

Chudleigh Church of England Community Primary School

Lawn Drive, Chudleigh, Newton Abbot, TQ13 0LS

Inspection dates 11–12 March 2014

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|--------------------------------|----------------------|--------------|----------|
| Overall effectiveness | Previous inspection: | Satisfactory | 3 |
| | 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.

- Pupils' achievement has improved rapidly since the last inspection. Consequently, pupils' overall attainment at the end of Year 6 in 2013 was significantly better than it was in 2012.
- Well-focused training for teachers has rapidly increased the quality of teaching. Consequently, pupils are making faster progress because teachers ensure that they are learning effectively throughout the lesson.
- Behaviour is good because pupils have a high regard for their teachers and the values that the school promotes.
- The safety of pupils is good because pupils are confident that an adult is always there to help them and they know how to manage risks.
- Senior managers are very clear on how the school can improve rapidly. As a result, they have been very effective in improving the quality of teaching and its impact on pupils' progress.
- Governors are a strength of the school because they hold leaders and managers to account and ensure that prudent financial management is targeted to improving pupils' learning.

It is not yet an outstanding school because:

- Teaching is not outstanding throughout the school to ensure pupils achieve to the highest levels.
- Teachers' marking to help pupils improve their writing more rapidly is not always effective and the advice given is not always followed up in order to check that pupils have put this into practice.
- Pupils do not have enough responsibility to check and revise their work in order to deepen their understanding.
- Pupils do not deepen their understanding of mathematics in other subjects or apply their skills in a variety of ways.

Information about this inspection

- The inspectors observed teaching and learning in 23 lessons. These included eight joint observations with either the headteacher or one of the assistant headteachers.
- The inspectors also visited classrooms for shorter periods. This included looking at pupils' books in more detail with one of the assistant headteachers. Inspectors also heard a sample of pupils read in Years 1 and 5.
- Inspectors scrutinised a range of documents and policies including the school's own data on pupils' attainment and progress, the plans for improvement and how the school keeps pupils safe. The governing body minutes and records relating to behaviour and attendance were also examined.
- Meetings were held with groups of pupils, members of staff and members of the governing body, as well as a telephone discussion with a representative of the local authority.
- Inspectors took account of: the 100 responses to the online Parent View survey; conversations with parents and carers during the inspection correspondence from a parent or carer; and responses to the school's own parental survey.
- The views of members of the staff were analysed through the 22 responses to the staff questionnaire.

Inspection team

David Howley, Lead inspector

Additional Inspector

Jane Banting

Additional Inspector

Terry Payne

Additional Inspector

Full report

Information about this school

- Chudleigh Church of England Community Primary School is larger than the average-sized primary school.
- A very small minority of pupils attending the school are from a minority ethnic background.
- The proportion of disabled pupils and those with special educational needs supported through school action is average, whereas the proportion supported at school action plus or with a statement of special educational needs is below average.
- The proportion of pupils supported through the pupil premium (additional funding for pupils known to be eligible for free school meals, looked after children and those from service families) is below the national average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- A number of staff have taken on new responsibilities since the last inspection, including the two acting assistant headteachers.

What does the school need to do to improve further?

- Improve the typical quality of teaching to outstanding levels in order to increase pupils' learning by:
 - providing more effective advice to pupils on improving their work and by following this up to ensure that they put the advice into practice, thereby increasing their progress in writing
 - ensuring pupils apply their mathematical skills in other subjects and within different situations
 - developing pupils' understanding of how well they are learning and giving them more responsibility for checking and revising their work.

