

Parracombe Church of England Primary School

Parracombe, Barnstable, Devon, EX31 4QJ

Inspection dates 24–25 September 2014

| Overall effectiveness | Previous inspection: | Good | 2 |
|--------------------------------|----------------------|-----------------------------|----------|
| | This inspection: | Requires improvement | 3 |
| Leadership and management | | Requires improvement | 3 |
| Behaviour and safety of pupils | | Good | 2 |
| Quality of teaching | | Requires improvement | 3 |
| Achievement of pupils | | Requires improvement | 3 |
| Early years provision | | Good | 2 |

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Leaders have not sufficiently addressed inconsistencies in pupils' progress, especially in Key Stage 2, to ensure the achievement of pupils is good over time.
- Subject leaders have yet to fully develop confidence in checking the quality of teaching and how well pupils are doing.
- The more-able pupils are not always moved on quickly enough to more challenging tasks so they can make the best possible progress.
- Pupils do not have sufficient opportunities to apply their mathematical skills to solving real-life problems.
- Pupils' achievement in writing is hindered because there are not enough occasions for them to write at length in their literacy work.
- Pupils' use of English grammar, punctuation and spelling is not routinely checked in all their subjects.
- Achievement requires improvement because the progress of pupils from their starting points is not good enough.

The school has the following strengths:

- Governors provide strong support. Following a period of considerable instability, their actions are now leading to improvements in the school's performance.
- The executive headteacher, supported by staff, is now taking actions to improve the quality of teaching so that the progress made by pupils across the school is improving.
- Children in the Early Years Foundation Stage make good progress overall.
- Pupils' behaviour is good and they fully engage in their learning and are eager to do well. The work of the school to ensure pupils are safe is good.
- Pupils enjoy a wide range of learning opportunities. The school effectively promotes pupils' spiritual, moral, social and cultural development.

Information about this inspection

- The inspector observed learning in eight lessons. The inspector also listened to pupils read and looked at pupils' work.
- The inspector met with pupils and talked with them about their learning. Meetings also took place with governors, the executive headteacher and a subject leader. A telephone conversation took place with a representative from the local authority.
- The inspector reviewed documentation including safeguarding, how the performance of staff is managed, behaviour and safety, attendance and checks on pupils' attainment and progress.
- The inspector took account of six responses by parents to the online questionnaire (Parent View) and four returned staff questionnaires.

Inspection team

Howard Jones, Lead inspector

Additional Inspector

Full report

Information about this school

- Parracombe is a much smaller than average sized primary school.
- The school is part of the West Exmoor Federation with two other schools at Lynton and Kentisbury. There is an executive headteacher, who leads the federation, and one governing body. Some staff within the federation work across the different sites.
- There is one Reception class in the Early Years Foundation Stage and these children are taught at the Kentisbury school site, as are pupils in Years 1 and 2.
- All pupils are of White British heritage.
- When compared with national figures, the proportion of disabled pupils and those who have special educational needs is above average.
- The proportion of pupils receiving support from the pupil premium funding is below average. This is additional government funding to support those pupils who are known to be eligible for free school meals or those who are looked after. In this school, it is applicable to pupils known to be eligible for free school meals. Small numbers in Year 6 restrict comparisons with other pupils not receiving funding.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics.
- The school building at Parracombe re-opened in September 2014 following a fire. During the period of reconstruction pupils were taught elsewhere within the federation. There was also a period of staff instability during this time.

What does the school need to do to improve further?

- Improve the quality of teaching so that it is consistently good or better in order to raise pupils' achievement, especially in Key Stage 2, by:
 - introducing greater challenge sooner for the most-able pupils so they make the best possible progress
 - improving pupils' progress through more opportunities for them to apply their mathematical skills to solve real-life problems
 - developing pupils' literacy skills by providing more occasions for them to practise writing at greater length
 - routinely checking that pupils use their spelling, punctuation and grammar accurately.
- Increase the impact of leaders by:
 - ensuring subject leaders become effective in evaluating the quality of teaching and checking pupils' progress.

