

Caen Community Primary School

Caen Street, Braunton, Devon, EX33 1AD

Inspection dates 3–4 October 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Outstanding	1
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is a good school.

- The outstanding leadership demonstrated by the headteacher, senior leaders and governing body has resulted in the rapid and sustained improvements in pupils' achievements seen over the past three years.
- Pupils make rapid and sustained progress from their different starting points to achieve highly, particularly in English and mathematics.
- The quality of teaching is typically good and sometimes outstanding. Reading is taught very well throughout the school.
- Excellent support for disabled pupils and those who have special educational needs ensures they too make very good progress in reading, writing and mathematics.
- Staff performance is managed very well and weaker teaching is tackled robustly. A comprehensive induction and training programme for all staff is ensuring teaching improves.
- Regular opportunities to promote and develop pupils' good spiritual, moral, social and cultural awareness are woven expertly through the stimulating and carefully planned curriculum.
- Pupils feel safe. They behave well in lessons, at play times and enjoy school. Attendance is good and improving.
- Areas for development recommended at the time of the previous inspection have been successfully addressed.

It is not yet an outstanding school because

- Occasionally in lessons teachers' questions lack the focus necessary to correct pupils' misunderstandings and promote their secure learning.
- Pupils do not always demonstrate sufficient independence and take responsibility for setting targets for their future learning.

Information about this inspection

- The inspectors visited seventeen lessons, of which eight were joint observations undertaken with the headteacher. In addition, the inspectors observed pupils at breaktimes, examined their work in books and listened to a sample of pupils reading.
- Meetings were held with the headteacher, senior leaders, teachers, teaching assistants and the Chair of the Governing Body. A telephone conversation was also conducted with a representative from the local authority.
- The lead inspector met with a parent representative and considered 56 responses to the on-line questionnaire (Parent View). He also took account of the views of staff, including those expressed in 26 responses to the staff questionnaire.
- Other aspects of the school's work were also scrutinised. A range of documentation, including the school's own data on pupils' current progress, records relating to pupils' behaviour and attendance, and the school's central record of checks on staff and safeguarding was examined.

Inspection team

David Edwards, Lead inspector

Her Majesty's Inspector

Ann Henderson

Her Majesty's Inspector

Full report

Information about this school

- Since the previous inspection the school has entered into partnership with a local secondary academy. There is an on-site pre-school provision that is not managed by the governing body and so is not part of this inspection.
- There have been changes in teaching staff since the previous inspection. This is due mainly to growth in the school and maternity leave. A quarter of teachers at the school are in their first year of teaching. Three newly qualified teachers began teaching at the beginning of September 2012.
- The school is larger than the average-sized primary school. Most pupils are of White British heritage and few come from minority ethnic backgrounds. A few pupils speak English as an additional language.
- The proportion of disabled pupils and those with special educational needs that are supported at school action plus or with a statement of special educational needs is below the average, at about 5%. The proportion supported by school action is also below average, at about 2%.
- The proportion of pupils known to be eligible for the pupil premium funding, about 20%, is above the national average. A small proportion of pupils come from a local forces base.
- Since September 2012, Reception-aged children and Year 1 pupils have been taught in three mixed-age classes. Pupils throughout the rest of the school are taught in a variety of single and mixed-age classes.
- The school meets the government's current floor standards, which set out the minimum expectations of pupils' attainment and progress.

What does the school need to do to improve further?

- Over the next 12 months, increase the proportion of outstanding teaching so that it is equally present in all key stages by:
 - ensuring teachers consistently check pupils' understanding throughout lessons and, where necessary, intervene to promote more effective learning.
- Enable all pupils to take responsibility for their own behaviour and develop independence and resilience in learning by:
 - ensuring pupils regularly set and review their personal targets for improvement and carefully monitor their progress.

