, parents and carers and pupils, and listened to children reading. The inspector took account of the responses to the online questionnaire (Parent View) in planning the inspection. He observed the school's work, and looked at the school's policies, assessment information, pupils' work, teachers' plans and school improvement planning. The inspector analysed 63 questionnaires completed by parents and carers as well as 48 from Key Stage 2 pupils and 15 from staff.

## Information about the school

Sampford Peverell Church of England is a much smaller than average sized primary school. Almost all pupils are White British. The proportion of disabled pupils and those with special educational needs is average. The proportion who are supported by school action plus or with a statement is much higher than that found nationally. A below average proportion of pupils is known to be eligible for free school meals. The school meets the government's current floor standards, which are the minimum standards set for attainment and progress. In May 2010, the school joined the Children First Federation, a federation with two other local primary schools. Another primary school joined the federation later. An executive headteacher leads all four schools. There is one governing body for all four schools. Each school in the federation has a head of teaching and learning who is responsible for the day-to-day leadership and management of 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

## Inspection judgements

<b>Overall effectiveness</b>	<b>2</b>
<b>Achievement of pupils</b>	<b>2</b>
<b>Quality of teaching</b>	<b>2</b>
<b>Behaviour and safety of pupils</b>	<b>2</b>
<b>Leadership and management</b>	<b>2</b>

## Key findings

- Sampford Peverell Church of England Primary is a good school. The federation has brought secure leadership, strong educational direction and a drive to improve. Pupils achieve well because of overall good teaching and an interesting curriculum. The school is not outstanding because there are inconsistencies in the quality of teaching and learning.
- Children in the Early Years Foundation Stage make good progress. There have been considerable improvements to this setting, particularly the outdoor learning area. Good progress continues through the school. Pupils write for a range of purposes and apply numeracy skills to solve problems well. However, pupils do not use modern technology sufficiently well to support their learning. Also, not all pupils' handwriting and presentation is neat and well organised.
- Teaching has improved and is mostly good. There are examples of outstanding practice. Lessons have a clear purpose. Teachers use explanations, demonstrations and questioning well to promote learning. Pupils are engaged and well focused. Tasks are well matched to pupils' different abilities so that all are challenged and their interest is sustained. Just occasionally, pupils' learning slows when the lesson does not move on with a quick enough pace.
- Pupils are well behaved and are kept safe. They have positive attitudes to learning. Pupils are polite, friendly and show consideration and respect for others. Attendance is well above average.
- Leadership and management are good. The executive headteacher and head of teaching and learning have successfully raised achievement and improved teaching. Procedures to develop teaching and manage the performance of staff are effective. The sharing of expertise and good practice with schools in the federation is a real strength. Since the previous inspection, pupils' achievement and the quality of teaching have improved from satisfactory to good. The curriculum is also good and promotes the pupils' spiritual, moral, social and cultural development well.

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

- Increase the proportion of outstanding teaching and learning and consolidate good teaching and learning across all areas by:
  - ensuring that learning in lessons always moves along at a brisk pace
  - extending the use of modern technology to support pupils' learning
  - improving handwriting and presentation for some pupils.

## Main report

### Achievement of pupils

Children in the Early Years Foundation Stage and pupils in Years 1 and 2 achieve well. The inspection judgement is shared by the vast majority of parents and carers who completed the inspection questionnaire. Pupils told the inspector, 'We like learning new things' and 'Lessons are fun.'

Children's attainment on entry to Reception can vary from year to year. Most year groups enter with knowledge and skills expected for their age but attainment on entry is occasionally lower than this. Good teaching and interesting indoor and outdoor learning activities contribute to children's good achievement. They talk enthusiastically about their learning. They enjoy books and their writing skills are developing well. For example, they wrote short pieces about developing tadpoles. Children made good progress in making a model butterfly using brightly coloured tissue paper and an old fashioned clothes peg. More-able children used glued shapes to make symmetrical patterns on the wings. Children acquired new knowledge of mini-beasts and plants well.

Attainment by the end of Year 6 can fluctuate because of small numbers in each year group. Nevertheless, pupils make good progress from their starting points. Most disabled pupils and those with special educational needs make good progress because their needs are carefully assessed and they receive well-targeted individual or small group support. More-able pupils are challenged and extended. Any variation in the attainment of boys and girls is not significantly different from the national picture. Attainment in Year 6 was above average in English and mathematics last year. The school's data indicate that attainment for the current Year 6 is at least average.

Pupils make good progress in speaking and listening because of the opportunities provided for them to discuss their learning in pairs and to express their ideas. Good progress is made in reading because of a regular, discrete and effective programme for the teaching of phonics (letters and the sounds they make). In a Year 2 group session, pupils consolidated and applied their knowledge of letter sounds well. They made rapid progress in acquiring and applying new spelling rules. Attainment in reading is at least average both in Years 2 and 6.

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Pupils write for a range of purposes and in different styles. For example, in Years 3 and 4 pupils wrote informative news reports on 'The decline of bees' and 'A new baby rhino at Paignton Zoo.' Key facts were clearly conveyed and the reports came alive with direct quotes. In Years 5 and 6, pupils wrote interesting openers to engage the reader after high quality questioning and demonstration by the teacher. Their writing started with an intriguing question. They wrote an exciting opening sentence to grab the reader's attention and then provided key facts. Grammar, punctuation and spelling were mostly accurate. Not all pupils have neat handwriting and well-organised work so some pupils' work lacks care and pride.

