

# Spreyton School

Spreyton, Crediton, Devon, EX17 5AJ

**Inspection dates** 23–24 October 2013

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Pupils make good progress in relation to their differing starting points and the above average levels of attainment reached by the end of Year 6 in English and mathematics represent good achievement.
- Teaching is good and occasionally outstanding. Teachers make it very clear to pupils what they are to learn and their marking of the pupils' work is of a high quality. Teaching assistants are very skilled at supporting pupils' learning, especially when providing additional guidance outside classrooms.
- Pupils behave well and share very friendly relationships with each other and with all the adults who work in the school. Pupils say that they enjoy school and feel very safe. As a result, their attendance is consistently above average.
- All staff provide exemplary care and support, and the school's warm, welcoming atmosphere strongly promotes the pupils' spiritual, moral, social and cultural development.
- The head of school and the governing body, well directed by the acting executive headteacher, provide good leadership and have a very clear understanding of the school's strengths and weaknesses.
- By sharing expertise, senior staff managers and governors within the federation have brought significant improvement, especially in the quality of teaching, since the previous inspection.
- More recent partner working within a wider federation is quickening the pace of improvement and is sustaining a strong capacity to continue this in the future.

### It is not yet an outstanding school because

- At times, teachers do not act quickly enough to strengthen pupils' learning by moving them into harder, more thought-provoking activities when they begin to find work too easy.
- In some lessons, teachers do not expect enough work from the pupils and this restricts progress.
- Pupils are not always given enough opportunities to learn by finding things out for themselves and this constrains their ability to learn independently.

## Information about this inspection

- The inspector visited 10 lessons and was accompanied by the head of school during most of these observations.
- The inspector observed morning playtime and lunch breaks and also attended an assembly.
- Meetings were held with members of the school council and several other pupils were spoken to during lessons and breaktimes. The inspector also met with governors and held a separate telephone conversation with a representative of the local authority.
- The inspector held meetings with school staff, including senior leaders.
- The inspector took account of 12 parents' responses to the online questionnaire (Parent View) in planning and undertaking the inspection and also received nine staff questionnaires. The inspector spoke informally with a number of parents as they brought their children to school and to some parents attending the 'Open Day'. The inspector also examined parents' responses evident in the school's own questionnaire.
- The inspector observed the school's work, and looked at a number of documents, including the school's own data on pupils' progress, planning and leaders' checks on the quality of teaching, records relating to behaviour and attendance, and documents relating to safeguarding.

## Inspection team

Alex Baxter, Lead inspector

Additional Inspector

## Full report

### Information about this school

- This school is much smaller than the average-sized primary school.
- The large majority of pupils attending the school are of White British heritage and there is a below average proportion of pupils from other ethnic groups. There are no pupils who speak English as an additional language.
- The proportion of disabled pupils and those with special educational needs supported through school action is above the national average. The proportion supported by school action plus or with a statement of special educational needs is broadly average.
- The proportion of pupils known to be eligible for the pupil premium (which provides additional funding for children in local authority care, children from service families and those known to be eligible for free school meals) is below that found nationally.
- The proportion of pupils leaving the school at other than the normal times is above average and is often higher than this in some year groups, for example, during Years 2- 4, because some are being moved into independent schools.
- The children in the Early Years Foundation Stage are accommodated in a mixed-age class with Year 1 and 2 pupils. Other pupils in the school are taught in one mixed-aged Year 3 to 6 class.
- The school meets the government's current floor standards, which set out the minimum expectations for pupils' attainment and progress in English and mathematics.
- In 2012, the school became a member of the Mid Moors Federation, which at present comprises Spreyton School and the nearby Copplestone Primary School and shares a governing body.
- Currently the federation is working in a management partnership with a wider group of schools known as the United Schools Federation and is led by an acting part-time executive headteacher who shares his duties across both schools. Each school is managed on a day-to-day basis by its own member of staff fulfilling the full-time role of head of school.

