

Cheriton Bishop Community Primary School

Church Lane, Cheriton Bishop, Exeter, EX6 6HY

Inspection dates

5–6 February 2014

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.

- Attainment in English and mathematics, although it varies from year to year in such a small school, is typically above average. Pupils achieve well.
- All groups of pupils, including the very small numbers of disabled pupils and those who have special educational needs, and those eligible for additional funding, make good and sometimes outstanding progress.
- Good teaching contributes significantly to the good achievement. Teachers give very helpful feedback to pupils, especially when marking their work, so that pupils know how to improve it.
- Pupils behave well. They enjoy learning and feel very safe in school. Attendance has improved.
- School leaders, supported by governors, check the quality of what goes on in the school very thoroughly. They then plan in detail how to improve the school further.
- The senior leadership team regularly assesses how well pupils are doing and how well they are taught. The leadership has succeeded in getting all staff to share their own commitment to further improvement, and it provides good training opportunities for staff.
- Both pupils and parents express very positive views about the school and would unanimously recommend it to others.

It is not yet an outstanding school because

- There is not enough outstanding teaching to ensure outstanding achievement for pupils. Occasionally pupils, usually the more able, do not always learn to their full potential in lessons, especially when writing.
- Progress in writing is more variable than in reading and mathematics, because teachers' expectations of what pupils can achieve in their writing are not always high enough. Pupils do not always have opportunities to write at length in subjects other than English.

Information about this inspection

- The inspector observed six lessons, taught by four teachers. Two of the observations were carried out jointly with the teacher in charge of the school. The inspector also visited some classroom sessions for shorter periods and observed support sessions provided by teaching assistants for pupils outside lessons.
- Meetings were held with the executive headteacher, the Head of School, other staff, pupils and a governor. The inspector also had a telephone conversation with a representative from the local authority.
- The inspector took account of the 13 responses to the online questionnaire (Parent View) and the 11 questionnaires returned by staff.
- The inspector observed the school's work and scrutinised a variety of documentation, including the school improvement plan, the school's records of checking its own performance, information gathered about pupils' current progress, records relating to safeguarding and minutes of the governing body. The inspector also looked at examples of pupils' work and heard pupils read.

Inspection team

John Laver, Lead inspector

Additional inspector

Full report

Information about this school

- The school is much smaller than the average-sized primary school.
- The vast majority of pupils are of White British heritage.
- The proportion of pupils known to be eligible for the pupil premium, which is additional funding provided by the government for children in local authority care, pupils known to be eligible for free school meals and other groups, is about one third of the national average.
- The proportion of disabled pupils and those who have special educational needs supported by school action is below average. The proportion supported by school action plus or with a statement of special educational needs is above average.
- The school meets the government's current floor standards, which set the minimum expectations for attainment and progress.
- The school operates both before-school and after-school clubs.
- There are three classes in the school. One class comprises Reception (the Early Years Foundation Stage) and Year 1, another Years 2 and 3, and the third comprises Years 4, 5 and 6.
- On 26 April 2011, the school amalgamated with Tedburn St. Mary School in the Woodleigh Federation. On 1 January 2012, the Federation was expanded to include a third school, Yeoford School. The Federation is led by an executive headteacher, who was formerly the headteacher of Cheriton Bishop Community Primary School, and there is one governing body. Cheriton Bishop Primary has its own teacher in charge of the school, answerable to the executive headteacher.

What does the school need to do to improve further?

- Increase the proportion of outstanding teaching, so that pupils consistently achieve to their full potential, especially in writing, by:
 - getting teachers to always expect the best from more able pupils when they are writing in English lessons
 - ensuring that teachers give pupils sufficient opportunities to write at length, with depth and quality when in lessons where the main focus is on subjects other than English.