Pupils make good progress in their mathematics lessons because tasks are well matched to needs and there are good opportunities to solve problems. In Years 3 and 4, pupils enjoyed planning routes using coordinates and the points of the compass. They used mathematical vocabulary correctly in their explanations and their knowledge and understanding of concepts were deepened.

Pupils are not currently benefiting from a wide range of modern technologies to support their learning. The school has plans to increase the resources available to pupils.

### **Quality of teaching**

Overall good teaching successfully promotes enjoyment and good learning for pupils and it supports their spiritual, moral, cultural and social development. Most parents and carers stated that their children were well taught. Pupils told the inspector, 'Teachers make the activities fun.' Examples of outstanding practice were seen in the Early Years Foundation Stage and in English in Years 5 and 6. In these lessons, the teachers' high expectations, strong subject knowledge and challenging activities led to exceptional gains in pupils' learning. In the Early Years Foundation Stage, there is a good balance of adult-led activities and those initiated by the children. Good use is made of the much improved outdoor learning area where children have good opportunities to explore, be creative and learn independently.

Teachers successfully create a positive climate for learning and foster strong relationships. Pupils are encouraged to be cooperative and considerate of others. Good opportunities are provided for pupils to discuss their learning and this has a positive impact on their speaking and listening skills. The teaching of basic skills, for example phonics, is effective across the curriculum. Younger pupils are well organised into groups of similar ability for the teaching of reading. They make good gains in reading and spelling. The promotion of good handwriting and presentation was less evident. The school computer suite is used regularly, but other technologies, for example laptops, net books and other devices are not currently available for classroom learning. Leaders have clear plans to improve this situation.

Teachers use questioning skilfully to challenge pupils' thinking and to check their understanding of new learning. Assessment information is used well to plan teaching

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and to match tasks to pupils' different abilities. The marking of pupils' works is helpful and constructive. Pupils know how well they are doing and know what to do to improve. Just occasionally, the pace of pupils' learning slows when teachers' introductions are overlong. Teaching assistants are effectively deployed and make good contributions to pupils' learning, particularly disabled pupils and those with special educational needs. The overwhelming majority of these pupils make good progress because support is specific to their needs.

### **Behaviour and safety of pupils**

Children in the Early Years Foundation Stage feel safe, secure and grow in confidence. Most pupils in Key Stages 1 and 2 behave well in lessons and around the school. Records of incidents indicate that behaviour is typically good. Most pupils are keen, interested and have positive attitudes to learning.

Almost all parents and carers who completed the questionnaire believe that their children feel safe at school and that they are well looked after. Pupils told the inspector that they feel safe, behaviour is good and that they are very well looked after. Almost all parents and carers believe that the school deals with bullying effectively. Pupils show a good understanding of different forms of bullying including persistent name-calling, cyber-bullying and prejudice based bullying relating to race. They know the steps to take to prevent bullying. Pupils stated, 'Bullying happens sometimes but it is dealt with.' A few parents expressed concerns about disruption to learning in lessons. The school has pupils with behavioural and emotional difficulties. These pupils are well managed and supported by staff. The pupils remarked, 'Teachers deal with situations very well'. Pupils say that they enjoy school and attendance levels are high.

### **Leadership and management**

The executive headteacher and the head of teaching and learning have successfully promoted a common sense of purpose. Senior leaders and staff are focused on improving teaching in order to accelerate pupils' learning. Parents, carers, members of the governing body and staff all confirm that the school's leadership and management have been strengthened considerably since the federation.

Through accurate self-evaluation, the school has a clear overview of its performance and takes positive action to bring about needed improvements. Key leaders are effectively involved in monitoring and improving their areas of responsibility. Subject leaders from other schools within the federation share their expertise and best practice and this benefits all schools. Professional development and training are well linked to the school's improvement priorities. Procedures for the monitoring and development of teaching contribute well to the improving practice. Since the previous inspection, pupils' achievement and teaching have improved from satisfactory to good. The Early Years Foundation Stage provision has also improved from satisfactory to good. Good behaviour has been sustained and the good curriculum provides exciting themed events which both promote learning and the pupils'

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personal development. Pupils are encouraged to develop a good understanding of their own community and different ethnicities and cultures.

A dedicated and experienced governing body shows a good understanding of the school's past and current performance. Members of the governing body are supportive and provide constructive challenge. Good emphasis is given to safeguarding and all requirements are met. Equality of opportunity is well promoted and discrimination is effectively tackled. The school engages well with parents and carers. A parent typically commented, 'I am very happy with the school.'

## 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	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](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.

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.**



24 May 2012

Dear Pupils

**Inspection of Sampford Peverell Church of England Primary School,  
Tiverton EX16 7BR**

Thank you so much for welcoming me into your school, giving me your views and showing me your work. I enjoyed my visit. Sampford Peverell is a good school. These are the main strengths.

- You enjoy school and your attendance is above average.
- Children in the Early Years Foundation Stage make good progress.
- Good progress continues in Key Stages 1 and 2 because of good teaching.
- You relate well with others and behaviour is usually good.
- You feel safe at school because teachers and other adults take very good care of you.
- The school is well led by the executive headteacher and the head of teaching and learning. They receive good support from subject leaders and governors.

Your teachers are determined to help you to succeed and give you the best possible education and I have asked them to make the following improvements.

- Ensure that more of your lessons are outstanding so that you can learn at a quicker pace.
- Ensure you have more opportunities to use modern technology to support your learning.
- Help some of you to improve your handwriting and the presentation of your work.

You can all help by continuing to work hard and keeping up the good attendance.

Yours sincerely

Derek Watts  
Lead inspector

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