

Kentisbeare Church of England Primary School

Fore Street, Cullompton, Devon, EX15 2AD

Inspection dates 22–23 October 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

- Achievement requires improvement. Pupils' progress and achievement have dipped since the time of the previous inspection and particularly in mathematics in 2013.
- Pupils' progress in mathematics remains the weaker area.
- Teaching requires improvement because pupils' progress from their different starting points is not yet good.
- Work set, particularly in mathematics, does not always provide enough challenge to ensure that pupils make consistently good progress.
- Teachers are sometimes too slow to adapt their plans and respond to pupils' needs. As a result pupils sometimes lose concentration.
- Subject leaders lack experience in driving through improvement in their subjects.
- Information available about the attainment and progress of different groups is not consistently clear enough so that staff have an accurate view about how well pupils are achieving.
- Checks on the quality of teaching have not been sufficiently effective in improving teachers' planning and lesson delivery.

The school has the following strengths

- The pupils benefit greatly in their spiritual, moral and social development from the cohesive nature of the school and positive learning environment.
- Reading is taught effectively and as a result pupils achieve well. Typically, the majority of pupils reach the higher levels at the end of Key Stage 2.
- Children get a good start in the foundation class and make good progress in their learning and development.
- Pupils enjoy being at school and particularly the outdoor learning.
- Marking in literacy helps pupils to improve the quality of their writing well.
- Pupils behave well and feel safe in school. They show considerable confidence in expressing their views and are respectful towards each other.
- Action taken by leaders, with the support of governors and the local authority, is strengthening pupils' progress and achievement. The school is improving and on the way to being good.

Information about this inspection

- Inspectors observed 12 lessons, of which seven were observed jointly with senior staff.
- Inspectors held meetings with staff, members of the governing body and a representative from the local authority.
- Inspectors talked with groups of pupils, as well as individual pupils, during lessons and play times to find out their views about the school. They also listened to pupils read.
- The inspectors took account of the 60 responses to the online parent questionnaire (Parent View). Parents' views were also gathered from informal conversations at the end of the school day and from written comments by email.
- The views of staff were gathered through discussions and 20 questionnaire returns.
- Inspectors observed the school's work and looked at documents, including improvement plans, safeguarding documents, records relating to attendance, systems for tracking pupils' progress and the school's data on pupils' attainment and progress.

Inspection team

Peter Clifton, Lead inspector

Additional Inspector

Janet Simms

Additional Inspector

Full report

Information about this school

- Kentisbeare Church of England Primary School became part of the Culm Valley Federation in September 2011. This is a federation of three schools: Culmstock Primary, Kentisbeare Primary, and Plymtree Primary. It is overseen by a single governing body.
- Kentisbeare is smaller than the average-sized primary school, but is the largest school in the federation. There are seven classes including a foundation class for three- and four-year-old children. The foundation class was extended in January 2012 to include three year olds. The provision is full time.
- Almost all pupils are of White British heritage.
- The proportion of disabled pupils and those with special educational needs supported by school action is above average. The proportion supported at school action plus or with a statement of special educational needs is below average.
- The proportion of pupils supported by the pupil premium is very small, including for those pupils in Year 6 in 2013. In this school, this provides additional funding for pupils known to be eligible for free school meals.
- The headteacher is head of federation and spends her time between each of the three schools. She is supported by a head of school who is based at Kentisbeare.
- About two thirds of the teachers are new to the school since the time of the previous inspection.
- The Chair of the Governing Body has been very recently appointed.
- 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?

- Improve teaching, particularly in mathematics, so that it is typically good or better and enables pupils to strengthen their achievement by:
 - making sure work set is not too easy or difficult so that pupils are able to learn as well as possible, including those who are more able
 - adapting plans in lessons more quickly to respond to pupils' needs
 - improving marking in mathematics so that pupils have a clearer understanding about how to improve.
- Improve the effectiveness of leadership and management by:
 - developing the role of subject leaders so that they can support improvements in teaching and learning, particularly in mathematics
 - checking more closely that planning and delivery meet the needs of different groups of pupils more consistently
 - improving the quality of information about pupils' attainment and progress so that staff have a more secure understanding about how well different groups of pupils are achieving.

