

# Clyst Heath Nursery and Community Primary School

Royal Crescent, Exeter, EX2 7QT

**Inspection dates** 20–21 June 2013

<b>Overall effectiveness</b>	Previous inspection:	Outstanding	1
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- The headteacher and leadership team have a very clear understanding of what needs to be done to improve the school. They rigorously monitor teaching and pupils' performance, and make effective changes to the tasks planned for pupils. Staff and governors share in the vision and ambition.
- Teaching over time is good because well-crafted activities are planned to match most individuals' needs. Careful marking involves pupils in evaluating their own progress.
- There is a very strong learning ethos and pupils want to achieve well. Attainment is rising, and is on track to rise further.
- When attainment and progress dipped for some groups last year, the response was rapid. The teaching of writing was overhauled, and an effective impact has been made upon pupils' current achievement.
- The school carries out very regular, comprehensive and rigorous analysis of pupils' progress, and ensures that staff intervene swiftly if it slows.
- Pupils who might be at risk of falling behind, including disabled pupils, those with special educational needs and those for whom English is an additional language, achieve well.
- Excellent relationships between pupils and staff encourage highly positive attitudes to learning and lead to exemplary behaviour. Pupils are respectful and treat adults and each other with courtesy, and speak very positively about their school. It is a safe and secure environment.
- Governors make sure that they are well informed, focus on learning, join the monitoring walks in classrooms, and are prepared to challenge as well as support school leaders.

### It is not yet an outstanding school because:

- Achievement is not above national expectations and progress is not yet consistent in all year groups and subjects.
- While much teaching is outstanding, not all is consistently strong in checking and accelerating pupils' progress.

## Information about this inspection

- Inspectors spent more than seven hours observing 14 lessons or parts of lessons taught by nine teachers. They observed break times, attended a school assembly, and made a series of shorter visits to classes and small working-groups to focus on the challenge and support provided for higher-attaining pupils as well as for those who need additional support.
- Two lessons were observed jointly with the headteacher. Pupils' books were checked to see how well pupils respond to their teachers' marking and record their own progress.
- Meetings were held with groups of pupils, representatives of the governing body, school leaders and subject coordinators. A telephone conversation was held with a representative of the local authority.
- Inspectors took account of two letters from parents and carers and the 54 responses to the online questionnaire, Parent View, as well as views communicated during informal discussions with parents and carers. They also took account of the views of the staff through meetings and responses to 25 staff questionnaires.
- Inspectors listened to pupils read, examined the work in pupils' books and visited breakfast and after-school clubs.
- The school's own attainment records for the current as well as previous academic years were scrutinised in addition to published information on pupils' achievement. Inspectors examined planning and monitoring documents, records relating to pupils' safety and welfare, including the school's single central record of security checks on staff, behaviour logs and attendance records.

## Inspection team

Patricia MacLachlan, Lead inspector	Additional Inspector
Robert Pierre Boudon	Additional Inspector
Fiona Allen	Additional Inspector

## Full report

### Information about this school

- Clyst Heath Nursery and Community Primary School has grown since its opening in 2005 so that it is now slightly larger than the average-sized primary school.
- The proportion of pupils eligible for support from the pupil premium (extra money provided by the government for pupils in the care of the local authority, pupils known to be eligible for free school meals and those from service families) is below the national average. The school has no pupils currently in the care of the local authority.
- The overwhelming majority of pupils are of White British heritage. Few pupils are of minority ethnic heritages or speak English as an additional language.
- The proportion of pupils supported at school action is in line with the national average. The proportion of pupils supported at school action plus or through a statement of special educational needs is also in line with the national average.
- The school meets the current floor standards, which are the minimum standards for attainment and progress expected by the government.
- The Early Years Foundation Stage consists of one Nursery class and one Reception class. In addition, some reception children are taught in a shared Reception and Year 1 class.
- Since the previous inspection, the school's roll has grown, so that there are no longer any mixed-age classes in Key Stage 2. Additional classes and extra teachers have been added every year. The school has experienced high mobility. The roll has gradually become more stable, with two thirds of the current Year 6 having been in the school since Reception. The leadership team has been expanded to include a special needs coordinator as well as two assistant headteachers who lead on literacy and mathematics.
- The school does not provide access to any alternative or specialist provision.
- The headteacher is a Local Leader of Education and has been enlisted by the local authority to offer guidance on improving overall effectiveness to other schools in the borough.