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

- Increase the amount of outstanding teaching by:
  - moving pupils on to harder work more quickly when it is clear they find tasks easy
  - ensuring that teachers' expectations of the amount of work that pupils can complete are consistently high
  - providing more opportunities for pupils to set up their own lines of enquiry and find things out for themselves.

## Inspection judgements

### The achievement of pupils is good

- Children's skills on entry vary widely from year to year. While most show broadly expected personal and social skills, children's communication skills are often less well developed. Following improved provision in recent years, supportive links with parents and pre-schools also help children to settle quickly and sustain good progress during the Reception Year.
- In response to effective teaching, good progress continues through Key Stage 1. Although the proportion of pupils meeting the expected level in the Year 1 phonic (letter sounds) screening check varies, assessments at the end of Year 2 show that in response to good teaching of phonics and guided-reading sessions, most pupils reach and often exceed national averages.
- Pupils who move on to other schools at this stage or midway through Key Stage 2 do so having achieved well in developing their early literacy and numeracy skills. Other pupils, including those from minority ethnic groups, continue to build well on this firm foundation and in response to improving teaching sustain good progress through Year 3 to 6 and achieve well by the time they leave the school.
- Pupils are particularly confident and skilled in their speaking and listening skills. This was evident, for example in the confident way that Year 6 pupils led a discussion about their computer-generated rugby presentation in assembly. In recent years, pupils have also improved the way they structure their writing and use their extended vocabulary to write more expressively.
- Pupils also develop their mathematical understanding well, for example as in a lesson in Key Stage 2, by rising to the challenge of partitioning numbers and solving word problems linked to their Tudor theme.
- By the end of Year 6, pupils' attainment continues to be above average in English and mathematics. An increasing number of pupils are attaining higher standards, including in reading, reflecting improved challenge for more able pupils. However, limited opportunities for pupils to learn more independently by setting up their own investigations constrain some from doing even better.
- The very small number of pupils in receipt of pupil premium support receives closely planned additional adult help and have their needs met well. Pupils' responses during lessons and when supported as individuals or in small groups, and a scrutiny of their work, now show that previous weaknesses in skills, especially in writing, have been overcome well in recent years. As a result, these pupils are making similarly good progress in English and mathematics to other pupils in school.
- The school's strong focus on promoting equal opportunity also ensures that disabled pupils and those who have special educational needs derive equal benefit from additional adult support and also achieve well.

### The quality of teaching is good

- The quality of teaching has improved since the previous inspection, including the management of pupils' behaviour. There have been particularly substantial improvements in the way teachers check pupils' progress, share learning objectives of lessons with them and give precise guidance on how to improve when marking their work.
- In the Reception and Key Stage 1 class, for example, the teacher's careful explanation of the reasons for first drawing and sequencing 'story maps' about 'Goldilocks and the Three Bears' enriched the quality of pupils' story writing.
- Teachers' marking of pupils' work extends their ability to think about and reflect on their work by encouraging them to read, write a comment and act upon the careful advice given. At times, though, pupils are not given enough opportunity to build on these skills and further develop their independence in learning by finding things out for themselves.

- Even so, the teachers present a carefully considered range of often practical activities to enthuse pupils and engage them purposefully in learning. In the Key Stage 2 class, for example, stimulated by the teacher's thought-provoking role play as a Tudor sailor, pupils eagerly and productively considered life on board Tudor ships.
- All year groups have good opportunities to learn by using computers and, for example, even the very youngest children in Reception and Year 1 develop their understanding of phonics well by using electronic tablets. At times, though, when pupils find tasks easy or lose interest, teachers are not always swift enough in moving them on to more stimulating or harder work, and this slows progress.
- Teaching assistants support pupils well, especially when helping disabled pupils and those who have special educational needs, and those receiving additional assistance through the pupil premium, to extend their reading-comprehension and expressive-writing skills.