Inspection judgements

The leadership and management

require improvement

- Leadership and management require improvement because leaders have not ensured that teaching is good. There is inconsistency in pupils' achievement, particularly in mathematics.
- Action taken by leaders to improve mathematics teaching has been partially effective in that pupils' progress is now in line with the national expectation. However, lesson planning does not cater well enough for the needs of different groups of pupils, including more able pupils.
- Several subject leaders are new to their roles. Their work to provide support for teachers on how they can improve the quality of their teaching and boost pupils' progress has only recently begun. Therefore, although they have made a positive start, they have not yet had time to make sufficient impact.
- The quality of information about the progress of different groups of pupils from their different starting points is inconsistent and is sometimes difficult to interpret. As a result, staff do not have a sufficiently clear view about pupils' achievement.
- Leaders have accurately analysed the strengths of the school and key areas for improvement. The priorities for 2014 to 2015 are well judged. Leaders recognise, for example, that there is more to do to help pupils learn as well as possible and therefore improve equality of opportunity. Mathematics, rightly, remains a key priority.
- Leaders have strong links with schools within the federation. These are used well, for example, to share pupils' work and check that it has been accurately assessed.
- The additional funding the school receives for sport has been used to widen opportunities for pupils to take part in sport. The school offers an extensive range of after-school activities and sporting events such as cycling and running. This has widened participation and strengthened pupils' enjoyment.
- The pupil premium funding is used to provide additional support according to individual needs. This includes help for pupils who have social and emotional difficulties, which is well targeted and valued by pupils.
- The curriculum is broad and balanced. Topics are well chosen and planned. They promote engaging writing activities, exploring, for example, how things were different in Victorian times.
- The school provides many good opportunities for pupils to develop their spiritual, moral and social development through different subjects including the outdoor learning programme. Pupils have a suitable understanding about other faiths and cultures. Pupils learn the value of working together, being respectful and helping each other. This prepares them well for life in modern Britain.
- Parents who spoke to inspectors, evidence from the online questionnaire and written comments indicate that most parents support the school. A few parents have concerns about communication. Leaders are aware of this and are taking appropriate action.
- The local authority increased its level of support following the 2013 Key Stage 2 results. It has provided additional support to improve the teaching of mathematics. Although there is still more to do, the support provided has helped the school to improve teaching and achievement.
- **The governance of the school:**
 - The governing body took determined action following the dip in results in 2013 to strengthen teaching and achievement with the help of the local authority. It has checked progress information over the past year to satisfy itself that pupils' achievement is improving across the school. Recent training in interpreting data has strengthened governors' understanding and ability to ask challenging questions to check on pupils' progress. Governors recognise that there is still more to do to raise attainment. They know about how additional pupil premium funding is used, because they have information about the extra support given to pupils and followed this up through school visits. Performance management arrangements for the headteacher and other staff are secure. Governors are suitably involved in making decisions about rewarding good teaching performance and tackling weaknesses. They are also rightly confident that tolerance and respect are promoted from information gained through talking with staff and pupils. They have undertaken training in safeguarding and have checked that all statutory requirements and arrangements in relation to child protection are met.
 - The governing body has a secure grip on the budget. It is clear about how the money from the primary sports funding has been allocated and says that more pupils are engaging in sporting activities after school.

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

- The behaviour of pupils is good. Pupils conduct themselves well around the school and are outgoing and friendly towards each other and visitors. They say they really enjoy outdoor learning.
- Pupils know what to do and where to go if they need help. They are clear about classroom sanctions for poor behaviour and rewards for good behaviour.
- Parents and staff rightly think that pupils' behaviour and their safety are strengths of the school. Parents' responses to the online survey, including written responses, are very positive about how well their children are looked after and how happy they are at school.
- Pupils' attendance is typically above the national average.
- Pupils are taught to persevere and work together. This is helping them to learn successfully when adults do not directly work with them.
- Occasionally, pupils' attitudes are not as good as usual and they lose focus. This is uncommon and usually linked to less effective teaching.

