

# East Worlington Primary School

East Worlington, Crediton, Devon, EX17 4TS

**Inspection dates** 24–25 June 2014

<b>Overall effectiveness</b>	Previous inspection:	Requires improvement	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.

- All groups of pupils achieve well in reading, writing and mathematics. This is because teaching is consistently good, and for pupils in the Year 6 transitional unit, even better.
- The school has benefited from its involvement within the Chulmleigh Academy Trust. Strong leadership has been provided by the executive headteacher, ably supported by his skilled senior staff and board of directors. This has resulted in secure rapid improvements in teaching and pupils' achievement since the previous inspection.
- Disabled pupils and those with special educational needs make good progress and achieve well.
- Staff and academy directors check pupils' progress rigorously. Teachers understand the abilities and needs of all pupils well.
- Pupils are cared for very well and the work the school undertakes to keep pupils safe and secure is outstanding. Pupils' attendance is above average.
- Pupils are happy and enjoy school. Their behaviour is good and they display positive attitudes towards their learning. Pupils are proud to represent their school in sports and other events.
- The partnership work with the pre-school ensures that children settle quickly in the Early Years Foundation Stage. They enjoy learning and achieve well.
- Academy directors share the executive headteacher's ambition for continual improvement. They have a clear understanding of the school's strengths and areas for development. They have successfully challenged the school to improve.

### It is not yet an outstanding school because

- Teaching is not yet consistently outstanding. At times, progress is hindered when teachers do not move pupils on to harder work quickly enough in lessons.
- Pupils are not regularly given enough opportunities to apply their mathematical skills with problem solving activities.

## Information about this inspection

- The inspector visited eight lessons and observed three teachers, including some small-group teaching of sounds that letters make. The inspector observed some pupils supported with additional literacy and numeracy delivered by teachers and teaching assistants. The two assistant executive headteachers joined the inspector to observe some lessons.
- The inspector visited the academy trust's Year 6 transitional unit, based at Chulmleigh Primary School. Here he observed Year 6 pupils from East Worlington being taught with other Year 6 pupils from the partner schools within the trust.
- The inspector looked at pupils' work in their books, and spoke to some about their work and other aspects of school.
- The inspector held meetings with the executive headteacher, members of the senior leadership team and members of staff. He discussed pupils' progress in literacy and numeracy and the progress of disabled pupils and those with special educational needs.
- The inspector examined a range of school documentation including records of the quality of teaching, the school's information on pupils' progress, the sports funding action plan, the school improvement plan and records of behaviour, attendance and safeguarding.
- A meeting was held with two directors, including the Chair of the Chulmleigh Academy Trust Board of Directors. The inspector spoke with an external consultant who works with all schools in the trust.
- The inspector took account of the 28 responses to the online questionnaire, Parent View, and the nine responses to the staff questionnaire. Two letters from parents were also received and considered during the inspection.

## Inspection team

John Cavill, Lead inspector

Additional Inspector

## Full report

### Information about this school

- East Worlington is a much smaller than average-sized primary school.
- Since August 2011, the school has been part of Chulmleigh Academy Trust, consisting of three other primary schools and one community college.
- The academy is led by an executive headteacher. Two assistant executive headteachers oversee the day-to-day running of the school.
- Children in the Reception Year are taught together with pupils in Years 1 and 2 in the same class. Partnership working with the local pre-school provides additional opportunities for children to work together during the mornings as an expanded Early Years Foundation Stage. The pre-school is independently managed, so was not inspected as part of this inspection.
- Pupils in Years 3, 4 and 5 are taught together in the other class at the school.
- The school makes use of alternative provision for pupils in Year 6. As a member of the academy trust, Year 6 pupils from this school attend a purpose-built transitional unit at Chulmleigh Primary School to be educated with Year 6 pupils from other schools in the academy.
- All pupils are from White British backgrounds.
- The proportion of disabled pupils and those who have special educational needs and who need extra support is average. The proportion of those who need more extra support or who have a statement of special educational needs is below average.
- There are no pupils who are known to be eligible for additional government funding, known as the pupil premium. This funding supports pupils, including those who are known to be eligible for free school meals or are looked after.
- 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 teaching that is outstanding so pupils are able to make accelerated progress by ensuring that teachers:
  - move pupils on more quickly to harder work when they demonstrate that they understand what they are doing
  - provide more opportunities for pupils to demonstrate they are able to apply their calculation skills in mathematics with problem solving activities.

