

Membury Primary School

Membury, Axminster, Devon, EX13 7AF

Inspection dates 24–25 April 2013

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

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Achievement is not yet good and pupils' progress, particularly in writing, requires improvement. Opportunities to use writing skills in different subjects are missed.
- Teaching requires improvement because of weaknesses in planning activities for different groups of pupils. Tasks given are sometimes too easy or difficult and pupils do not always learn as well as they can.
- There are times in lessons when learning slows, for example when teachers talk for too long to the whole class. This inhibits pupils' learning and independence.
- Pupils do not have sufficient opportunities to set themselves targets for improvement and judge for themselves what they need to do to improve and help them learn better.
- Monitoring has not been rigorous or regular enough to ensure that weaknesses in teaching are fully tackled and that improvements are well established.
- Staff are not provided with sufficient opportunities to visit other schools to see best practice or to have coaching to help them tackle weaknesses and improve their own performance.

The school has the following strengths

- Pupils make good progress in reading. Pupils writing skills are strengthening, especially in the Key Stage 1.
- Teachers and other adults manage pupils well, including those who are disabled or have special educational needs.
- The learning environment is supportive and learning in lessons is purposeful. Pupils are confident in expressing their views and opinions.
- Pupils behave well and show a good deal of respect towards each other. They feel safe and well looked after. Older pupils have mature attitudes and are thoughtful individuals.
- Leaders know the strengths and weaknesses of the school. Development plans are well focused on the right areas and the school is improving.
- Governors have pursued partnership arrangements with great determination to widen opportunities for sharing leadership and strengthen teaching.

Information about this inspection

- Eight lessons were observed, including seven joint observations with the headteacher. The inspector also observed an assembly.
- Meetings were held with staff, governors and groups of pupils.
- A discussion was held with a representative of the local authority by telephone.
- The inspector took account of the 19 responses to the on-line questionnaire (Parent View) and information from the school's recent survey of parents' and carers' opinions. Parents' and carers' views were also gathered from letters and informal conversations.
- The inspector observed the school's work and looked at documents, including the school improvement plan, school checks on teaching and progress, records relating to attendance, the school's numerical data on pupils' progress, and analysed samples of pupils' work.

Inspection team

Peter Clifton, Lead inspector

Additional Inspector

Full report

Information about this school

- This is a much smaller than average primary school. The pupils are taught in two classes, with additional support in the mornings, which enables the pupils to be taught in smaller groups.
- The headteacher was appointed as the permanent headteacher in September 2012.
- Nearly all pupils are of White British heritage.
- The proportion of pupils who are disabled and those who have special educational needs supported by school action plus or with a statement of special educational needs is above average. The proportion supported through school action is above average.
- The proportion of pupils known to be eligible for the pupil premium, which is additional government funding, which in this school is for children who are looked after by the local authority, is well below average.
- Governors are actively pursuing partnership arrangements with other schools.
- In September 2011, the governing body extended the age-range of the school to enable children to join the term after they are three years old. These arrangements operate for three days and two mornings each week. These children are integrated with other children in the Early Years Foundation Stage and Key Stage 1.
- The school does not meet the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Raise the quality of teaching by:
 - ensuring that activities provided for different groups of pupils are not too difficult or too easy so that pupils can learn as well as they are able to
 - providing more regular opportunities for pupils to apply their writing skills in different subjects
 - making sure that that inputs by teachers to the whole class are not too lengthy so that pupils have more time to work independently and in small groups
 - providing more regular opportunities for pupils to set their own targets for improvement so that they can judge for themselves how well they have done and what they need to do to improve.
- Strengthen the impact of leadership and management by:
 - tackling weaknesses in teaching more rigorously and making more regular checks to ensure that improvement is sustained
 - providing targeted opportunities for staff to visit other schools to see best practice and through coaching to help staff improve their own performance.

Inspection judgements

The achievement of pupils

requires improvement

- During the inspection, the learning and progress observed required improvement as they were not sufficiently strong to ensure pupils' good achievement. Over the past year, the school's monitoring records show that progress in writing is improving but is not yet strong enough to make up lost ground from a period of weak progress. Progress observed in writing was strongest in Years 1 and 2.
- Samples of work scrutinised for example, in science in Key Stage 2, show that there are too few opportunities for pupils to practise and improve their writing skills.
- Numbers of pupils in different year groups are exceptionally small and as a result, there are variations in attainment in different year groups and over time.
- Disabled pupils and those who have special educational needs make progress which is similar to other pupils. The support they receive helps them to remain focused on tasks and persevere, for example to develop their understanding of place value to improve sentence writing in literacy.
- Pupil premium funding is used appropriately to provide pupils with additional support from teaching assistants. The school's records of progress indicate that this is helping them to make progress which is comparable to that of their classmates. There were no pupils in receipt of this funding last year and so there are no national data about their progress compared with their peers.
- The youngest children play happily with the Reception-age children, for example to build different structures using wooden blocks to see how tall they can get them. Reception children enjoy reading simple texts and picking out the different rhyming words. They talk confidently about what they have been doing in the 'home' corner in their choosing time.
- Reading is a strength of the school. Pupils in Key Stage 1 are proud of their writing in their literacy books and read this aloud confidently. They use their understanding of letters and their sounds well to read new and more complex words in their reading books and during lessons.
- Older pupils in Key Stage 2, have good reading habits. They talk knowledgeably about different authors and their writing styles and appreciate the way their teachers have encouraged them to read a wide range of different books.
- Progress and achievement in mathematics is improving. Pupils confidently apply their understanding of place value and the rotation of shapes through different angles to solve problems.

