

Coronation Road, Bideford, EX39 3DE

**Inspection dates** 21–22 October 2014

<b>Overall effectiveness</b>	Previous inspection:	Requires improvement	3
	This inspection:	<b>Good</b>	<b>2</b>
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- The headteacher, other leaders, governors and staff have brought about good improvements to pupils' achievement and to the quality of teaching since the last inspection.
- Pupils show a keen interest in their learning and behave well in lessons and around the school. Pupils' attitudes and behaviour are exemplary in some classes.
- The school promotes pupils' spiritual, moral, social and cultural development well. Pupils are courteous, friendly and show consideration and respect for others.
- Procedures to ensure that pupils are safe are effective. Pupils feel safe and very well looked after by staff.
- Attendance has risen to above average levels because of the action taken by the school.
- Teaching has improved. It successfully engages the pupils and promotes good progress for different groups. Some teaching is outstanding.
- Teachers' clear explanations, feedback and questioning enable pupils to learn well.
- Pupils enjoy the range of subjects and topics provided. Clubs, trips and visiting speakers enhance pupils' learning.
- Most pupils are making good progress from their starting points, particularly in reading and writing.
- Some pupils, including disabled pupils, those who have special educational needs and those supported by additional funding, make rapid progress.
- Pupils' apply their writing skills very well to different subjects and topics.
- Attainment by the end of Year 6 is now above average in reading, writing and mathematics.

### It is not yet an outstanding school because:

- In a few classes, work set for pupils is not at the right level of difficulty and so some find it too easy and others too difficult.
- Occasionally, the purpose of the lesson is not sufficiently clear and pupils do not fully understand what they are expected to learn.
- Pupils' achievement in mathematics trails a little behind that in reading and writing.
- The school has not been fully effective in seeking the views of parents and carers and in addressing some of their concerns.

### Information about this inspection

- The inspectors observed teaching and learning in all classes. A number of lessons were seen jointly with members of the senior leadership team.
- Time was spent analysing pupils' work and the information about pupils' attainment and progress.
- Discussions were held with the headteacher, other staff, a representative from the local authority, governors and pupils.
- The inspectors took account of the 78 responses to the Ofsted online survey, Parent View and correspondence from parents and carers.
- Questionnaires completed by seven members of staff were analysed.
- The inspectors examined a range of documents, including school policies, safeguarding procedures and the school's self-evaluation and improvement planning.

### Inspection team

Derek Watts, Lead inspector	Additional Inspector
Julie Fox	Additional Inspector
Deborah Tregellas	Additional Inspector

## Full report

### Information about this school

- West Croft Junior is larger than the average-sized primary school.
- The vast majority of pupils are White British.
- The proportion of disabled pupils and those with special educational needs supported through school action is below average. The proportion of pupils supported at school action plus or with a statement of special educational needs is above average.
- An above average proportion of pupils are eligible for the pupil premium, which is additional funding for looked after children and those known to be eligible for free school meals.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics.

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

- Improve on the already good teaching in order to raise achievement further by:
  - making sure that all learning activities have a clear purpose and that pupils understand what they are expected to learn
  - ensuring that in all classes, work is set at the right level of difficulty for pupils so that it is not too easy for some or too hard for others
  - extending the school's drive for pupils to apply their numeracy skills in subjects other than mathematics.
- Strengthen the partnerships with parents and carers by:
  - seeking their views and taking decisive steps to tackle their concerns
  - reviewing how the school provides information to parents and carers about their children's progress
  - reporting to parents and carers how much the school has improved.

## Inspection judgements

### The leadership and management are good

- The headteacher and other key leaders have shown commitment and determination in improving the school's performance. Good improvements have been made since the last inspection.
- Leaders and staff have worked well as a team to ensure that pupils receive good teaching so that they can make good progress and achieve well. The leadership of English and mathematics has been effective in raising pupils' achievement in reading, writing and mathematics. Other middle leadership roles are developing well and all leaders are increasingly involved in checking performance and in bringing about improvements in their areas of responsibility.
- There are good systems for reviewing the school's performance. As a result, leaders, governors and staff have a clear understanding of the school's strengths and what needs to improve. Decisive action is taken to bring about change. For example, teaching has been improved and is now good. Pupils are now achieving well in reading and mathematics as well as in writing.
- Improving teaching has been the key factor in driving improvement. Teaching is effectively checked by the headteacher, subject leaders and the local authority. Coaching, support and training are provided to extend teachers' skills where teaching requires improvement. There are clear and effective arrangements for the performance management of teachers. Targets set for improvement are closely linked to pupils' progress and to priorities in the school improvement plan.
- Leaders and staff ensure that pupils are well behaved and safe at school. The school successfully promotes pupils' spiritual, moral, social and cultural development. Pupils are enthusiastic learners and they show consideration and respect for others. Pupils are well prepared for their next school and for life in modern Britain.
- The school has developed a curriculum which promotes good achievement for pupils and contributes well to their personal development. Pupils thoroughly enjoy the subjects and topics offered and the additional activities. Clubs, visits and visiting speakers enhance pupils' learning well. The Year 6 residential visit to Germany gives pupils an insight into life in another European country. All pupils have full and equal access to the activities provided. Good progress is being made in implementing new assessment arrangements.
- Additional funding is used successfully to provide eligible pupils with extra support, particularly in literacy and numeracy. The funding and support are having a very positive impact on these pupils' progress.
- The primary school sports funding has been used well to extend pupils' opportunities for sport and physical development. Specialist coaches in areas such as dance and gymnastics provide good teaching for pupils and training for staff. Pupils and staff have benefited from this input. Dance, football and gymnastics clubs are well attended. The school participates well in local tournaments such as cross-country running and tag rugby. West Croft organises and hosts a successful 'Multi Sports Festival' for schools in the area.
- The local authority has a clear overview of the school's performance and the good improvements made since the previous inspection. Good advice and training have also been provided in developing staff skills in the teaching of English and mathematics.

