

Wetheridge Church of England Primary School

Fore Street, Wetheridge, Tiverton, Devon, EX16 8AH

Inspection dates 10–11 December 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
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

- All groups of pupils achieve well. Attainment is rising in both key stages as a result of faster progress in all subjects.
- Most pupils are making good progress in reading, writing and mathematics.
- Pupils benefit from teaching that is consistently good. Teachers are particularly effective at questioning pupils to develop their understanding and at devising learning activities that capture pupils' interest.
- Reading is taught well so that most pupils are making strong progress. Pupils quickly become fluent readers and develop a keen love of books.
- Pupils are motivated in their lessons and enjoy their learning. They behave well and feel safe because the school provides a secure learning environment.
- Leadership and management are good. The very effective headteacher has taken firm steps to improve the quality of teaching through well thought out training and the rigorous monitoring of teachers' work.
- Well informed governors give good levels of support and challenge to the school's leaders. They have a clear view of how well the school is performing and manage the school's finances effectively.

It is not yet an outstanding school because

- The proportion of outstanding teaching is not yet high enough to ensure all pupils' progress is rapid and sustained across all year groups.
- Until recently, pupils' progress in writing in Years 2 and 3 has been inconsistent, with few reaching the higher levels.
- Subject leaders have not yet had sufficient opportunities to check on the teaching and learning to make further improvements.

Information about this inspection

- The inspector observed eight lessons, all of which were joint observations with the headteacher. In addition, she made a number of short visits to lessons, the dining hall and the playground.
- Meetings were held with pupils, a group of governors including the Chair of the Governing Body, and the school's leaders. The inspector spoke with a representative of the local authority.
- The inspector took account of the 36 responses to the online questionnaire (Parent View) as well as consulting informally with parents and carers before the school day.
- She observed the school's work, looked at a range of documents including the school's improvement plans, information on pupils' current progress, planning and monitoring files, minutes of the governing body meetings and records relating to special educational needs, behaviour, attendance and safeguarding.
- The inspector heard pupils read, talked to them in lessons and evaluated samples of their work.

Inspection team

Sandra Woodman, Lead inspector

Additional Inspector

Full report

Information about this school

- This school is much smaller than the average-sized primary school. Pupils are organised in four classes.
- Almost all pupils come from a White British background.
- The proportion of pupils known to be eligible for the pupil premium, which is additional government funding for pupils known to be eligible for free school meals, children in local authority care and children with a parent or carer in the armed forces, is below the national average. Currently, there are no children with a parent or carer in the armed forces and very few children in local authority care.
- The proportion of pupils with special educational needs supported at school action is below the national average. The proportion of pupils supported at school action plus or with a statement of special educational needs is just above average.
- Three new teachers have joined the school since the previous inspection.
- The school is an associate member of a cooperative trust with four other primary schools.
- 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?

- Increase the proportion of outstanding teaching so that all pupils make rapid and sustained progress, particularly in Years 2 and 3 in writing, by:
 - providing more opportunities for pupils to write at length for uninterrupted periods
 - ensuring the basic skills of grammar, punctuation, spelling and sentence construction are reinforced in all lessons
 - making sure teachers always give pupils clear guidance as to what constitutes good quality writing, so that pupils can refer to this when completing their own work.
- Further develop the roles of subject leaders by:
 - giving more opportunities to check on teaching and learning and giving regular feedback in order to guide the development of teachers' skills
 - making targets and milestones on improvement plans sharper so that it is easier for leaders to check on the success of their actions.

Inspection judgements

The achievement of pupils is good

- Most children join the school in the Early Years Foundation Stage with skills that are typical for their age. They make good progress in all aspects of their learning, especially in reading, and most children start Year 1 as confident learners.
- Since the previous inspection, attainment has risen year on year and is above average at both Key Stage 1 and Key Stage 2 in all subjects. Over the past two years, faster progress has resulted in more pupils across the school reaching standards above those expected for their age.
- The school's checks on pupils' progress show that it has accelerated to good levels over the past two years in all subjects and all age groups. There are no significant differences between the rates of progress of different groups now, reflecting the school's strong commitment to equality.
- High expectations mean that more able pupils are making good progress. In lessons, they are encouraged to challenge themselves and explain their ideas clearly. Sometimes, particularly in Years 2 and 3, this high level thinking is not reflected in the quality of their writing because they are not required to write at length often enough and do not give sufficient attention to their grammar, spelling and punctuation.
- Disabled pupils and those with special educational needs make good progress due to the effective support and well planned help they receive.
- The Year 6 pupils in 2013 who benefited from the pupil premium fund attained a term below their classmates in reading and were four terms behind in writing and mathematics. Their progress from similar starting points was comparable. However, the gaps are narrowing quickly in other year groups as progress is accelerating for eligible pupils.
- The school's very strong performance in this year's Year 1 phonics (letters and the sounds that they make) screening check reflects the school's effective teaching of phonics. Pupils soon become fluent readers and develop a love of literature, reading widely and often across a range of authors.
- Physical education is important in the school and pupils are enjoying more opportunities to be actively involved in a range of sporting activities. Pupils particularly like the increased levels of competition which have helped to hone their skills in sports such as athletics and tag rugby.