The quality of teaching

requires improvement

- Teaching observed in lessons and reflected in the learning made by pupils in their books and the schools' monitoring records has not been strong enough to promote good progress and therefore requires improvement.
- Planned activities for different groups of pupils are sometimes too similar and as a result, tasks given are sometimes too easy or difficult. This occurred, for example, when pupils in Key Stage 2 were asked to explore a spelling rule in a literacy lesson, and inhibited more able pupils' progress.
- There are times in lessons when learning slows and this is most noticeable when teachers present information to the whole class where there is, typically, a wide range of need and level of attainment. This inhibits pupils' independence to work on tasks which are matched to their abilities.
- Pupils have helpful lists which provide information about how writing can be developed and improved. However, the use of these is not promoted well enough by teachers to enable pupils to regularly set themselves targets for improvement and judge for themselves what they need to do to improve. As a result, the pupils do not always take on sufficient responsibility to support

their own learning.

- The environment for learning across the school is very positive and relationships between staff and pupils are strong. The pupils are encouraged and praised when they express their views and listen carefully to each other. This promotes confidence and enjoyment of learning.
- When given the opportunity to work together, pupils respond well. For example, Key Stage 2 pupils eagerly tackled problems to 'break a code' in mathematics. On another occasion, they enjoyed sharing their different ideas to extend the use of their vocabulary describing different feeling and emotions.
- Effective support provided by teaching assistants for those pupils with who are disabled or have a significant level of special educational needs enables pupils to work effectively alongside their classmates or on individual tasks which reflect their interests.
- Pupils in Key Stage 1 made good progress with their writing when they wrote, for example, 'facts about bats'. Learning was promoted well because the pupils were encouraged to think about ways in which their sentences could be improved. More able pupils talked about how they used time connectives to link ideas in different sentences.

The behaviour and safety of pupils are good

- Pupils enjoy coming to school. Pupils have positive attitudes to learning. Older pupils, in particular, work well together in groups to tackle joint tasks such as solving problems. They appreciate having small classes and that they can get help quickly should they get stuck. Older pupils enjoy being reading buddies with younger pupils.
- On a few occasions, pupils become restless, for example when they have to listen for too long.
- The school is a happy and very friendly place. The size of the school means that the pupils know each other well and there is an expectation that pupils take on the responsibility, when possible, to resolve any differences. Pupils confirm that they get on well together nearly all of the time.
- Parents, carers and staff express the view that pupils' behaviour is a strength of the school, and that their children feel safe at school. The pupils say that there is no bullying or poor behaviour. They have great confidence in their teachers to sort out any issue should it arise. They comment that their teachers deal with them fairly.
- Pupils have a good understanding about how to keep themselves safe. They are aware of the potential dangers of alcohol and drugs and that the internet can be misused. They know that there are 'filters' to stop any inappropriate material being accessed.
- Pupils are punctual to school and their attendance is regular.

The leadership and management requires improvement

- Leaders have taken action appropriate to tackle key areas of weakness since the previous inspection. This has improved achievement in reading and is now strengthening writing. However, monitoring and support provided to teachers, including being able to see 'best practice' have not been sufficiently strong to secure consistently good teaching and more rapid progress.
- Additional support to establish smaller teaching groups in the morning is proving to be beneficial because pupils are given more individual support to help them to learn. However, weaknesses in planning for different groups of pupils have not been tackled sufficiently robustly or followed up regularly enough to ensure that improvement is fully secured.
- Leaders have developed a comprehensive system to map the progress of individual pupils. It provides a visual representation about pupils' progress which is well thought out and easy to interpret. Leaders and staff have a clear understanding about how well individual pupils are doing and whether any additional help or support is needed and this is helping to strengthen pupils' equality of opportunity.

- The school helps the pupils to develop a strong social awareness and understanding about the need to help each other and treat others with care and consideration. The pupils have a strong sense of right and wrong. Discrimination is not tolerated and the pupils demonstrate positive attitudes to others who may be different from themselves.
 - The local authority has provided additional support since September 2012, which is well regarded by leaders and is helping the school focus more closely on the right key issues for improvement.
 - **The governance of the school:**
 - Governors have actively pursued partnership arrangements with other schools in order to strengthen leadership and widen opportunities for sharing expertise. Although this has yet to lead to a formal arrangement, the action taken is well founded on the needs of the school. They have a clear understanding of the strengths and weaknesses of the school, including the information about pupils' progress in reading, writing and mathematics from the school's monitoring records and their achievement compared with national averages. Governors have used this progress information effectively to track the impact of teaching and for the additional support provided using pupil premium funding. However, they have not used this data and other information well enough to establish a clear view of achievement in different classes and groups so that they can hold teachers fully to account. As a result, decisions about teachers moving up the salary scale are not sufficiently robust. The budget is carefully monitored and the school has an appropriate amount of money held in reserve. Governors make sure that they follow the required procedures about safeguarding children.
-

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	113101
Local authority	Devon
Inspection number	401341

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	22
Appropriate authority	The governing body
Chair	Marilyn Burrough
Headteacher	Ruth Elenor
Date of previous school inspection	12 May 2010
Telephone number	01404 881491
Email address	admin@membury-primary.devon.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making complaints about Ofsted', which is available from Ofsted's website: 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.



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 and as part of the inspection.

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, or look for the link on the main Ofsted website: 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.

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
W: www.ofsted.gov.uk

© Crown copyright 2013