Inspection judgements

The achievement of pupils is good

- There has been increasingly rapid improvement in pupils' achievement since the last inspection. Pupils' overall attainment at the end of Year 6 in 2013 was significantly better than it was in 2012. Pupils' attainment and progress from the end of Year 2 were also significantly better in mathematics than in the year before.
- This is because the drive of the new leadership team has resulted in the almost complete elimination of teaching that is less than good. Consequently, pupils' books show that, across the school, pupils, including the few pupils from other backgrounds, are consistently making better progress. As a result, there is more good or outstanding achievement in lessons and the most-able pupils benefit from more challenging work.
- In all years, pupils are acquiring more skills and making good progress in writing. This is because the leadership team has rigorously addressed the reasons why progress has been significantly below the national average by the end of Year 6. Last year, pupils in Year 6 made very rapid progress, but not enough to make up for their slow progress in previous years.
- Pupils in Years 1 and 2 are now making good progress and more of them are working at a higher level than previously. This is because senior leaders have set higher expectations and strengthened the quality of teaching. Despite their good progress since the last inspection, pupils' attainment at the end of Year 2 in 2013 was significantly below the national average because of previous slow progress.
- Pupils read well. This is strengthening because of the consistent teaching of phonics (the sounds made by letters or groups of letters) in Year 1. As a result, a higher proportion of pupils than nationally met the expected standard by the end of the year.
- Most children enter Reception Year with skills and knowledge typical of their age, although this fluctuates. They are well prepared for Year 1 because there is always something to make them inquisitive about reading, writing and numbers, and they enjoy discovering new things.
- At the end of Year 6 in 2013, there was a gap in the attainment of the few pupils supported through the pupil premium, some of whom had additional learning needs, compared with that of others. This was equivalent to over half a year's progress in reading, a year in mathematics and over a year in writing. The careful identification of how funding can close this gap has resulted in eligible pupils in Year 4 and Year 5 making the most rapid progress and attaining similarly to other pupils. Disabled pupils and those with special educational needs make good progress because teachers and well-trained other adults provide specialised teaching that is well resourced.

The quality of teaching is good

- Pupils are making faster progress because teachers set high expectations and ensure that pupils are learning throughout the lesson. Teachers use information on pupils' learning to plan lessons that will move them on to the next step. As a result, pupils are confident that they are learning all the time and this is evident in their books.
- Well-focused training for teachers has rapidly increased the quality of teaching since the last inspection. As a result, they have good subject knowledge and create a stimulating learning environment that pupils enjoy and respond to. Across the school, there is now greater consistency in how pupils learn because teachers and other adults are clear about how they can build pupils' learning lesson by lesson.
- Pupils are encouraged to read widely and often and this is checked regularly by teachers. Phonics teaching helps pupils to pronounce new and difficult words and they feel confident in developing their reading skills. As a result, pupils enjoy reading and they say that they read more because it improves their writing.
- Pupils' writing is improving more rapidly because they are getting more opportunities to write in

different ways. Pupils talked about how they can use their own ideas to improve their writing and how they enjoy practising this in other subjects. More-able pupils in Year 6 are making very rapid progress because teaching has developed their ability to check their own ideas and challenge one another. However, although teachers across the school carefully check pupils' learning in lessons, pupils do not often check their work for themselves to make even more progress.

- Teachers mark work regularly and comment on how well pupils have done in their writing. However, marking does not provide consistent advice on how pupils can improve their writing further and teachers do not always check that pupils have put the advice into practice.
- Pupils learn well in mathematics because teachers have developed an agreed approach to teaching mathematical skills that is strongly linked to using visual and practical resources regularly. As a result, pupils, and especially disabled pupils and those with special educational needs, are able to learn in different ways. Other adults that support teachers are well trained in using these resources to ensure that all pupils have an equal opportunity to learn. Pupils, however, are not confident in using or practising their mathematical skills in other subjects or in a variety of situations to extend their understanding of the subject further.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. They are polite, courteous and eager to learn. This is a result of the high regard they have for their teachers and the values that the school promotes. They enjoy having responsibilities. For example, older pupils organise playground games for pupils in Years 1 and 2 and prefects help organise orderly movement around the school.
- Pupils enjoy coming to school and they work well together in lessons. However, behaviour is not outstanding because attendance has fluctuated since the last inspection and teachers do not always make the best use of pupils' willingness to learn by giving them more responsibility in lessons.
- The way that assemblies and subjects are organised ensures that pupils have a good understanding of faiths and cultures. For example, pupils have benefited from the links with a Sri Lankan school. This contributes strongly to pupils' good spiritual, moral, social and cultural development.
- The school's work to keep pupils safe and secure is good. Pupils are confident that an adult is always there to help them and they have a good understanding of how to manage risks and their own safety. For example, the local police community officer teaches children about e-safety and pupils are knowledgeable about cyber bullying. Pupils are confident that there is no bullying in school and that any occasional low-level disruption in lessons is dealt with quickly. This is evident in the accurate logs that the school keeps.
- The overwhelming majority of parents and carers that responded to the Parent View online questionnaire indicated that their child feels safe and is happy at school. This is evident, also, from the school's own questionnaire for parents and carers and their comments to inspectors. In particular, parents and carers gave different examples of how the school is much improved, for example that their concerns are listened to.