Inspection judgements

The leadership and management **requires improvement**

- Leadership and management require improvement because the achievement of the pupils is not yet good. The executive headteacher's actions are, however, securing recent improvements both in the quality of teaching and in more effective checks on pupils' progress. As a result, gaps in pupils' knowledge and skills are closing and pupils are making better progress in both literacy and numeracy. Pupils eligible for additional funding are making comparable progress.
- Subject leaders review the learning in their areas of responsibility. However, they do not yet have sufficient opportunities to evaluate the quality of teaching and how well pupils are doing across the school.
- Provision enables disabled pupils and those who have special educational needs to have the same opportunities to be successful as their peers. There is a good range of additional support which, for example, effectively supports their literacy skills.
- The quality of teaching is checked effectively by senior leaders and weak teaching is dealt with. Observations of teachers' classroom practice are linked to their targets and there are clear procedures to reward good teaching in terms of pay and career progression. Staff training further enhances their skills and planning.
- The school has the capacity to move forward. Local authority intervention is having a positive impact in enabling leaders within the federation to address underperformance and to sustain improvements in pupil outcomes.
- The school effectively enables pupils to develop their physical well-being. The additional primary funding for sport is increasing the competency of teachers to provide physical education. Pupils say they enjoy participating in netball and cross-country running, for example.
- Pupils engage in a range of learning through the subjects they are taught. However, provision for pupils to apply their numeracy skills and to develop their writing and use of grammar is less consistent. Nonetheless, topic work, for example that based on the Ancient Egyptians, effectively deepens pupils' understanding. Pupils especially enjoy exploring their learning through outdoor activities.
- The spiritual, moral, social and cultural development of pupils is good and reflects the school's Christian values. Pupils study other religions and celebrate festivals such as Eid. They learn more about their British heritage during residential visits to London. Pupils perform in the federation's choir at local events within the community and enjoy attending theatre productions. They also sponsor a child in a developing country. Pupils are well prepared to take their place in modern Britain.
- Safeguarding procedures meet current statutory requirements and there are appropriate risk assessments in place which include, for example, taking pupils on educational visits.
- **The governance of the school:**
 - Despite the recent period of exceptional disruption governors have effectively overseen changes in staffing and the successful re-opening of the school building. During this period they have responded positively to initiatives and training to enhance their expertise. As a result governors are increasingly effective in challenging leaders when comparing the school's performance to that of others nationally and this is leading to improvements in pupils' achievement. There are established routines in place to check that the executive headteacher and other staff meet performance targets. Governors promote the equality of all pupils. They carefully check that the additional funding for eligible pupils is having a positive effect on their progress. Governors ensure the primary sports funding is used in ways that contribute to enhancing pupils' sporting skills. The management of the school's general budget is used well to promote pupils' education. Governors have set in place procedures to oversee recent changes made to subjects and in the tracking of pupils' progress. They ensure that all statutory requirements, including the safeguarding of children, are met.

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

- The behaviour of pupils is good. Pupils generally are attentive and listen to their teachers and want to do well. They are happy to improve their work and remain absorbed in their tasks. Their positive attitudes to learning have a good impact on their progress.
- Pupils are welcoming and talk confidently to visitors to their school. Pupils play well together during breaks and lunchtimes and older pupils pursue interests together, such as researching mini-beasts. The atmosphere is calm in the dining space and pupils sit and reflect on their work together. The pupils' good conduct reflects the school's high expectations of their behaviour. The school's records show very few

incidents since the previous inspection.

- Pupils take on responsibilities and help in the school's daily routines. Older pupils help others with their learning. Pupils take pride in their surroundings. Some work in the school garden growing vegetables or helping to decorate the 'shed'. They also enjoy participating in public performances.
- The school's Christian values are reflective in the relationships between pupils and staff. Pupils say they like the sense of belonging within the school community. They appreciate the time teachers give for extra clubs such as netball.
- The school's work to keep pupils safe and secure is good. Cyber-bullying and all other types of bullying are uncommon. Pupils say there is very little discrimination or name-calling and this is confirmed by the school's records. Pupils have a secure understanding of how to keep safe using modern technology and the internet.
- Attendance is high and clearly reflects that pupils enjoy their experience of school. Parents are very satisfied that their child is both safe and happy at this school.

