

# Copplestone Primary School

Bewsley Hill, Copplestone, Devon, EX17 5NX

**Inspection dates** 5–6 June 2013

<b>Overall effectiveness</b>	Previous inspection:	Outstanding	1
	This inspection:	<b>Outstanding</b>	<b>1</b>
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

## Summary of key findings for parents and pupils

### This is an outstanding school.

- All pupils make excellent progress during their time in school and they achieve exceptionally well in reading, writing and mathematics.
- Disabled pupils and those with special educational needs, as well as those who are eligible for the pupil premium, do at least as well as their peers because of the high quality support they receive.
- Teaching is outstanding throughout the school. Lessons provide the right levels of challenge for all pupils; they are lively and interesting so that pupils always pay excellent attention and enjoy their learning greatly.
- The way in which teachers mark work gives pupils excellent guidance about what they have done well and where their work could improve and pupils are given time to put the advice into practice.
- Pupils' behaviour is outstanding both in lessons and when they are walking around the school or are in the playground. This makes the school a very safe and harmonious place in which to learn.
- Leaders and managers, including governors, have a very accurate understanding of what the school does well and where it needs to improve. They take actions which bring about swift improvements, including improvements to the quality of teaching. Their high expectations and continual striving towards excellence are shared by all staff.
- Parents praise the school's caring ethos, where nothing is too much trouble and every child is nurtured and helped to do his or her best.

## Information about this inspection

- Inspectors observed teaching and learning in 15 lessons and parts of lessons.
- Discussions were held with the executive headteacher, head of teaching and learning, other leaders in school, members of the governing body, a representative of the local authority, parents and carers, and pupils.
- Inspectors took account of 19 responses to the online questionnaire (Parent View) as well as the views of parents and carers in the playground.
- Information about how school leaders know how good the school is and their plans for making it better, as well as assessment information, minutes of meetings of the governing body, teachers' plans, pupils' work and safeguarding procedures were examined.
- Inspectors analysed 19 questionnaires completed by staff.

## Inspection team

Jeanne Simpson, Lead inspector

Additional Inspector

Faysal Mikdadi

Additional Inspector

## Full report

### Information about this school

- Coplestone is a smaller than average-sized primary school.
- Coplestone is part of the Mid Moors Federation with Spreyton Primary School. There is an executive headteacher who leads both schools. The schools are managed by the same governing body and they have joint budgetary arrangements.
- The headteacher is a National Leader of Education.
- The proportion of pupils known to be eligible for the pupil premium (which is additional funding provided for children in local authority care, children of service families and those who are known to be eligible for free school meals) is below average. There are currently no children from service families on the school's roll.
- Most pupils are of White British heritage.
- The proportion of pupils and those with special educational needs supported through school action is much higher than average. The proportion of pupils at school action plus or with a statement of special educational needs is above average.
- The proportion of pupils who join and leave the school at different points in the school year is much higher than average.
- The school meets 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?

- Develop further pupils' understanding of the skills they use when they learn well and create opportunities for them to apply these skills in lessons at all times.

## Inspection judgements

### **The achievement of pupils** is outstanding.

- A large majority of children come into Reception with skills that are well below those expected for their age. They make outstanding progress across the school, leaving at the end of Year 6 with above average levels of attainment.
- Progress has accelerated this academic year in all subjects, in all year groups and for all groups of pupils, including disabled pupils and those who have special educational needs. The pupils who are supported by the pupil premium also make progress that is equally as good as, and often better than, that of their peers. This is because the extra support they receive in class or in small groups is carefully chosen to meet the needs of each individual child. There are no significant gaps between their attainment and the attainment of other pupils in the school.
- Pupils read confidently and enjoy doing so. This is because they develop an excellent understanding of phonics (letters and the sounds they make) from an early age. This love of reading continues to be encouraged, both at home and in school, so that they can tackle complex texts with confidence by the time they leave.
- Pupils develop excellent skills in speaking and listening because they are given many opportunities to practise these skills throughout their time in the school. Their ability to discuss their understanding in lessons is exceptionally strong. They are able to make mature observations about their learning and are confident to put the teachers right if necessary!
- At the end of Key Stage 1, attainment overall is consistently well above average and on course to be even higher this year. Last year, more than double the number of pupils attained the higher level in mathematics compared with national averages. However, the standards attained by boys in writing were much lower than those of the girls. This was immediately identified by leaders and swift and effective action has been taken to close the gap.
- Standards at the end of Key Stage 2 in 2012 were broadly in line with national averages which was a fall from previous years. This was in spite of the carefully targeted and appropriate additional support that had been provided. The attainment and progress of pupils currently in Year 6 is on course to be significantly better than national averages.
- Disabled pupils and those who have special educational needs reach standards that are above national averages because their needs are thoroughly explored and regular checks are made to make sure that they are making as much progress as possible.
- Achievement in all subjects is equally strong so that pupils leave the school with the skills that they need to succeed in the next phase of their education.