The partnership with parents and carers requires improvement in some areas. Some parents and carers feel that they do not receive sufficient information about their child's progress. A few parents and carers do not believe that the school responds well enough to the concerns they raise. Leaders and governors are keen to address parental concerns and to communicate how the school has improved.

#### ■ The governance of the school:

- Governance is much improved since the last inspection. The governors possess a clear and accurate overview of the school's performance. They are well informed about the achievement of different groups of pupils and any variation in achievement between subjects.
- The governors receive accurate reports about the quality of teaching from the headteacher. They fully understand requirements relating to the management of staff performance and ensure that promotion and salary increases are based on the progress that pupils make.
- The governors support the headteacher and staff well. Their good knowledge of the school's performance enables them to challenge senior leaders and hold the school to account.
- Governors ensure that additional funding is used properly and check the impact of spending on pupils' attainment and progress.
- They have worked with leaders and staff to ensure that the school promotes positive values such as equality of opportunity, fairness and respect for the beliefs and views of others.
- All safeguarding procedures and statutory duties meet requirements.

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

- The behaviour of pupils is good. The school has successfully maintained and built on the good behaviour and safety identified in the previous inspection report.
- Throughout the school, pupils show they are keen to learn. They focus well on their work and most show good levels of concentration.
- Pupils' behaviour is good in lessons and around the school. The school's records of incidents show that behaviour is typically good over time. In some classes, particularly where the teaching is highly engaging and inspirational, pupils' attitudes to learning and their behaviour are exemplary. Occasionally, behaviour is less positive when pupils are not sufficiently clear about what they are expected to learn.
- Leaders and staff promote pupils' spiritual, moral, social and cultural development well. Pupils are courteous, friendly and show consideration and respect for others. Pupils show a good understanding of people's different beliefs, cultures and faiths.
- Pupils show a clear understanding of bullying and the different forms it might take, including name calling and cyber bullying. Pupils commented that there was no place for bullying in their school and that bullying is rare. They were confident that any incidents of bullying would be dealt with quickly by the teachers.
- Attendance has been below average in the past. The school has effective systems for checking and promoting good attendance. Attendance has improved to above average levels.

**Safety**

- The school's work to keep pupils safe and secure is good. Most parents and carers who completed the online survey stated that their child is happy at school, feels safe and is well looked after. These positive views reflect the findings of the inspection.
- Pupils say that they feel safe at school and that they are well looked after by staff. They informed inspectors that, 'Teachers are kind and helpful'.
- Pupils know how to keep themselves safe at home, at school and in the community. For example, pupils know how to keep themselves safe when using the internet.
- Equal opportunity and good relationships are promoted well at West Croft.

**The quality of teaching is good**

- Improvements to teaching are having a positive impact on pupils' learning and achievement. Pupils were complimentary and positive about their teachers. They remarked, 'Teaching has got better', 'Teachers move us on quickly to challenging things' and 'Our teachers push us.'
- Teaching is successfully promoting good progress for different groups of pupils. Some teaching is outstanding and pupils make rapid progress when they are inspired by teachers' enthusiasm and strong subject knowledge. They are highly motivated and respond enthusiastically to the teachers' high expectations, skilful questioning and to the challenge of the tasks set. Pupils consistently produce work of a high quality.
- Teachers' explanations and instructions are clear and informative. Pupils are attentive and participate well in lessons, gaining new knowledge and a deeper understanding of ideas. Questioning is used effectively to challenge pupils' thinking, explore their ideas and to check how much they have understood.
- Teachers foster an enjoyment for reading. The teaching of phonics (letters and the sounds they make) is effective. Pupils read widely and apply their reading skills well in finding new information for topic work.
- The teaching of writing is a key strength in the school. Teachers select interesting topics for pupils to write about. They ensure that pupils acquire and use adventurous vocabulary. They often provide high-quality demonstrations of writing techniques and on how to create powerful sentences. Pupils are provided with plenty of opportunities apply their writing skills in English lessons and in other subjects and topics.
- In the teaching of mathematics, pupils acquire essential knowledge and skills and are provided with interesting and relevant opportunities to apply these in solving problems. Increasing opportunities for pupils to apply their numeracy skills in subjects such as science, geography and design and technology is a current improvement priority.
- Teachers are now checking pupils' attainment more carefully and have a clearer overview of what pupils know, understand and can do. Most teachers use this information well to plan their teaching and to set