## Inspection judgements

### The achievement of pupils is good

- The achievement of pupils has rapidly improved since the previous inspection. This is as a result of substantially improved teaching at the school. In all classes, pupils' progress in reading, writing and mathematics is typically good. It is especially good for pupils in the Year 6 transitional unit. Highly effective teaching is resulting in pupils' above average attainment when they leave Key Stage 2. This ensures that pupils are very well prepared for the next stage in their education.
- Children typically join the Reception class with skills and understanding that are similar to those expected for their age. However, with the small numbers in each cohort, abilities vary widely. Good partnership working with the pre-school ensures that children make a good start to the Reception year. Good teaching in a stimulating environment secures children's good progress whilst in the Early Years Foundation Stage. They move into Key Stage 1 with much stronger skills and abilities and often exceed those expected for their age.
- Standards are continuing to rise. Increasing numbers of pupils, including the most able, exceed the levels of attainment expected for their age. This is especially the case in English. However, it is not as consistently strong across the school in mathematics; this is why achievement is not yet outstanding. Pupils do not have enough opportunities to apply their skills in calculation by undertaking mathematical problem solving activities. This is limiting pupils' ability to attain the higher levels more quickly. The school is taking steps to address this and is closing the gap for individual pupils in Year 6.
- Disabled pupils and those who have special educational needs make good progress throughout the school. Teaching assistants skilfully complement the work done in lessons well with support activities for individuals and small groups. This is a school that involves all, where discrimination is not tolerated, and all pupils are challenged to achieve their very best.
- The results in the Year 1 check on pupils' understanding of letters and sounds (phonics) are consistently above the national average. Pupils say that they enjoy reading and value the regular visits to the school library. Pupils are confident readers and are able to use their phonic skills well to read unfamiliar words. Regular reading with parents at home is supporting pupils' reading skills well.
- Increased numbers of pupils are taking part in a wider range of sports. This is because the academy has coordinated the use that is made of additional funding for sports. Using facilities and expertise from all of the schools, more pupils are able to compete at higher levels in their chosen sports. Pupils say they are proud and keen to represent the school in sports events.

### The quality of teaching is good

- The quality of teaching is good and has rapidly improved since the previous inspection. Discussions with pupils and a scrutiny of the work in their books show that good teaching in reading, writing and mathematics has now been secured for some time.
- Teachers work hard and plan exciting work to inspire the pupils. For example, pupils in Years 1 and 2 acted out scenes from *Cinderella* to stimulate their writing about the story. Similarly, Year 6 pupils wrote letters to local businesses, persuading them to sponsor their school team sports kit. Pupils say that they enjoy their lessons and that teaching is good.
- Teachers invariably make sure all pupils are given work that is initially set at the correct level and gets the best out of them. This usually means that pupils are quickly moved forward in their learning and their good achievement has been secured.
- Teachers check on pupils' progress regularly, often adapting the activities to speed up the learning when necessary. However, teaching is not yet outstanding because sometimes teachers do not move pupils on to harder work quickly enough when they have understood what they are doing.

- In the Early Years Foundation Stage, teachers ensure that children are able to experience a wide range of stimulating activities. There is good use made of areas in the vibrant outside surroundings, such as the mud kitchen, which is helping to develop children's creativity.
- Pupils' work is regularly and accurately marked. Teachers provide written comments to help pupils improve their work that are welcomed and used well by the pupils. Regular 'target time' provides pupils with an opportunity to review their own progress and check to see what they have to do in order to improve. This is supporting their good achievement.
- Teachers have high expectations of themselves and their pupils. There is a strong focus on teaching pupils to read and they read regularly at school and at home.
- Teachers have placed a great emphasis on improving the standards in reading, writing and mathematics. This has resulted in improved progress being made across the school. The work that pupils have completed in their books demonstrates the good progress they are making.
- Teaching assistants provide skilled support for pupils, especially those who are disabled and those who have special educational needs. They do this by working closely with them, both in class and in small groups, ensuring their good progress.
- Parents and pupils agree that teaching is good and pupils enjoy school. This is reflected in pupils' positive attitudes towards their learning.

