

# Colyton Primary School

The Butts, Colyton, Devon, EX24 6NU

**Inspection dates** 3–4 July 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.

- Teaching is good in all parts of the school and this helps pupils to achieve well.
- Pupils make good progress in their learning and standards in English and mathematics are rising well.
- Pupils' behaviour is good and supports their good achievement.
- Pupils have a good understanding of how to stay safe in a range of situations.
- All leaders and managers, including governors, are effective in helping the school move forward and are committed to see the school improve further.
- Parents and staff are highly positive about the work of the school and all it does for its pupils.
- Pupils benefit from a wide range of experiences that help them to be well prepared for the next stage of their education.

### It is not yet an outstanding school because

- The proportion of outstanding teaching in the school is not high enough.
- Results year on year in the national screening check for letters and sounds are not consistently good.

## Information about this inspection

- The inspector observed nine lessons with the headteacher, including English and mathematics, and made a number of shorter visits to other lessons.
- The inspector listened to pupils read and talked to them about their attitudes to school and learning.
- The inspector talked to parents before the start of the school day and took account of the 20 responses to Parent View, the online questionnaire. She also took into consideration the 22 returns submitted by staff in the staff questionnaire.
- The inspector met with the headteacher, the executive headteacher, subject leaders and members of the governing body. She also spoke to an officer from the local authority.
- The inspector looked at a range of different documentation. This included the school's data relating to attainment and progress, information about the checking of teaching and learning and minutes of the governing body meetings. She also looked at documents relating to safeguarding, behaviour and attendance.

## Inspection team

Marion Hobbs, Lead inspector

Additional inspector

## Full report

### Information about this school

- This is a smaller than average sized primary school serving its local community.
- It is one of four schools that comprise the Axe Beacon Federation. The headteacher works closely with the executive headteacher of the Federation and with the single governing body responsible for the Federation.
- Nearly all pupils are of White British heritage.
- Pupils are taught in mostly mixed-age classes with the exception of the Reception year and Year 6 which are taught discretely.
- The proportion of pupils eligible for the pupil premium is below the national average. This is additional government funding provided to give extra support to those pupils known to be eligible for free school meals and to children who are looked after.
- The proportion of pupils supported at school action is above the national average. The proportion of pupils supported by school action plus or with a statement of special educational needs is also above the national average.
- In 2013, the school did not meet 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?

- Improve the quality of teaching to outstanding, by ensuring teachers:
  - plan activities for writing that better match the needs of different groups in their classes
  - make more use of the opportunities that the federation provides to share best practice in teaching with colleagues.
- Improve the teaching of phonics so that more pupils meet or exceed the expected standard in the national screening check for letters and sounds.

## Inspection judgements

### The achievement of pupils

is good

- Children join the school with skills generally below those expected for their age. They make good progress in the Reception year because of the good teaching they receive and the stimulating range of activities they take part in. Most are ready to begin more formal learning at the start of Year 1.
- The school's data show a rapidly improving pattern of attainment in reading and mathematics so that it is now above average at the end of Key Stages 1 and 2. Attainment in writing is not currently as high and is broadly average. Similarly, although there is an improving trend in the results of the national phonics screening check for Year 1, levels of attainment are still a little below average.
- The most able pupils achieve well because they benefit from activities which match their needs. They are routinely given additional challenge as part of their work in all subjects, including English and mathematics.
- Pupils who are disabled or who have special educational needs make good progress in all subjects. Their individual requirements are well understood and effective strategies are put in place to help ensure they have tailored support that allows them to achieve well.
- Those pupils who receive additional support through the pupil premium make good progress in line with their classmates in reading, writing and mathematics. They are currently one term behind in reading and one and a half terms behind in writing and mathematics, but the gaps are closing well over time.
- Reading is taught well across the school and pupils are enthusiastic about the kinds of texts and authors they enjoy. Pupils benefit from the many volunteers who come in to school to listen to them read.
- Pupils' wider achievement is helped by their keen participation in numerous competitive sporting competitions along with various events within the Federation. These help to ensure that they are well prepared for the next stage of their education.