The leadership and management are good

- Governors, senior leaders, teachers and other adults in the school share the same drive and ambition. This is because the headteacher inspires people to take responsibility and is very clear about how the school can improve rapidly. As a result, the new senior leadership team has been very effective in improving the quality of teaching and its impact on pupils' progress.
- The school has an accurate view of its strengths and a clear understanding of the priorities for improvement. This has led to the improvements in pupils' achievement since the last inspection, indicating that the school has the capacity to continue to improve.
- Pupils' learning has improved rapidly because senior leaders now have more accurate

information on how well different groups of pupils are making progress. They use this to set high expectations for pupils' progress and to plan teachers' professional development in order to continually improve the quality of teaching. Similarly, senior leaders accurately evaluate pupils' learning in lessons. This is monitored regularly with class teachers and used to set high expectations for teachers' performance.

- The dynamic leadership of English and mathematics has rapidly developed the skills of teachers and other adults to ensure that pupils learn consistently well in these subjects. This has resulted in the pupils' improved progress and greater confidence. Leaders of other subjects work closely together to review and revise their plans to improve pupils' learning further.
- The needs of disabled pupils and those with special educational needs are met well because the impact of programmes to support these pupils is carefully monitored. Similarly, the astute use of the pupil premium funding has ensured that additional support for eligible pupils, such as one-to-one teaching and the use of external experts, is now closing the gap between their attainment and that of other pupils.
- The school communicates effectively with parents and carers and provides opportunities to involve them in their child's learning. For example, the school provided workshops on how number is taught in school so that parents and carers could support their children at home. A parent or carer wrote to inspectors to express how well their child is progressing. However, a small minority of parents and carers that responded to the Parent View questionnaire indicated that they did not receive enough information about their child's progress.
- The local authority has provided good support for the school since the last inspection. In recent months this has been light touch because of the strides that senior leaders have made in driving improvement.
- **The governance of the school:**
 - The governing body provides excellent support for the school because it holds leaders and managers to account. It ensures prudent financial management and spending is carefully targeted to improving pupils' learning. Governors are knowledgeable because they are clear about the information they require and ensure that their training is up to date. They scrutinise information on pupils' achievement and monitor the impact of improvement plans. Governors ensure that performance management, based on accurate evaluation of teachers' performance, influences teachers' progression through the pay scales. They ensure that the pupil premium funding is used effectively and that, by bringing in external experts to improve the skills of teachers, the additional sports funding has a long-term effect. The governing body ensures that all statutory requirements are met, particularly those related to safeguarding.

What inspection judgements mean

| School | | |
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| 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

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| Unique reference number | 113392 |
| Local authority | Devon |
| Inspection number | 431188 |

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

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| Type of school | Primary |
| School category | Community |
| Age range of pupils | 4–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 375 |
| Appropriate authority | The governing body |
| Chair | Hayley Jones |
| Headteacher | David Barnett |
| Date of previous school inspection | 27–28 June 2012 |
| Telephone number | 01626 852147 |
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