Inspection judgements

The achievement of pupils

is good

- When children join Reception, their levels of skill and knowledge are usually slightly below those expected for their age. As a result of good teaching, children in Reception make good progress, leaving Reception with attainment at least in line with what is expected nationally.
- The good progress continues higher up the school. Pupils in Year 1 do better in the Year 1 phonics (the linking of letters and sounds) check than is the case nationally. The inspector observed children in Reception and pupils in Year 1 making rapid progress in developing reading and writing skills as the result of good teaching, with teachers using a range of methods and styles of teaching and imaginative resources.
- Attainment at the age of 11 dipped in 2013, mainly because of the arrival into the school during Year 6 of a small number of less able boys. This had a disproportionate effect on results when there were so few pupils to be tested. Typically, for some time, attainment has been above average in all subjects. Pupils make good and sometimes outstanding progress overall, although progress in writing is usually more variable.
- The inspector saw the good progress in lessons. This was usually achieved because the teachers planned well for the different ages and abilities in their classes. For example, pupils learning to use a greater range of more 'interesting' vocabulary were seen being given different degrees of help and prompts, or encouraged to find things out for themselves using dictionaries and thesauruses. As a result, the pupils learned how to make their writing more lively and varied.
- There are very few pupils in the school eligible for the pupil premium funding, and almost all of them are Travellers' children who have joined the school very recently. Because the school has been very successful in integrating these pupils into school life so quickly, they are making progress in English and mathematics at a faster rate than would normally be expected, and any gap in the progress of these pupils and others in the school has rapidly closed.
- There are a very small number of disabled pupils and pupils who have special educational needs. In the past, some of these pupils have not learned as well as they should. However, the leadership has been very successful in providing additional support for these pupils both inside and outside lessons. As a result, they are now making rapid progress in developing language, literacy and numeracy skills.
- There are no significant differences in the rates of progress of different groups of pupils, and the great majority of pupils are on track to meet or exceed the school's ambitious targets. In so doing, the good progress over time is continuing. This is also confirmed by the school's own records and tracking of each pupil's progress.
- Pupils of different ages told the inspector how much they enjoyed lessons and felt that they were 'doing well'. These positive comments about achievement are echoed in what parents say about the school.

The quality of teaching

is good

- Teaching has continued to improve since the previous inspection, and the leadership provides good opportunities for staff to further develop their skills in training sessions with colleagues in the other schools in the federation or in the local schools' 'Learning Community'.
- Teaching has been typically good since the previous inspection. The good teaching was observed during the inspection, and was confirmed by the school's records of how it has checked teaching over time, and from the evidence of pupils' work.
- One of the strengths of the teaching and learning in lessons is the way in which teaching assistants work closely and skilfully with those pupils with particular learning needs. These pupils consequently show the confidence to play a full part in lessons, for example when the teacher is asking questions.
- Teachers usually make sure that pupils of a wide range of abilities and ages can get the best out

of lessons. For example, when pupils lower down the school were practising their counting together, those pupils who knew more than others had the chance to practise more ambitious tasks. However, occasionally, the written tasks attempted by pupils in lessons do not give them the opportunity to develop their writing skills as well as they should. Similarly, when pupils study topics, there are not enough opportunities for pupils to write with enough depth and quality. This is why progress in writing is less marked than in other subjects.

