

# Cheriton Fitzpaine Primary School

Cheriton Fitzpaine, Crediton, Devon, EX17 4AN

**Inspection dates** 21–22 May 2014

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	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 achieve well across the school in reading, writing and mathematics, and reach average standards.
- Teaching throughout the school is good and some is outstanding.
- Teachers and teaching assistants work closely together to plan and teach in ways that meet the needs of all groups of pupils.
- In this small school, with its mixed-age classes, each pupil is known very well by teachers and their personal needs are well catered for.
- Pupils have highly positive attitudes to learning, behave well and are proud of their school. The school ensures that they understand how to stay safe.
- All leaders and managers, including governors, are committed to improving the quality of teaching and pupils' achievement.
- Parents and carers are very positive about all that the school provides for their children.
- Pupils are well supported to take part in a wide range of activities beyond the classroom and these ensure that they are well prepared for the next stage of their education.

### It is not yet an outstanding school because

- Pupils have insufficient opportunities to develop their computing skills.
- Teachers do not work closely enough with their federation colleagues to develop and share good practice.

## Information about this inspection

- The inspector observed 10 lessons, including English and mathematics, as well as seeing learning in other subjects for shorter periods. Four lessons were observed jointly with the head of teaching and learning and the executive headteacher.
- The inspector listened to pupils read, talked to pupils about their work and attitudes to school, and noted their behaviour at break and lunchtime.
- The inspector talked to parents and carers before the start of school and took account of the 43 responses to Parent View (the online questionnaire). She also took into consideration the nine questionnaires submitted by staff and three letters from parents.
- The inspector met with the executive headteacher, the head of teaching and learning, and other staff, as well as with members of the governing body. She spoke to officers from the local authority to explore aspects relating to the leadership and management of the school and the support given to it by the local authority.
- The inspector looked closely at a range of documentation including the school's tracking data, information about the checking of teaching and learning, and the governing body minutes, along with documents relating to safeguarding, behaviour and attendance.

## Inspection team

Marion Hobbs, Lead inspector

Additional inspector

## Full report

### Information about this school

- Cheriton Fitzpaine is smaller than the average-sized primary school, and serves a rural community.
- The school is one of three primary schools that comprise the Exe Valley Federation. The federation has an executive headteacher and each school is led and managed by a head of teaching and learning.
- Nearly all pupils are of White British heritage.
- The proportion of pupils eligible for the pupil premium is below the national average. This is additional government funding for children looked after by the local authority and pupils known to be eligible for free school meals.
- The proportion of pupils with special educational needs supported at school action is below the national average, as is the proportion supported by school action plus or with a statement of special educational needs.
- The school is taught in four mixed-age classes and the pre-school is incorporated as a partnership foundation stage sharing facilities with the Reception Year.
- The school has National Healthy Schools Status and is an Investors in People organisation.
- The school meets the government's current floor standards, which set out the minimum expectations for pupils' attainment and progress.

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

- Pupils have insufficient opportunities to extend their computing skills fully and this is an area for development.
- Teachers need to work more closely with their federation colleagues to further strengthen teams that are developing and sharing good practice.

## Inspection judgements

### The achievement of pupils is good

- Most children join the Reception Year from the integrated pre-school and so their personal needs are well understood at the start of the year. They make good progress in all aspects of learning, including phonics (letters and their sounds) and number work, and are well prepared to begin more formal lessons in Year 1.
- Pupils' progress in lessons is good. They are provided with work that matches their needs and helps them to develop their skills and understanding. The more-able pupils benefit from activities that stretch and challenge their thinking.
- Reading habits are well formed in the early years through the home/school journal, the expectation of daily reading and plentiful adult support in school to listen to readers. Pupils in the current Year 6 are mature and reflective about their understanding of different genres and preferred types of text.
- All pupils, including disabled pupils and those with special educational needs, make at least the expected progress in reading, writing and mathematics. Pupils who are eligible for the pupil premium make the same rates of progress as their peers.
- The small numbers in year groups make comparisons with national statistics difficult as the performance of one or two pupils can cause disproportionate variations from year to year. Figures show that in 2013, at the end of Key Stage 2, pupils' attainment in reading and mathematics fell to below average, while their attainment in writing rose to above average. In Key Stage 1, pupils' overall attainment in reading, writing and mathematics fell in 2013, although it was above average in all three subjects in 2012. From lesson observations and the scrutiny of pupils' work, the inspector judged the attainment of current pupils to be average.
- All pupils develop good social skills in their mixed-age classes, through their links to fellow cohorts in the other federation schools and by participation in the wide range of after-school clubs and activities they enjoy. This means that they are prepared well for the next stage of their education.

