

# Aveton Gifford Church of England Primary School

## Inspection report

---

<b>Unique reference number</b>	113387
<b>Local authority</b>	Devon
<b>Inspection number</b>	378692
<b>Inspection dates</b>	29–30 May 2012
<b>Lead inspector</b>	Stephen Dennett

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

---

<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>	63
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Karenza Cross
<b>Executive Headteacher</b>	Paul Jones
<b>Head of teaching and learning</b>	Heather Slater
<b>Date of previous school inspection</b>	20 March 2008
<b>School address</b>	Fore Street Aveton Gifford Kingsbridge TQ7 4LB
<b>Telephone number</b>	01548 550262
<b>Fax number</b>	01548 550262
<b>Email address</b>	admin@avetongifford.devon.sch.uk

---

<b>Age group</b>	4–11
<b>Inspection date(s)</b>	29–30 May 2012
<b>Inspection number</b>	378692



You can use Parent View to give Ofsted your opinion on your child’s school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit [www.parentview.ofsted.gov.uk](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

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](mailto: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 information 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’.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012



## Introduction

Inspection team

Stephen Dennett

Additional inspector

This inspection was carried out with two days' notice. The inspector visited eight lessons and parts of other lessons, and observed four 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 Parent View questionnaire 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 40 questionnaires from parents and carers and 37 from pupils in Key Stage 2. No staff questionnaires were submitted.

## Information about the school

Aveton Gifford is a much smaller than average-sized primary school. 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 of pupils with special educational needs supported at school action plus is above average. No pupil has a statement of special educational needs. Pupils are taught in three mixed-age classes in the morning and two classes in the afternoon. Since the last inspection in March 2008, there has been a significant change of staff, including the appointment of the present head of teaching and learning in April 2011. The school has been supported by First Federation since April 2011, which is part of the Primary Academy Trust. An executive headteacher from the Trust oversees the management of the school. The school has Healthy Schools accreditation, Eco Schools Silver Award, Investors in People and Artsmark Gold. 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

<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>1</b>
<b>Leadership and management</b>	<b>2</b>

## Key findings

- Aveton Gifford Primary is a good school. Almost all aspects of its work, including pupils' attainment and progress, have improved significantly over the past year. This is due to the strong focus of all involved on moving the school forward. The school is not yet outstanding because pupils' progress in Key Stage 1 is not as rapid as that in Key Stage 2 and consequently some pupils do not attain as well as they could by the end of Year 2. Also, attainment in mathematics is not as high as that in English at the end of Key Stage 2.
- From broadly average starting points, pupils achieve well to reach levels of attainment that are above average overall. There has been a sharp improvement in attainment in English, especially in Year 6, and pupils achieve very well by the time they leave the school.
- Teaching is consistently good across the school, with examples of outstanding teaching at both key stages. Pupils in all age groups make at least good progress in their learning, with several groups making outstanding progress. As a result of outstanding assessment systems, pupils are very well aware of how well they are progressing and what they need to do to move on to the next level in their work.
- Pupils really enjoy coming to school. They say their lessons are fun and they thrive on the challenges they are given. Their extremely positive attitudes to work contribute strongly to their good achievement. Behaviour is excellent, they feel very safe and inappropriate behaviour or bullying of any kind is almost unheard of.
- The executive headteacher and head of teaching and learning communicate their ambition for the school well and they have been effective in improving teaching and the school's performance. The innovative and extremely well-planned curriculum promotes pupils' spiritual, moral, social and cultural development exceptionally well. Staff performance has been managed effectively.

**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

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

- By July 2013, continue to build on the upward trend in pupils' attainment by ensuring even greater consistency of progress across Key Stages 1 and 2.
- Raise pupils' attainment in mathematics further so that it is in line with their well-above-average attainment in English at the end of Key Stage 2 by July 2013.

## Main report

### Achievement of pupils

Achievement is good because well-organised teaching effectively encourages pupils to be enthusiastic learners with the result that they make good progress in lessons. Children start in Reception with a range of knowledge and skills that is similar to that expected for their age. In the past, children have made satisfactory progress from their different starting points. However, inspection evidence shows this year children's progress is accelerating, especially in reading, and in their knowledge of letters and the sounds they make. Children enjoy working with the teaching assistant on adult-led tasks, such as making pizzas, as well as following their self-chosen activities. They are growing in confidence in their own abilities, as was seen in the improvements they made to their 'Builders' Hut'.

This enjoyment in learning was also evident in older pupils; for example, the delight with which two pupils in Year 6 described their challenge of working out a balanced meal for athletes at the Olympic breakfast. Although improving rapidly, attainment in mathematics is not yet quite up to the very high level of pupils' attainment in English. Pupils use their prior learning well, for instance in design and technology when designing gadgets of the future, and also in history, in their research aspect of the Second World War. Pupils also respond well to challenge. In a highly effective religious education lesson, they tackled thought-provoking questions, which they answered with very well developed arguments, demonstrating excellent communication skills. Pupils enjoy reading, and a strong focus on the development of effective reading skills, along with the effective teaching of letters and their sounds, enables pupils to make good progress, with the result that most reach above-average levels at the end of Year 2 and well above by the end of Year 6. At Key Stage 1, pupils are progressing well in their learning, some from below-average starting points. They concentrate well in lessons and enjoy the challenge of working out 'doubles' and 'halves' in mathematics. Inconsistencies in the rate of pupils' progress across the key stages are now being eliminated; nevertheless, school leaders are rightly aware that there is scope for progress during Key Stage 1 to be accelerated further to match that at Key Stage 2.