### **The quality of teaching** is outstanding.

- At every stage of their time in the school, pupils are able to benefit from outstanding teaching. Teachers use information about how well pupils are doing to plan lessons which provide just the right level of challenge for all ability groups. Pupils responded with a resounding 'Yes' when asked if they enjoy school. They say that teachers are really friendly and are never too busy to talk to them.
- Teachers mark work very thoroughly and give the pupils clear information about what they have done well and how they can improve. Pupils are encouraged to respond to the teachers' comments and they are given time to revise or edit their work so that the next time they meet the same learning, they do not make the same mistakes. Pupils are also given frequent chances to assess their own work as well as comment on that of their peers. The outstanding progress in the books shows that this approach is very successful.
- Pupils in Years 5 and 6 are beginning to explore their understanding of what helps them to learn well, and development of this initiative across the school has the potential to help all pupils to develop the skills they need to become lifelong learners.
- Pupils know their targets and can talk about them knowledgeably. The targets are regularly

referred to when teachers are marking work and pupils are given new ones as soon as possible so that there is always a high level of challenge.

- Teaching assistants are fully involved in the learning of all pupils, not just those who are disabled or who have special educational needs. They have high levels of skill, as shown in the quality of questions they ask and they are proactive in lessons, noticing where extra help is needed. For example, in one lesson, a pupil returned to the classroom after having taken part in another activity; the teaching assistant immediately noticed her slight uncertainty and provided very effective help so that she could confidently get on with her work.
- Not a moment of learning is lost because all the lessons have excellent pace and teachers regularly check on pupils' understanding. This means that when pupils start to work on their own, they do not get stuck because they understand the new ideas and the work they are given provides just the right level of challenge.
- Teachers have excellent subject knowledge and use their expertise very skilfully to help pupils to learn exceptionally well. In an outstanding lesson in Year 6, pupils were introduced to the poem 'If' by Rudyard Kipling and compared it with Benjamin Zephaniah's poem 'Good Hope' before writing their own poem on a similar theme. The teacher was able to give pupils exceptional insight into the similarities of the poems through her skilled questioning. The lesson made an excellent contribution to pupils' spiritual, moral, social and cultural development, as demonstrated by a pupil who explained his thoughts about the message of the poems by saying, 'We all have a little bit of perfect in us, but not everyone has all of it.'
- Because of the excellent relationships between teachers and pupils, there are high levels of trust and both teachers and pupils are confident to take well-measured risks. For example, in an outstanding lesson in Year 5, the teacher exposed stereotypical views of different religions but was able to change pupils' opinions through the careful way he managed their responses.