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

- Build on existing strengths to increase the proportion of teaching that is outstanding by ensuring that:
  - teachers in all lessons focus closely on the progress of all groups in the class and make frequent and varied checks on all pupils' understanding
  - the process of enlisting teachers with excellent track records to coach their colleagues is extended and strengthened.
- Extend the strategies that are in place to raise attainment by ensuring that the drive to raise achievement across all subjects is shared with parents and carers by:
  - supplementing termly reports by providing parents and carers with access to their child's learning progress software
  - providing training to parents and carers in how to use the software, so that they can see more frequently how much progress their child is making towards meeting challenging targets, and become more engaged in helping their learning as a result.

## Inspection judgements

### The achievement of pupils

is good

- Evidence from the school's own tracking data, scrutiny of pupils' work books and lesson observations clearly indicate that progress, most particularly in mathematics and reading, has accelerated well this year and is good. Pupils are aware that they are doing well, a view shared by their parents and carers.
- Children enter the Early Years Foundation Stage with skills broadly as expected for their age. Thanks to very well-focused questioning and interactions, children cooperate happily and are able to write short sentences with well-formed letters in Reception.
- Younger pupils read by recognising sounds and letters (known as using phonics) extremely competently because phonics is taught very well. The introduction this year of a 'Bug Club' online reading activity has enthused pupils to read at home and with their families. Pupils of all ages enjoy reading, one typically commenting, 'I like reading a lot and will swap my favourite books with friends.'
- The school has successfully established a trend of improving attainment since its previous inspection. Attainment in writing declined last year at the end of Years 2 and 6 compared with the national average, as did the progress made by boys in Year 6. The reasons for this have been correctly identified and promptly addressed by introducing books and writing topics that engage boys' interests. Consequently progress has accelerated this year, and attainment has improved. Pupils in Year 3 and the current Year 6 are achieving better writing scores than at the same time last year.
- Pupils now in Year 6 have made rapid progress in reading and mathematics. The school is well placed to sustain further rises in performance at the end of Key Stage 2 because progress this year has also been rapid in all subjects in Years 4 and 5.
- Changes to the way in which writing is taught this year have brought about significant improvements across the school, as seen in pupils' higher quality and well-structured writing, and more entries for the higher level papers in Year 6.
- A strong emphasis, introduced two years ago, on applying mathematical skills to real-life situations has also prompted good progress in mathematics, demonstrated by the increasing proportions in all classes of pupils achieving ambitious targets.
- The school's commitment to equality and to tackling any form of discrimination is seen in the rapid progress, above national averages, made by pupils for whom English is an additional language. Disabled pupils and those with special educational needs are also making accelerated progress, and are catching up with their peers due to well-focused interventions and excellent support in class.
- Pupils in receipt of pupil premium funding are closing the attainment gap with their classmates, most notably in Year 3 where the progress of this group has been particularly strong this year.

### The quality of teaching

is good

- The steadily improving quality of teaching is due to very rigorous monitoring and support by the headteacher and her leadership team. The effective range of professional development includes opportunities to learn from excellent practitioners in the school and both inspection evidence and the school's own records indicate that teaching is uniformly good and a significant proportion is outstanding.
- The use of assessment and target-setting to support learning is strong. It has improved particularly well in the past year in writing across the school because there are now very clear systems for marking, pupils recognise what they have achieved, and know how they can do better. There has also been a focus in the past year on assessing more precisely pupils' ability to understand what they are reading. These marking methods are applied consistently and this is beginning to have an impact on speedier progress being made in reading and writing.

- Lessons provide a range of activities to challenge pupils working at different levels. Explanations of English and mathematics learning materials are very clear, and lessons are well paced and planned with appropriate levels of challenge for pupils of different abilities. Tasks are set in meaningful contexts and draw on teachers' strong subject knowledge. For example, in a Year 6 lesson, pupils were being challenged to use their knowledge of Captain Scott's diaries to consider their own suitability to apply for a place on a local expedition for which they were building their own sleds. Due to skilful questioning by the teacher, pupils were soon discussing practical and emotional attributes confidently, and went on to compose persuasive letters.
- Teaching assistants demonstrate new skills clearly, are remarkably effective, and question pupils who need additional help very skilfully to draw out their understanding. They lead small-group support-work for pupils at risk of falling behind very effectively, and are a key reason why these pupils are catching up well with their peers.
- Pupils' learning is usually well monitored so, for example, if some are unsure of how to tackle a question, this is quickly addressed. However a few teachers do not check pupils' understanding frequently enough to adjust their tasks and offer new challenges to help them make even better progress.
- All adults develop excellent relationships with pupils. 'In lessons if I don't understand something, there is always someone who will help me', was a typical refrain. Pupils perceive their lessons being 'good' because their teachers 'make things interesting'. Both the pupils and their parents and carers are confident that they are well taught.