The quality of teaching

requires improvement

- Teaching requires improvement because in the recent past it has not consistently promoted good achievement. Therefore, as pupils move through the school, their progress has been variable especially in writing and mathematics.
- The most-able pupils are not always effectively stretched. They are not moved on quickly enough in their learning activities to more challenging tasks so they can make the best possible progress.
- Pupils' learning in mathematics requires improvement. Pupils do not have enough opportunities to apply their mathematical skills in solving real-life problems and this undermines their progress.
- Pupils are not sufficiently proficient in their writing. Their achievement is hindered because teachers do not provide enough occasions for them to write at greater length and to practise using their knowledge of grammar, spelling and punctuation with greater accuracy. However, pupils apply their literacy skills effectively in other subjects, for example in their topic work exploring the Ancient Egyptians.
- The quality of teaching has recently improved under the guidance of the executive headteacher. For example, in a Years 3 and 4 mathematics session, highly effective questioning required pupils to reflect on their learning in ways that deepened their understanding. As a result, their progress was strong throughout the session.
- Teachers' marking of pupils' work and written guidance develop pupils' understanding well. Pupils use these comments to talk about how they might more successfully tackle subsequent tasks and move to the next level in their learning. Teachers are becoming more confident and successful in checking and recording the pupils' progress.
- Additional adults provide effective support. This is especially so when working with smaller groups of pupils and those with additional learning needs. Here they skilfully guide them to become increasingly confident, for example, in using their literacy skills.

The achievement of pupils

requires improvement

- Pupils' achievement over time varies and is not consistent. Progress made by pupils especially as they move through Key Stage 2 has been uneven. As a result, albeit given the small numbers, not enough pupils make good progress by the end of Year 6 in national tests.
- Achievement for more-able pupils has been inconsistent. Pupils make comparatively good progress in reading compared to similar pupils nationally, but are less successful at the higher levels in writing, mathematics and English grammar, punctuation and spelling.
- Disabled pupils and those who have special educational needs make progress similar to other pupils. The school has a strong focus on supporting these pupils through additional help, and ensures they make good progress in their reading.
- There were very few pupils in Year 6, in the previous year, who were supported through the additional funding. This restricts comparisons with other pupils. School evidence shows that across the school those pupils who are eligible for additional funding are making effective progress and attain well in reading.
- Gaps in pupils' skills and understanding are starting to narrow for pupils across Key Stage 2. Actions by school leaders are leading to improving progress being made by pupils as they move through the school. Test results for 2014 suggest that all pupils in Year 6 reached at least the expected levels for their age in mathematics, reading and writing.

- Pupils enjoy reading and their achievement is good throughout the school. The number of pupils meeting the expected standard in the 2013 Year 1 check of phonics (letters and sounds) was above the national average. Pupils are confident readers and enjoy works by Roald Dahl such as *James and the Giant Peach*. They are animated when talking about books by authors such as Megan Rix.

The early years provision

is good

- Leadership of the Early Years Foundation Stage is good. Within the federation there are consistent systems to support children's transition into their Reception class. Checks on how well they are doing are accurate and inform tailored guidance in planning learning tasks that develop children's basic skills.
- Children engage in a range of activities which extend their understanding in each of the areas of learning. A particularly valuable feature is the personal support provided during activities for each child.
- Children have settled in quickly and listen carefully during activities. They happily practise their basic writing skills. Their safety and general welfare are effectively provided for and movement around the setting is orderly and calm.
- Children's learning in basic literacy skills is extended effectively. This was seen, for example, where children used a range of interesting words when describing the features of the dragons they had created. Children's use of phonics is also accurately developed.
- Children mostly enter Reception with skills expected for their age. They leave and enter Year 1 with a level of development above that which would be expected and so make good progress.
- Children do not, however, experience enough learning which stimulates their imagination in both playing and exploring, especially when outdoors.

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 | 113382 |
| Local authority | Devon |
| Inspection number | 449122 |

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

| | |
|--|---------------------------------------|
| Type of school | Primary |
| School category | Voluntary controlled |
| Age range of pupils | 4–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 20 |
| Appropriate authority | The governing body |
| Chair | Jan Stokes |
| Executive Headteacher | Jayne Peacock |
| Date of previous school inspection | 18–19 January 2011 |
| Telephone number | 01598 763338 |
| Fax number | 01598 763338 |
| Email address | admin@parracombe-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. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email 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, or look for the link on the main Ofsted website: 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.

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
W: www.ofsted.gov.uk

© Crown copyright 2014