Inspection judgements

The achievement of pupils is outstanding

- Pupils' achievement is outstanding because pupils in all year groups, and of all backgrounds and abilities, make exceptional progress from their different starting points in reading, writing and mathematics. Rates of progress have improved year on year. Inspection evidence, including a scrutiny of pupils' work books, validates the school's own data that in the last three years pupils' attainment in English and mathematics has remained well above other schools nationally.
- Such outstanding progress is the result of the excellent curriculum and some exceedingly well-planned and delivered lessons that provide for pupils' individual learning needs along with the close monitoring of pupils' progress and understanding. For example, in an upper Key Stage 2 mathematics lesson, the teacher checked and responded swiftly to pupils' developing understanding of problem solving using multiplication. In similar lessons the teachers drew effectively on their experience to reshape tasks and provide further explanation that had a striking impact on the quality of pupils' progress and learning.
- Children joining the Reception classes generally display the knowledge and skills expected for their age. They settle quickly into well-established routines and make good progress in all areas of learning due to the commitment and developing expertise of staff. Significant improvements have taken place since the previous inspection to the buildings and organisation of classes. Children's enthusiasm for learning is evident in the way the children take turns and play cooperatively together in the well-resourced indoor and outdoor learning environment.
- Pupils across Key Stage 1 build on this secure start to learning and make overall good progress, especially in developing their reading skills and mathematical understanding. Pupils' attainment by the end of Key Stage 1 typically exceeds national averages for reading, writing and mathematics. In 2012, attainment was more in line with national averages for writing whilst reading and mathematics rose sharply.
- Attainment in mathematics is exceptionally high, especially by the time pupils complete end of Key Stage 2 national tests. More able pupils, in particular, make very good progress, as seen in an upper Key Stage 2 mathematics lesson where the teacher supported pupils' growing confidence in using decimal points when multiplying large numbers. In the 2012 end-of-year national tests, 94% of pupils in Year 6 achieved the expected Level 4, of which 76% achieved the higher Level 5.
- Older pupils are encouraged to read widely and often. Their attainment in reading is now a particular strength throughout the school. For example, buddy reading sessions, where trained older pupils regularly share books with younger children, have a positive impact on pupils' attitudes and achievement in reading.
- The school has correctly identified writing as an area for more focused development. This is because fewer more able pupils have secured the higher Level 5 for writing recently. However, the careful monitoring of current pupils' developing writing skills shows the majority are making excellent progress in developing these.
- The school promotes equal opportunities and tackles discrimination exceptionally well. All pupils and vulnerable groups, including disabled pupils and those who have special educational needs, make excellent progress because they are very well supported through highly personalised programmes of work. Pupils are very well prepared for the next stage in their education.

The quality of teaching is good

- Teaching is currently typically good but the majority of teaching is not yet outstanding. It is sometimes outstanding, especially when lessons are conducted by experienced teachers. Inspection evidence confirms the exceptional leadership of teaching is rapidly developing the skills of new staff. In the most effective lessons teachers are constantly attentive to the learning needs of all pupils; they often move learning on briskly and demonstrate well-focused and

demanding questioning techniques that keep pupils alert and fully engaged in learning.

- Reading is taught very well throughout the school. Teachers skilfully support and challenge pupils with probing questions. This approach, combined with stimulating activities and very good resources, ensures all pupils make excellent progress. For example, in a Year 2 phonics lesson, pupils responded exceptionally well to their teacher in learning how to read and write the letter patterns 'igh'.
- Teachers' confident knowledge of subjects provides teachers with the flexibility and depth of understanding to respond to pupils' learning needs. Occasionally, a combination of inexperience and questioning that lacks real focus on pupils' next steps in their understanding reduces pupils' involvement in learning. As a result, pupils make slower progress than expected. Also, where teaching is less strong, pupils lack opportunities to demonstrate their independence and resilience through taking a growing responsibility for setting targets for their future learning.
- Most pupils are keen to do well, apply themselves diligently in lessons and work at a good pace. They seek to produce their best work and are usually interested and enthusiastic about their learning in all subjects. In the best lessons observed, marking and dialogue between teachers and pupils were consistently of a very high quality. Most pupils understand in detail how to improve their work and are consistently supported in doing so.
- Teachers use assessment information to plan well-structured lessons for the wide range of ages and abilities in their classes. In one well-taught mathematics lesson, pupils worked keenly on calculations using brackets and were able to explain very clearly their thinking and the mathematical process. Later, in the same lesson, pupils used self-evaluation to identify how they had improved their understanding and what they would need to do next to improve further.
- Teaching assistants are very well trained and adept at supporting individuals and groups of pupils, including disabled pupils and those who have special educational needs or the few who speak English as an additional language. They work closely with teachers, and when necessary with external agencies, to provide very good support and care for all pupils.