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

- Pupils' attitudes to learning are exemplary because they are so engaged in their lessons. 'Happy people learn', as one pupil commented. They are keen to discuss questions with their peers and they confidently use a system of 'thinking about thinking' to work out how to deal with new or difficult questions.
- Pupils' thoughtfulness towards others and their excellent attitudes to school, including during the well-run breakfast and after-school clubs, play a major role in helping them to make good progress. Reception pupils, for example, were seen confidently drawing up a list of insightful tips for the younger children who would be moving into their class next year.
- Nursery staff consistently plan interesting tasks, so that children move freely and sensibly in the outdoor learning area to select their own activities, talking confidently about them.
- Pupils behave with the utmost courtesy towards adults. Visitors are made to feel very welcome by members of the school council, who exude poise and maturity. Responsibility is encouraged; pupils act as leaders by ensuring calm purposeful movement at break time, and some pupils are involved in teachers' interview processes.
- Pupils say that they feel safe and very valued by staff at this school. 'One of the biggest points about this school is its support', commented one pupil who went on to say that 'Teachers here are trustworthy.' Their parents and carers wholeheartedly agree. Pupils' understanding of how to keep themselves safe is reinforced through assemblies that are led by the pupils themselves after visits, for example, to the emergency services, or after attending road safety sessions.
- There is little or no bullying according to pupils, and they are confident that if it arises it is dealt with effectively. There have been no exclusions and the whole focus is on rewarding positive behaviour.
- Pupils are extremely proud of their school ethos, trying to live up to the motto of 'Aim high, achieve the best', and wearing their colourful uniforms with pride. Attendance is high. At the popular assemblies, valued awards are given for good behaviour and generous congratulations are shared.

### **The leadership and management** are good

- The exceptional leadership provided by the headteacher, supported by a talented senior team, is producing rapid growth in the school's performance. Teachers are now held accountable for using assessment information to plan work that meets individuals' needs. All staff feel supported and are unanimous in expressing their pride as members of the school team. This drive for self-improvement demonstrates the school's capacity to continue to improve.
- Well-established monitoring procedures work extremely well because teachers benefit from insightful feedback. They are supported in making further improvements not only by talented leaders but also by excellent practitioners working alongside them in their classrooms.
- The school has developed a strong partnership with parents and carers and is very highly regarded. Workshops, offered to help parents and carers to support their children's reading and mathematical development, are valued and effective. Reports are regular and detailed, but parents and carers do not yet have access to, or understand the importance of, the interim pupil progress tracking systems that are driving improved outcomes in reading, writing and mathematics.
- The weaknesses in mathematics in recent years have been addressed with effective teacher training led by the local authority advisor and consistently high-quality teaching in that subject. Inspection evidence shows that any recent shortcomings in writing scores in national assessments are being tackled with equal vigour and determination.
- The curriculum promotes pupils' spiritual, moral, social and cultural development exceptionally well. Assemblies and topics incorporate different cultures and faiths. Visits and visitors contribute to widening pupils' horizons. The stunning wall displays, with the pupils' artwork supplementing exhibitions of their high-quality writing, are inspired by paintings, photographs, music and the reading of classic authors such as Arthur Conan Doyle.
- Safeguarding, including child protection procedures and the vetting of staff, is given a high priority and fully meets requirements.
- The local authority maintains light touch support, providing an annual check of pupils' outcomes and external reviews commissioned by the school.

– **The governance of the school:**

- This is a committed, hard-working and conscientious governing body which is well aware of standards of achievement and teaching in the school. Governors know how well pupils are performing compared with national standards and some governors have attended training in how to track pupils' progress in the school and make comparisons with national standards. Governors understand the link between teachers' pay progression and pupils' achievement, and the staffing committee makes sure that a business case is put for teachers' progression to upper pay spines. Governors check that pupil premium funding is spent on the intended groups through measuring the impact on attainment made by additional support provided by the funding. Governors' oversight of safeguarding is systematic and thorough. Governors also accompany senior leaders on termly learning walks in order to focus on, and ask challenging questions about, the impact of school development planning on learning and teaching.
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## 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>	134641
<b>Local authority</b>	Devon
<b>Inspection number</b>	412500

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>	Community
<b>Age range of pupils</b>	311
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	296
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Peter Holland
<b>Headteacher</b>	Karen Hadley
<b>Date of previous school inspection</b>	25–26 November 2009
<b>Telephone number</b>	01392 361415
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