- Teachers mark pupils' books very well and often outstandingly so. The comments are helpful in telling pupils exactly what they have done well and what they can improve. Pupils usually have to respond to the comments in their books so that they learn from their errors. From an early age, teachers also set homework tasks which pupils both learn from and enjoy, as a parent told the inspector.
- Teachers create a stimulating learning climate in the classroom, with displays which include pupils' own work.
- Teachers are good at finding ways to stimulate good learning. For example, children in Reception have large 'My Learning Journey' books which contain examples of their work, and staff encourage parents to add their own comments.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. Pupils want to learn. They say that they enjoy lessons, and lesson observations showed that pupils take pride in presenting their work well. They enjoy contributing to class discussions and this helps them develop good speaking skills.
- Pupils behave well in lessons and around the school. Older pupils like the buddying system, which helps pupils develop their confidence. They also enjoy acting as play leaders.
- Pupils like taking on responsibility, for example in the school council which meets regularly.
- Pupils talk enthusiastically about the residential trips and other visits.
- Although behaviour is good, it is not outstanding. Pupils say that occasionally it falls below the highest standards. Also, although attendance is currently above average, levels of attendance in recent years have been variable. The school rigorously follows up absences and there is very little persistent absenteeism.
- The school's work to keep pupils safe and secure is good. Both parents and pupils themselves say that pupils feel very safe and well cared for in school.
- The school's safeguarding policies and practices meet requirements. The school gives a high priority to ensuring that everyone has an equal opportunity to enjoy school and succeed. School records show that there is no discrimination or serious bullying. Pupils can talk about various types of bullying, but do not regard any of them as significant issues for this school.

The leadership and management are good

- The executive headteacher has led and managed the school well since the previous inspection, and during this time has led the school through two processes of federation whilst both maintaining the existing strengths of the school and building further on them.
- The school checks its own performance rigorously and accurately. The leadership is not complacent: school improvement planning shows a commitment to becoming 'outstanding', with detailed strategies in place to raise achievement further. It does not yet produce outstanding achievement, but the leadership's track record of success shows a capacity to continue improving.
- For example, the leadership tracks the progress of each child individually. Where there is any danger of underachievement, these pupils are given support, sometimes within the classroom and sometimes working with support staff elsewhere for part of the lesson. The results have been evident in the improved literacy and numeracy skills of these pupils. The school has recently integrated several children from a Traveller family into the school, and they are now

showing rapid gains in developing their skills in English and mathematics.

- The leadership manages initiatives such as primary sports funding well for the benefit of pupils. The funding has been partly used to buy in sports coaching expertise. Pupils do increasingly well in sports competitions.
- The school offers a good range of opportunities for its small size. It buys in specialist music teaching. The before- and after-school clubs help to promote a healthy lifestyle and give pupils extra enjoyable activities, as observed by the inspector.
- There are good opportunities to promote spiritual, moral, social and cultural development. They were seen, for example, in an assembly which encouraged pupils to reflect on how important it is to help others 'going through a bad time', and pupils responded very positively.
- School leaders link the pay and allowances of staff to pupils' progress. Staff are held accountable for progress. They value the responsibility they are given and support the school's drive for further improvement. For example, subject coordinators told the inspector that they welcomed the further development of their role to include the regular checking of teaching in the classroom.
- Senior leaders in the school do their own regular checking of teaching and progress and use the results to decide the main areas for further training opportunities. These are often arranged jointly with other schools in the federation, so that there is a wider benefit for all staff involved. The schools also cooperate effectively in improving the curriculum, so that pupils have more opportunities to study particular topics or use resources elsewhere, for example to enable all pupils to go swimming.
- The local authority recognises how well the school is doing, and occasionally provides additional support for the school when, for example, the leadership wants to bring in additional expertise for staff training purposes.
- **The governance of the school:**
 - Governors make sure that they carry out their main responsibilities effectively. They ensure that the school meets safeguarding requirements and that their own training and awareness are up to date, whilst recognising that their role in checking the school's performance is an area for continued development. Governors question the leadership about the effectiveness of its policies. For example, governors have investigated the benefits of the school's links with the local schools' learning alliance. They understand the strengths in teaching and the areas that can be improved. They are aware how well pupils are doing compared to pupils in other schools. They understand their roles in ensuring that pupil premium funding is used appropriately, managing the implementation of initiatives such as primary sports funding and ensuring the accountability of staff when considering pay and performance.

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	113063
Local authority	Devon
Inspection number	432088

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	55
Appropriate authority	The governing body
Chair	Terry Tume
Executive Headteacher	Sue Leyman
Date of previous school inspection	8–9 July 2009
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