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

- Pupils' very friendly relationships and respect for each other's views in lessons indicate their great enjoyment of school and show why their attendance is consistently above average.
- Pupils show consideration to other pupils, to adults who work in the school and to visitors. They say, 'We are a big happy family where everyone is made to feel welcome.'
- Pupils also say, 'Everyone is nice to us and teachers really help us to learn.' Almost all parents support this opinion.
- All written comments recorded by parents and other visitors during the 'Open Day', which took place during the inspection, were very appreciative, typically including, for example, 'Lovely calm school' and 'Full of happiness'.
- Observations of pupils in lessons and during break times show that behaviour is good. This view is shared by the pupils themselves, who talk about improved behaviour in response to clearly understood and consistently applied 'red spot' and 'yellow spot' sanctions and a range of supportive rewards.
- Records show that there are very few incidents of poor behaviour or bullying at this school and indicate the effective way that staff deal with them in full consultation with parents. As a result, pupils say they feel very safe at school and know how to keep themselves safe, for example by showing a good understanding of the different forms of bullying, for example cyber bullying and e-safety.
- Pupils talk about a small number of pupils needing and receiving additional support in lessons. Even so, these pupils' attitudes to learning continue to improve rapidly, with most pupils willingly expressing ideas in lessons and contributing eagerly and effectively to their own and to each other's progress.
- At times, a few pupils lose interest when the closeness of adult support is reduced or the work is too easy for them. This is why behaviour and safety are not yet outstanding.

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

- The head of school plays a strong role in driving improvement and taking the actions agreed with the acting executive headteacher and the federation's single board of governors.
- The head of school is also well supported by a small group of passionately committed staff who are purposefully cooperating with skilled colleagues across the Midmoors Federation. Good links with parents are also helping to lift aspirations of what pupils can achieve.
- Over the past 18 months, acting as an effective team, leaders and managers have made relative weaknesses, such as sharing learning objectives and improving the quality of teachers' marking, consistent strengths. More recently this term, wider leadership skills from the United Schools Federation is helping to quicken the pace of improvement further, for example by further

extending staff subject leadership skills in raising the quality of teaching and learning.

- Across the federation, shared expertise also means that statutory duties, including safeguarding checks of employees and visiting staff and child protection procedures, are consistently met.
  - Partnership working across the federation sustains effective financial management. Efficient use of additional funds, for example, means that disabled pupils and those who have special educational needs are fully supported and included in the day-to-day life of the school.
  - Similarly, closely targeted pupil-premium funding also makes sure that the few eligible pupils achieve as well as their peers. In addition, increasingly challenging support for more able pupils reflects the school's unwavering commitment to treating pupils equally and eliminating discrimination.
  - Joint learning events across the federation, such as the 'Fantastic Friday' sports and creative arts activities and themed days such 'The Tudors', widen pupils' learning. Out-of-school activities, clubs and shared residential visits and links with a school in Tanzania, for example, further enrich pupils' spiritual, moral, social and cultural development. In addition, the primary school sport funding is already providing more competitive team events to enhance pupils' fitness and well-being. The school has plans to measure the impact of this work.
  - The local authority continues to provide 'light-touch' support for this good, improving school.
  - **The governance of the school:**
    - Careful decision-making by the single governing body has secured the continued development of the school, more recently by linking with a wider federation of schools. Governors engage fully in training opportunities, such as safe recruitment of staff and also training for new governors. Individual governors have specific responsibilities in addition to their roles within their various committees. These involve regular visits to the school to meet staff and to observe teaching and learning activities for themselves. As a result, governors contribute knowledgeably to decisions about improving teaching and in making sure that staff performance, pay scales and training are closely focused on raising pupils' achievement. Governors hold staff leaders and managers to account. They pose challenging questions, based on their knowledge of data about pupils' performance. They know about the targets that are set to improve teachers' performance and what the school is doing to reward good teachers and tackle any underperformance.
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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>	113124
<b>Local authority</b>	Devon
<b>Inspection number</b>	426741

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>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	26
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Liz Orme
<b>Acting executive headteacher</b>	Martin Harding
<b>Date of previous school inspection</b>	19–20 January 2012
<b>Telephone number</b>	01647231321
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