### The quality of teaching

is good

- Teaching in all classes is good and this helps pupils to achieve well over time.
- Teachers have good subject knowledge and use a range of strategies in lessons to move pupils on in their learning, particularly in reading and mathematics.
- Teachers plan carefully, but when setting writing activities, some do not always match tasks closely enough to the needs of different groups. As a result some pupils do not always make enough progress. The teaching of letters and sounds (phonics) does not yet enable enough pupils to reach the expected level in the national check for six year olds.
- Teachers and teaching assistants work closely together to support the needs of all pupils. Teaching assistants are well trained to provide the particular extra help disabled pupils or pupils with special educational needs may require in order to achieve in line with their peers.
- The school promotes equal opportunities in all that it provides. This includes access for all pupils to the on-site swimming pool thus allowing all to learn this vital life skill in a seaside area.
- High expectations and positive relationships are evident in every class and pupils learn well as a result.
- Pupils' work is marked regularly and pupils are expected to respond to their teacher's comments. This helps them to understand for themselves what they need to do in order to improve their learning further.
- Homework is set at the appropriate level in all classes and pupils say this is helpful to them to consolidate their skills.

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

- Behaviour of pupils is good. Pupils are naturally at ease with each other, whether in lessons or in and around the school. Occasionally, minor upsets of different kinds occur in the playground but these are swiftly and appropriately managed by adults.
- Behaviour in lessons is routinely good and pupils of all ages show genuine respect in listening to each other's ideas and in working together for a variety of purposes.
- Older pupils are proud of their responsibilities towards others, for example as play leaders at breaks and lunchtimes.
- Parents are highly positive about the school and all that it does for their children. One told the inspector: 'They do all they possibly can for you. I can't thank them enough.'
- The school's work to keep pupils secure and safe is good. There are no incidents over time relating to any form of bullying or racist behaviour. Pupils understand different forms of bullying and are confident it is not an issue at their school.
- Pupils understand how to keep themselves safe in various situations, including e-safety, and appreciate the contribution to this aspect of their well-being from external visitors such as the police.
- Attendance is below average but the school works hard to try to improve this through its good links between home and school and work with external partners.

**The leadership and management are good**

- All the school's leaders communicate their high expectations to staff. There is a strong, shared determination to see the school improve further.
- Pupils' progress and achievement are monitored closely by the headteacher and governors. Since each pupil is known well as an individual this means that pupil performance is tracked closely and support is targeted effectively.
- Subject (middle) leaders are experienced and effective in their roles. They meet regularly with the headteacher to study and interpret information relating to pupils' attainment and progress. They robustly check on the effectiveness of the different support programmes put in place to help those at risk of underperforming.
- The quality of teaching across the school is monitored rigorously by the headteacher and governors. Teachers' performance is linked to pupil outcomes, the federation development plan and to teachers' professional development needs.
- Teachers' progression in terms of pay is linked closely to the Teachers' Standards and is used to reward good practice.
- The school is accurate in its assessment of its own performance. The local authority has supported the school well to ensure that areas in need of improvement have been swiftly addressed so that the school is now good.
- The school ensures that the range of subjects pupils experience allows them to make good use of literacy, numeracy and communication skills in many different situations. For example, Year 4 and Year 5 pupils used mathematical and scientific skills when working in pairs to create graphs about temperature in relation their topic of Australia.
- The school works well with external partners to ensure that the needs of any potentially vulnerable family are well met and that the appropriate support is put in place quickly and effectively.
- The government's new primary sports funding is being used effectively by the school. All pupils benefit from additional opportunities to take part in competitive sporting events of many

different kinds with other local schools as well as to receive specialist teaching twice a week. Both participation and pupils' physical well-being are being enhanced as a result.

■ **The governance of the school:**

The governing body is both strong and effective in the undertaking of its role to support and challenge the school. It has a firm grasp of the school's performance in relation to other schools. Governors are confident to ask challenging questions to the headteacher and other school leaders about pupils' attainment and progress as well as about the targets set for teachers. Governors are well trained to fulfil their roles. They have a good understanding of how the pupil premium and new sports funding is being deployed for the school. They are effective in managing the finances for the school as part of the federation. Governors do all they can to immerse themselves in the daily life of the school and their regular visits to classes mean that they have a good understanding of the quality of teaching and consequently ensure that good teaching is rewarded appropriately. The governing body ensures that all statutory requirements are met, particularly with regard to the safeguarding of pupils.

## 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>	113067
<b>Local authority</b>	Devon
<b>Inspection number</b>	439906

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>	Community
<b>Age range of pupils</b>	4 – 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	134
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Jim Knight
<b>Headteacher</b>	Nic Harris
<b>Date of previous school inspection</b>	13 – 14 June 2011
<b>Telephone number</b>	01297 552231
<b>Fax number</b>	01297 551169
<b>Email address</b>	admin@colyton-primary.devon.sch.uk



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