The quality of teaching is good

- Teaching is typically good, with some that is particularly effective. Clearly stated lesson aims ensure pupils know what is expected of them and work is well matched to meet their needs and interests.
- Teachers question pupils extremely well to develop their understanding, with good opportunities for them to discuss and share ideas in 'talk trios'. For example, in one very effective lesson, Years 5 and 6 pupils were successful in designing containers for specific volumes due to the skilful questioning of the teacher that clarified their thinking and prompted high level discussions.
- In all lessons, relationships are strong, creating a productive learning environment. Teachers usually have high expectations of all groups of pupils and foster positive attitudes to learning so that, for the most part, pupils make good progress. Sometimes, teachers could expect more from pupils in writing, particularly in Years 2 and 3.
- Training and support to help teachers and teaching assistants to improve their skills, especially in the use of assessment and in the teaching of phonics, have had good impact. This has ensured that good practice is the norm.
- Teachers' marking is usually helpful and pupils respond regularly to their comments. Pupils are involved well in assessing their own learning. However, in some classes, teachers provide too little guidance to show pupils what makes for good quality writing and this restricts the progress

they make.

- The pupil premium fund has been used effectively to provide additional teaching in the basic skills, enrichment activities in the curriculum and strategies to improve pupils' confidence as learners. Eligible pupils are making faster progress through well targeted support.
- The provision for disabled pupils and those with special educational needs is well organised. Teachers and their assistants are skilled in supporting these pupils, so that they are successful in their learning and included as fully as possible in the life of the school.
- Teaching in the Early Years Foundation Stage is good, with a lively, playful approach by adults that encourages children to explore and develop their own learning activities. The good levels of discussion between children and adults are ensuring that children's language skills are progressing very well.

The behaviour and safety of pupils are good

- Typically, pupils behave well in and around the school; they are polite, friendly and respectful of each other. They concentrate well in lessons and are very enthusiastic about their learning. These very positive attitudes have contributed well to the faster progress now being made.
- Behaviour is not yet outstanding because, sometimes, pupils lose focus when teachers are not clear enough about their tasks in lessons.
- Pupils, the very large majority of parents, and staff are positive about the standards of behaviour. Pupils know what constitutes bullying and the different forms this can take, such as cyber bullying or name calling, and are clear about how to combat this. Pupils are adamant that bullying never happens in school, but if there are 'fallings out' these are resolved quickly.
- School records show that incidents of serious misbehaviour are rare. However, the school manages well the behaviour of a few pupils who are emotionally more fragile. Tailored support programmes help such pupils to become more resilient and confident as learners.
- Generally, pupils respond wholeheartedly to the management systems and rewards for good behaviour. Older pupils take on roles and responsibilities, such as house captains and lunchtime monitors, with relish. Teachers encourage pupils to develop the attributes of good citizens, such as tolerance and perseverance, and this is helping to create a very cohesive learning community.
- Discussions with pupils show that they feel very safe in school because the adults take good care of them. Most parents who responded to the online questionnaire or spoke to the inspector confirm this view. Programmes such as Bikeability help to prepare pupils to maintain their personal safety outside of school.
- Attendance rates are above average and punctuality is usually good as pupils enjoy school and appreciate what it has to offer.

The leadership and management are good

- Since the previous inspection, the school has experienced significant changes in the leadership and staffing. The headteacher has renewed a sense of high ambition, developed a greater clarity in self-evaluation and increased the pace of improvement. The systematic and thorough checking of teaching, followed by appropriate training, has improved teaching and accelerated pupils' progress.
- Improvements to the checking and reviewing of pupils' progress have enabled school leaders to judge the impact of new strategies effectively and hold teachers to account more readily for their pupils' progress.
- Teachers' targets for improvement focus on accelerating progress and are linked closely to the Teachers' Standards. Effective and regular feedback on performance is ensuring that the quality of teaching rises quickly.
- Good support from the local authority has helped to improve the teaching of phonics across the school. The school is swift to access any pertinent training for staff from external consultants

and across the local partnership of schools.

- Subject leaders, some very new to the role, have not yet had sufficient opportunities to check on the quality of provision and pupils' progress in their areas of responsibility. Sometimes, improvement plans lack precise interim targets in order to judge their effectiveness during the year.
- The curriculum has good breadth and balance across subjects and provides an interesting range of experiences for pupils that promote their spiritual, moral, social and cultural development well.
- Monitoring of the plans for the use of the new physical education fund shows that there is an increase in pupils' participation in a range of sports and competitions. In addition, some effective training for staff is being provided so that these improvements are sustainable.
- The school promotes equality of opportunity and tackles any discrimination well. There have been no recorded incidents of harassment over recent years. The pupil premium is managed effectively so that eligible pupils make good progress.
- The school works hard to involve parents in the life of the school and many help out as volunteers. Parents appreciate the openness of staff and the opportunities to learn about new teaching strategies, such as the teaching of phonics.
- All statutory requirements for safeguarding are met and health and safety are managed robustly. Training for staff and governors, in areas such as child protection, is up to date.
- **The governance of the school:**
 - Governors are well organised and very knowledgeable about the school. They have a clear understanding of the school's performance in the national context because they check the school's work for themselves. This means that they are able to give the school's leaders strong levels of challenge about pupils' progress and shape the strategic direction of the school. They are keen to develop wider opportunities for enhancing the school's provision through working in partnership with schools in the cooperative trust. Governors have a clear understanding of how the performance of staff is managed and how this is being aligned to their pay progression. They keep their knowledge and skills current through good quality training provided by the local authority. Financial management is sound and resources, including the pupil premium fund, are managed effectively.

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	113384
Local authority	Devon
Inspection number	427263

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	91
Appropriate authority	The governing body
Chair	Colin Parsons
Headteacher	Steve Duncan
Date of previous school inspection	30 September 2010–1 October 2010
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