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

- The behaviour of pupils is good. Pupils are polite, respectful and friendly. They enjoy coming to school and are keen to take part in all activities that the school has to offer. They are proud to represent their school.
- Pupils are highly considerate towards each other and always courteous. The relationships between pupils and adults are exceptionally strong. 'We are all nice to each other and we are very proud of our school.' This comment reflects how highly the pupils value their school.
- Pupils arrive at lessons promptly, ready to learn, organise the equipment they need swiftly and quietly, engage with their work and settle quickly. The atmosphere in the playground is happy and welcoming. All ages mix together well, both around the school and in the playground.
- There are high expectations for acceptable behaviour that are fully understood by staff and pupils. However, behaviour is not yet outstanding because of occasional lapses in concentration in lessons by a few pupils when they fidget and waste some time.
- The school's work to keep pupils safe and secure is outstanding. Pupils say they feel very safe in school, a view shared by all parents. The school has robust systems in place to safeguard children that are consistently checked and reviewed across the academy.
- Pupils understand the different forms of bullying, such as cyber bullying and racist name calling.
- School records confirm the views of parents and pupils that there is no bullying at the school. However, pupils report that they have confidence in the adults to help them if it were necessary.
- Attendance is above average and pupils arrive at school punctually.
- Pupils are keen to contribute to the school and wider community. They undertake responsibilities in school, such as the sports' leaders, Year 5 pupils who help run activities for younger pupils at playtimes.

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

- The executive headteacher, supported by a highly effective leadership team and academy directors, provides the school with strong leadership and direction. They all share an ambition to improve standards by continually improving the quality of teaching across the school. The school recognises that not enough teaching is yet outstanding to ensure that pupils' achievement is consistently strong over time.
- The school sets challenging goals for pupils to reach in reading, writing and mathematics. Leaders, to check how well the school is doing, use regular checks on how well pupils are

making progress towards these goals. This provides leaders with a clear understanding of the school's strengths and weaknesses. Plans for improvement at the school are clear and are focused on raising pupils' achievement.

- Very effective procedures for setting targets for teachers provide support, constructive criticism and appropriate training for the teachers' work in the classroom. This has been enhanced through the use of specialist expertise from within the academy. Areas for improvement are identified and salary progression is linked to improvements in pupils' achievement. Actions taken to bring about improvement are always followed through to see if they are successful. This has resulted in the rapid improvement since the previous inspection in the quality of teaching, which is now consistently good.
- Leaders at all levels, including those who are leading a subject area, are fully involved in checking performance across the school. Regular scrutiny of pupils' work, lesson observations and information on pupils' progress is used effectively to check teachers' targets and performance. Standards across the academy have risen by educating Year 6 pupils together at another school. This decision demonstrates leaders' commitment to promoting equal opportunity and eliminating possible discrimination.
- The wide range of subjects taught provides pupils with many opportunities to extend their experiences of the local and wider community. Regular trips and visits, including those with the other schools in the academy, allow pupils to work and learn together. School events, such as regular Forest School sessions, help pupils to develop their spiritual, moral, social and cultural skills well.
- The school uses the additional sports funding well. The academy has used it to provide a wider range of sporting opportunities for all pupils across all of the schools. This has resulted in more pupils taking part in sports such as gymnastics, golf, skateboarding and volleyball. Specialist coaches from within the academy are supported by outside experts and sports clubs to enhance what the school offers pupils.
- Resources available from within the academy are used well by leaders. Children are kept safe by the implementation of rigorous safeguarding checks.
- **The governance of the school:**
  - The academy board of directors provides strong strategic challenge across the academy. The members are united in their ambition to ensure pupils achieve as well as they are able. Directors have a good understanding of the school's strengths and areas where the school can improve. They regularly check on how well the school is doing through their regular visits and a sharp analysis of achievement information. Directors question senior leaders and receive their detailed reports. This allows directors to understand how well pupils achieve when compared to schools within the academy and all schools nationally. They work effectively with senior leaders to make sure that appropriate support is provided to tackle any underperformance and quicken pupils' progress. Directors ensure that the school maximises the benefits to be gained from being part of the academy, whilst its individuality is maintained. Directors make checks on, and are clear about, the close link between teachers' targets for improvement and subsequent increases in pay. They make close checks on how additional funding for sports is used and its impact on improving pupils' outcomes. They ensure that statutory responsibilities, such as safeguarding requirements, are fully in place and effective. Directors are committed to regular training to expand their expertise and ability to fulfil their responsibilities.

## 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>	137025
<b>Local authority</b>	Devon
<b>Inspection number</b>	442508

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>	Academy converter
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	47
<b>Appropriate authority</b>	The Chulmleigh Academy Trust Board of Directors
<b>Chair</b>	Steve Baber
<b>Executive headteacher</b>	Michael Johnson
<b>Date of previous school inspection</b>	15–16 November 2012
<b>Telephone number</b>	01884 860567
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