All groups of pupils achieve well. Any gaps between the progress of disabled pupils and those with special educational needs and that of other pupils have been closed

**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

because of the consistently good levels of support they receive, so they are well involved and enjoy their activities. Parents and carers feel that their children make good progress. The comments of these parents and carers were typical of many: 'This is a very happy school; my children love it and are progressing well' and 'My son enjoys school and the staff have made him feel confident so that he is making good progress.'

### **Quality of teaching**

Teaching is consistently good with much that is outstanding and this is recognised by the parents and carers and the pupils. There are excellent relationships throughout the school and this has a very positive effect on pupils' willingness to work hard. Good lessons observed in all classes were characterised by the teachers' high expectations, as well as the pupils' good levels of concentration and their good progress and excellent behaviour. A strong feature of teaching is the very effective use of questioning to probe pupils' understanding of what they have learned. Teachers plan their lessons well and match activities effectively to the range of abilities and ages of pupils in the class. Pupils in Years 1 and 2, for example, were given clear instructions on what they had to achieve in their writing, and they started confidently because of the good examples they had already explored. Teachers monitor pupils' work very well and provide additional support when needed in order to extend their learning. The quality of marking is excellent and is consistent throughout the school. The pupils understand targets for the next steps in learning very well and they feel teachers are good at helping them to understand new work. Provision for children in the Early Years Foundation Stage has improved over the last year and children are making better progress than in the past, especially in their reading and language skills. Disabled pupils and those with special educational needs are fully engaged in the lessons and are well supported in class and in withdrawal sessions.

Opportunities for pupils to use their excellent communication skills are effectively integrated into all lessons. They routinely use and extend their reading and writing skills in other work. The promotion of pupils' mathematical skills is also effective with opportunities to extend their knowledge in real-life problems and investigations, such as working out the proportion of calories in an Olympic meal for athletes. There is a very good emphasis on promoting pupils' spiritual, moral, social and cultural awareness. Time is given for pupils to reflect on their ideas, to work together co-operatively, to enjoy new experiences and meet new people. In assembly, pupils thoughtfully consider how everyone has talents, like seeds, hidden inside them. Inspection evidence supports the parents' and carers' and pupils' views that teaching is good and that teachers promote pupils' learning well.

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

The vast majority of pupils behave extremely well in their lessons and going about the school. Inspection evidence confirms that this is what behaviour is usually like.

**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

Pupils make an exceptional contribution to a safe, positive learning environment by their excellent attitudes to work. They show care for one another and are friendly and polite. They enjoy their activities and want to do well. They show extremely good levels of concentration and attention in lessons. They show respect for each other's work and effort. Pupils say behaviour is good and bullying of any kind is very rare, especially any physical, emotional or cyber-bullying. They are confident that any issues are dealt with quickly and effectively. Parents and carers believe that their children feel safe in school and that behaviour is at least good; very few had any concerns. Pupils say they feel very safe at school and discussed possible dangers in a very mature manner. They have a good understanding of the dangers of internet safety and have a good awareness of possible dangers around them. Attendance is above the national average. Persistent absence is extremely rare.

### **Leadership and management**

Since taking over the management of the school, First Federation has ensured that there are consistent procedures and policies to cover all aspects of the school's operation. The head of teaching and learning, supported by the executive headteacher and the members of the governing body consistently communicate high expectations and ambition for the school, its staff and for pupils. The commitment of the staff is high and, through carefully guided professional development, there is a strong sense of teamwork that includes all members. On taking up post, the focus of the head of teaching and learning was to ensure that Aveton Gifford was not only a happy school but an academically successful school as well. Her expectations that pupils' achievement should rise have led to a successful focus on more effective teaching strategies through rigorous performance management. All aspects of the school's work have been improved over the last year and the school shows clearly a capacity for further improvement.

The curriculum is outstanding because it provides for pupils' spiritual, moral, social and cultural development very successfully and has many innovative features. It meets their needs, interests and aptitudes well. Staff ensure there is no discrimination and effectively promote pupils' equal opportunities to achieve well by planning activities that effectively ensure all make overall good progress in their academic and personal development. Partnerships with parents and carers are very strong. Partnerships with other schools in the federation are good and contribute significantly to the improvements being made. Staff expertise has been shared and those new in post have been well supported so that high expectations have been generated throughout the school. Arrangements for the safeguarding of pupils are robust and effective. They meet statutory requirements and give no cause for concern. All parents and carers who responded to the inspection questionnaire said their children are safe at school and well looked after.

## 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.**



31 May 2012

Dear Pupils

**Inspection of Aveton Gifford Church of England Primary School,  
Kingsbridge, TQ7 4LB**

Thank you for making me feel so welcome and answering my questions when I visited you recently. You and your parents and carers are rightly proud of your school and I found that it is a good school.

Here are some of the things I found out about you and your school:

- You all make good progress to reach standards at the end of Year 6 that are higher than those achieved by most pupils nationally, especially in English.
- You want to do well and you try hard. I could see that most of you really enjoy your work, and relish the challenges that the teachers give you.
- You are taught well and all your teachers work hard to make your lessons interesting.
- You behave extremely well. You concentrate in class and look after each other well at playtimes.
- The school is led well, and the governors and all the staff work very hard to make your school a successful and happy community.
- The curriculum is great fun and you have many interesting activities to help you learn.

Even though yours is a good school, I have asked your teachers and the governing body to do a few things to help you to make consistently good progress.

- To help pupils in Year 2 to make even faster progress in reading, writing and mathematics.
- To help older pupils to achieve as well in mathematics as they do in English.

Thank you again for your warm welcome. I wish you well for the future and I hope you continue to enjoy learning as much as you do now.

Yours sincerely

Stephen Dennett  
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](http://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](mailto:enquiries@ofsted.gov.uk).**