### **The behaviour and safety of pupils are outstanding.**

- Pupils' behaviour is exemplary at all times. Attitudes to learning are excellent and pupils show great joy in their learning. Pupils are able to sustain concentration for extended periods of time and are so engaged that they do not even consider behaving badly.
- Pupils show great respect for each other and for all adults, and this respect is mutual. Teachers manage behaviour with a minimum of effort because there is no need for anything else.
- The school's analysis of patterns of behaviour, which are almost entirely positive, contributes effectively to maintaining the exceptional behaviour and safety of all pupils. There have been no exclusions in the last three years.
- Attendance is consistently in line and occasionally above national averages. The recent focus on this area has brought about significant improvements and there are effective measures in place to deal with any occasional persistent absence.
- Good behaviour is publicly acknowledged, both informally through the praise pupils receive on a day-to-day basis when they are polite, as well as through the weekly reward assemblies. Pupils report that behaviour is always good but that, 'If you are naughty, you have to face the consequences.' They are confident that if there was any bad behaviour, it would be dealt with. Staff, governors, pupils and parents all say that the school is a safe place in which to learn.
- Pupils also say that there is no bullying but that if someone is 'not nice', teachers would quickly put a stop to it. The school regularly discusses anti-bullying in assemblies and in class.
- Pupils are taught how to keep themselves safe, including when they are on the internet, and they are able to recognise discriminatory behaviour in a mature and responsible way. They are encouraged to be good as citizens both in the school through the School Council and the ECO Council, as well as in the wider community through, for example, the recent visits to a nearby elderly people's residential home, following some work on dementia awareness.
- Pupils know where they can go for help if they feel anxious. The 'Feelings Tree' in the entrance hall is a place they can share their concerns and this can be anonymous if they prefer. There is a

'Worry Bag' outside the Year 6 classroom where pupils can privately ask for support.

## **The leadership and management** are outstanding.

- Leaders and managers at all levels, including governors, have a passion for making Copplestone Primary School the best it can be. They are very quick to recognise when this is not the case and take immediate and effective steps to bring about improvements.
- The very capable headteacher is highly respected by staff and parents alike and he makes sure that other leaders have opportunities to develop their skills. The executive headteacher and the head of teaching and learning both model high expectations in all aspects of their work and those high expectations are willingly pursued by all members of staff. As a result, Copplestone is a highly effective place for pupils to learn.
- Leaders know how well the school is doing because they regularly check on all aspects of the school's work. They ensure that teaching is never less than good and is frequently outstanding, both through training and coaching and through management of performance. Staff are held to account for the progress of the pupils and are not rewarded financially unless it can be seen that they have been successful in helping pupils make at least good progress, particularly those pupils whose circumstances make them vulnerable.
- Strong links have been made with the on-site pre-school. Teachers from Copplestone and the pre-school plan together and there are daily opportunities for the pupils to learn together. This was an area for improvement from the last inspection and the progress made in developing the shared curriculum, alongside the success the school has had in accelerating the progress of all pupils, shows that there is strong capacity for improvement.
- The pursuit of excellence is supported by the many exciting opportunities for learning in academic areas and in personal development. Pupils are able to practise their key skills in reading, writing and mathematics through a range of topic-based learning which is made relevant through trips and visitors to the school. Pupils are able to learn orchestral instruments as well as drums, keyboard and piano. There is a school orchestra and pupils take part in many arts events in the local area.
- Parents are encouraged to become involved in school life through open mornings, reward and celebration assemblies, 'Fantastic Friday' events held jointly with the other school in the federation, and through volunteering to share their skills with the pupils. All parents who responded to the on-line survey (Parent View) would recommend the school to other parents, which is testament to the high regard in which they hold the school.
- Procedures for safeguarding children fully meet requirements.
- The local authority has an accurate view of the school's effectiveness and ensures that the excellent practice at Copplestone is shared with other schools.
- **The governance of the school:**
  - The governing body is exceptionally well informed about the school, including about the quality of teaching, both through the accurate and detailed reports that members receive from leaders and from governors' regular visits to the school. Governors understand what progress information is telling them about strengths and areas which require improvement and they use their understanding to make sure that pupils who benefit from the pupil premium are catching up with their peers. All members of the governing body have a specific area for which they are responsible and they are diligent in monitoring the quality of that area. They effectively challenge and support leaders and return to aspects previously discussed to monitor the actions taken and to evaluate changes. They have carried out an audit to establish the strengths of all members which they use when allocating responsibilities and they regularly undertake training to ensure that they are as effective as possible. They monitor the way in which the school uses its funding and they make sure that only the best teachers are rewarded financially, while those who need support are challenged to improve.

## 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

<b>Unique reference number</b>	113068
<b>Local authority</b>	Devon
<b>Inspection number</b>	412509
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	194
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Liz Orme
<b>Headteacher</b>	Stuart Busby
<b>Date of previous school inspection</b>	12–13 July 2010
<b>Telephone number</b>	01363 84265
<b>Email address</b>	admin@coplestone-primary.devon.sch.uk



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