### The quality of teaching is good

- Teaching is good throughout the school, some is outstanding, and this supports pupils' good rates of progress.
- The school is committed to promoting equality of opportunity, and teachers plan lessons effectively to meet the needs of all groups. Approaches such as themed learning, which successfully supports pupils' progress by threading literacy and numeracy into a wide range of activities, enhance pupils' experiences. However, pupils do not have the chance to use computers enough in lessons, which slows the development of their information and communication technology skills.
- Questioning is a strength not only of teachers but also of teaching assistants. Classes regularly split into smaller groups and individual pupils are well supported to make good progress because of the effective way in which they are challenged.
- High expectations and good subject knowledge are evident in all parts of the school. Children in the Reception Year explored making bar charts on the floor of the school hall during a session on numbers. They worked hard and enjoyed thinking for themselves to solve problems. The good behaviour demanded by this work helped to establish good habits for the future.
- The quality of teaching and the rate of pupils' progress are monitored closely by the executive headteacher and the head of teaching and learning. Appropriate support is put in place quickly to help any pupil identified as being at risk of underachieving. Pupil premium funding is deployed effectively to provide additional support in reading, writing and mathematics.
- Teachers assess pupils' work regularly and accurately. Pupils are encouraged to reflect on their

work and to improve it wherever possible.

- Homework is set at an appropriate level across the school linked to learning in lessons. Pupils are positive about how this helps them to develop their understanding, and parents and carers agree.

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

- Pupils are routinely friendly, considerate and welcoming. They are proud of their school and appreciate the many ways in which adults help them to learn.
- Parents and carers are very positive about the school's work. One wrote: 'My children are happy, confident, well looked after... nothing is ever too much trouble for the staff if you have a concern... I really feel that each individual child is valued.' Staff are equally positive about this aspect of the work of the school.
- Pupils' behaviour is good. Lessons are occasionally disrupted by chattering and pupils' inattention, but these occasions are rare, and managed swiftly and appropriately by adults.
- There are no incidents over time relating to any form of bullying or racist behaviour. Pupils are confident that bullying is not an issue at their school.
- Attendance is average and shows an improving trend over time. The school monitors absence rigorously, keeping in close contact with parents and carers.
- The school's work to keep pupils safe and secure is good. Pupils understand how to keep themselves safe in a range of situations, including those related to e-safety.
- The school building and grounds are attractive and spacious, providing many different facilities that allow pupils to share their learning together. The full-size tepee is just one example of this.

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

- All the school's leaders, including the governors, communicate their high expectations to staff. There is a strong, shared determination to see the school improve further.
- Attainment and progress data are interrogated regularly by the senior team and governors in order to see how best to improve pupils' performance. Individual support is targeted effectively.
- A strong system is in place for senior leaders to check on the quality of teaching across the school. The management of teachers' performance is robust and aligned to the improvement plan for the federation. Teachers' progression in terms of pay is linked to the Teachers' Standards and is used to reward good practice. However, teachers do not benefit enough from the good practice that exists across the federation.
- The school has an accurate understanding of its own performance. The local authority is confident that this is a good school and has provided effective support to help it improve its practice in areas where needed.
- The range of subjects and activities provided by the school is rich and varied. Pupils are able to develop their literacy and numeracy skills in many different and imaginative ways. For example, Year 5 and Year 6 pupils used mathematical thinking to help them scale up drawings as part of their exploration of rainforests. The close links between the federation schools mean that pupils in different year groups are able to join together for educational or residential visits. However, there are too few opportunities for pupils to develop their computer skills across the curriculum.
- Gardening is popular and produce grown by pupils is used by the school cook in the hot meals she makes at lunchtime.
- Good links with external partners mean that support for any potentially vulnerable pupil is put in place swiftly and sensitively.
- The school is using the new primary sport funding effectively. All pupils have benefited from a

programme run at the local leisure centre where they improve their swimming skills and also take part in Zumba dance, ball skills and gymnastics. Pupils' physical well-being has improved as a result.

■ **The governance of the school:**

- The governing body is an experienced team whose members oversee the work of Cheriton Fitzpaine and the other two schools in the Exe Valley Federation. Governors are committed to improving the school and have a firm grasp of its performance in relation to other schools. They know exactly what questions to ask of school leaders in order ascertain what measures are being taken to secure the best possible outcomes for pupils, including the targets set for teachers. Governors are well trained to undertake their roles effectively. They manage the school's finances assiduously and have a clear understanding of how the pupil premium and new sport funds are being deployed. They involve themselves as much as possible in the daily life of the school. Each class has 'adopted' a governor and this has allowed members of the governing body to experience the day-to-day work of teachers in classes at first hand. They know about the quality of teaching and how good teaching is rewarded.

## 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>	113064
<b>Local authority</b>	Devon
<b>Inspection number</b>	439951

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

<b>Type of school</b>	Community
<b>School category</b>	Primary
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	96
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Marian Beresford
<b>Headteacher</b>	Heather Perry
<b>Date of previous school inspection</b>	8 July 2009
<b>Telephone number</b>	01363 866456
<b>Fax number</b>	01363 866822
<b>Email address</b>	admin@cheriton-fitzpaine-primary.devon.sch.uk



Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit [www.parentview.ofsted.gov.uk](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)  
[Store St](#)  
[Manchester](#)  
[M1 2WD](#)

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2014