The behaviour and safety of pupils are good

- Pupils behave well in lessons and around the school. They are consistently polite to adults and caring towards each other. Pupils say they enjoy school and told inspectors that they felt safe and well cared for at all times. The school is proactive in tackling all forms of racism and bullying. Older pupils in particular have a good awareness of the different forms of bullying, including cyber bullying, and know how to keep themselves safe and healthy.
- Attendance has improved since the previous inspection to be above the national average. This is due to the school working closely with parents, carers and external agencies in supporting pupils' attendance and providing pupils with a stimulating learning environment so that they want to come to school.
- Adults diligently supervise pupils at playtimes. This was an area for improvement identified at the previous inspection. The youngest children now benefit from a safe and stimulating outdoor learning environment with a good range of small apparatus to support their play. Older pupils spoke confidently to inspectors about the inclusive nature of the school. 'This is a school where everyone is made to feel they belong,' was one typical response.
- As pupils move through the school they are encouraged to take a growing responsibility for their work. However, this is not yet embedded consistently across all classes. Consequently, some pupils miss regular opportunities to reflect on their learning or set personal targets to improve their work.
- Pupils interviewed by inspectors spoke enthusiastically about their work and the efforts teachers go to in making learning fun. Pupils were particularly proud of recent art work they had completed in the style of Pablo Picasso and with their success in persuading the local authority to build a bridge to connect the school with a local playing field.

The leadership and management are outstanding

- Leadership and management at all levels within the school are of exceptionally high quality. The headteacher has worked diligently and with great skill and determination to eradicate the remnants of underachievement from previous years. The school is now well respected within the local community and oversubscribed. Ably supported by senior and middle leaders, the headteacher's clear vision for further improvement underpins the school's learning and development plan, and this vision is shared by all staff.
- The quality of teaching has improved since the previous inspection because senior leaders monitor the performance of staff rigorously. The induction of new leaders is also managed very well to ensure they receive the right support and, if required, further training to carry out their roles to the highest standards. All teachers benefit from professional development opportunities and have performance targets that link to their pupils' progress.
- Newly appointed teachers have been deployed carefully so that they benefit from the expertise of more experienced colleagues. They receive the specific support and guidance they require to develop their own teaching expertise. This ensures teaching that is not yet outstanding still secures pupils' good learning and progress.
- The curriculum makes an excellent contribution to the outstanding progress pupils make in reading, writing and mathematics. It is imaginatively designed to draw regularly upon pupils' own experiences and address local community issues. For example, the recent community initiative to build a bridge linking the school with a nearby playing field was recently the starting point for children's writing. Consequently, the curriculum is very effective in promoting pupils' outstanding spiritual, social, moral and cultural development.
- The school's engagement with parents was an area for improvement at the time of the previous inspection and it is now a strength. Parents who met with inspectors during the inspection were overwhelmingly supportive, with 100% saying they would recommend this school to other families.
- The local authority provides light touch support for this good and rapidly improving school.
- **The governance of the school:**
 - enjoys excellent communication with senior leaders
 - is very knowledgeable about pupils' progress and their achievements
 - is proactive and fully involved in supporting the headteacher in ensuring performance management procedures are robust and focused on securing high-quality teaching.
 - provides a rigorous level of challenge as well as support to the school
 - ensures all safeguarding and child protection policies and practice meet requirements.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	113138
Local authority	Devon
Inspection number	378649

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	267
Appropriate authority	The governing body
Chair	Mr John Gray
Headteacher	Mrs Karen Crutchfield
Date of previous school inspection	22 June 2010
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