suitably challenging work for different groups of pupils. As a result, pupils are engaged and they make at least good progress.

- In a few classes, the work is not set at the right level of difficulty for the pupils. When this happens, pupils' learning is hindered because the work is too easy for some or too difficult for others. Occasionally, pupils do not make the progress they should because they are not sufficiently clear about what they are expected to learn.
- The teaching of disabled pupils and those who have special educational needs is successful. Teaching assistants are well deployed and make a valuable contribution to pupils' learning, particularly in developing pupils' language, literacy and numeracy skills.
- Pupils know how well they are doing and know what they need to do to improve because of teachers' clear and helpful feedback. The marking of pupils' work, particularly in English, is detailed and thorough. Teachers provide praise for good work and constructive comments to guide improvement.

### **The achievement of pupils is good**

- Most year groups enter the school with average attainment. Pupils' progress and the standards they attain by the end of Year 6 have steadily improved since the last inspection.
- Pupils' attainment by the end of Year 6 in 2012 was too variable. It was above average in writing, average in mathematics but below average reading. Results improved in 2013 to well above average in writing and average in reading and mathematics. Attainment rose further the following year. National comparative data are not yet available for 2014, but results are looking well above average in writing and above average in reading and mathematics.
- These are the school's best results for some time with attainment in writing being impressive. Attainment and progress in mathematics tend to lag a little behind those in reading and writing but decisive action is being taken to tackle this issue.
- Year 6 pupils supported by additional funding in 2013 did less well than the other pupils both nationally and compared to others in the school. They were about a year behind the others in reading, 10 months behind in writing and seven months behind in mathematics. Recent information provided by the school shows that pupils supported by the funding in all year groups are making faster progress than the others in reading and writing so gaps in attainment are closing quickly. Action is being taken to speed up pupils' progress in mathematics.
- Improvements to teaching mean that the most able pupils are challenged and extended more effectively. The proportion of pupils attaining the higher levels by the end of Year 6 has increased. An above average proportion attain the higher levels in reading and writing. The proportion attaining the higher levels in mathematics is broadly average. There are times, in some classes, when the most able are not sufficiently extended, especially in mathematics.
- Disabled pupils and those who have special educational needs often make rapid progress because they are provided with work very well suited to their specific learning needs.
- Pupils make good progress in reading. Year 3 pupils read accurately and show a good understanding of the texts they read. By Year 6, pupils use inference and deduction effectively in selecting key points of text. They gather useful information from various sources well. Pupils apply their reading skills effectively to topic work.
- Pupils' achievement in writing is a real strength. Pupils write quality pieces for different audiences and purposes. Grammar and punctuation are usually accurate and effective action is being taken to strengthen spelling. Most pupils take care and pride in their presentation and their handwriting is fluent and joined.
- Pupils apply their writing skills very well to different subjects and topics. For example, pupils in Year 3 wrote interesting pieces about the importance of the Nile to the ancient Egyptians. Using powerful vocabulary, they described how bodies were mummified. Year 5 pupils in science clearly explained the changes of state involved in the making of ice cream. Pupils in Year 6 wrote informative news reports with 'attention grabbing' headlines of the outbreak of the First World War in 1914. In another session, they used similes, metaphors and personification successfully in describing the experiences of soldiers in the trenches.
- In mathematics, pupils are acquiring essential knowledge, understanding and skills. They use these well to solve interesting problems. There are some good examples of pupils applying their numeracy skills in subjects such as science but this good practice is not yet consistent in all classes. The most able mathematicians are successfully extended in most classes, particularly in Year 6, but this is not the case in all classes.

## 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>	113132
<b>Local authority</b>	Devon
<b>Inspection number</b>	448988

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

<b>Type of school</b>	Junior
<b>School category</b>	Community
<b>Age range of pupils</b>	7–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	275
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Duncan Loveless
<b>Headteacher</b>	Andrew Brierly
<b>Date of previous school inspection</b>	11–12 December 2012
<b>Telephone number</b>	01237 473584
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