Safety

- The school's work to keep pupils safe and secure is good. During discussions with inspectors, pupils say they feel safe in school. They confirm that the school is a happy and friendly place and that they get on well together and know that discrimination is not acceptable.
- Pupils have a clear awareness of e-safety, the potential dangers of cyber bullying and using the internet, and the importance of not giving out personal information.
- Discussions with pupils confirm that there is largely an absence of bullying and this is reflected in the school's bullying log. Incidents are rare and clearly recorded. Older pupils in Year 6 take on the responsibility to help resolve any minor disagreements between younger children.

The quality of teaching requires improvement

- The headteacher and other leaders, including governors, recognise that weaknesses in teaching led to the dip in results in 2013. Since that time, considerable effort has been made to improve teaching in mathematics.
- As a result of this, the school can demonstrate an improving picture which is reflected in the 2014 provisional results and pupil progress information over the past year. However, some teaching still requires improvement.
- The teaching of mathematics is not consistently good across the school. On some occasions, pupils are given work that is not challenging enough. On other occasions they have not grasped the basic idea behind the work and get stuck. Teachers do not always adapt their plans quickly enough during lessons. As a result pupils do not use the time in lessons as productively as they should.
- There are inconsistencies in the quality of marking in mathematics. There are pockets of effective marking, for example in Year 2. However in Key Stage 2, teachers do not always explain what the pupils need to do to extend their thinking and understanding.
- In contrast to this, marking of pupils' written work in other subjects is typically good and includes checks that the pupils have understood and taken on the advice given. For example, this helped pupils in a Year 1 class to make rapid progress in developing their writing skills in a short time.
- Reading is taught well. Older pupils in Year 6 are knowledgeable about different authors. In Years 1 and 2, pupils apply their understanding of letters and their sounds (phonics) well to read unknown words, including vocabulary linked to work in science and history. This is reflected in the above average proportion of pupils who reach the expected standard in the Year 1 phonics screening check. Pupils say that they read regularly and are encouraged well by their teachers.
- Pupils' spoken language is promoted well through classroom discussion and questioning. Teachers often use praise to encourage positive attitudes to learning.
- Writing samples in Year 6 show that pupils have been taught effectively to liven up their writing using metaphors and interesting vocabulary. For example, a pupil opened a sentence with 'as the rain starts to punch the car'. Pupils edit and redraft their writing to improve the quality of their work. Pupils' extended writing in Year 4 shows that teaching has covered the different elements of writing a newspaper report

thoroughly.

The achievement of pupils

requires improvement

- Achievement is not good because pupils do not make good enough progress from their different starting points.
- Since the time of the previous inspection pupils' attainment and progress by the end of Year 6 have dipped. In 2013, pupils did not make sufficient progress in mathematics from their starting points in Year 3.
- The school's analysis of the provisional 2014 results for the end of Year 6 shows an improved picture of progress in reading, writing and mathematics. In mathematics and writing, pupils' attainment is similar to the 2013 national average.
- In Year 2 in 2013 there was a dip in performance from the previous year and overall attainment was average. Attainment in mathematics was weaker than that in reading and writing.
- The school's analysis of results for Year 2 in 2014 shows an improvement in attainment in both writing and mathematics.
- Samples of pupils' work assessed by the school are carefully annotated. Those seen by inspectors are accurately assessed. Learning observed in lessons by inspectors and scrutiny of samples of pupils' work confirm that pupils' progress is improving. However, some inconsistencies remain because of unevenness in the quality of teaching.
- The school's information about the progress made by different groups of pupils over the past year shows a strengthening picture. This includes those pupils for whom the school receives additional pupil premium funding. Numbers are too small to allow any comparison in attainment between them and their peers, but nearly all made better than expected progress over the past year.
- Similarly, the progress of disabled pupils and those with special educational needs is improving and they make progress which is broadly in line with their classmates.
- Pupils who are more able also make progress that is broadly similar to their classmates. There are times in lessons when they not given challenging enough work in mathematics. Their achievement is strongest in reading.
- Overall, reading is the strongest area of the school's work. This is reflected in the proportion of pupils who have achieved the higher National Curriculum levels in Year 6. These were above the national picture in 2013 and the provisional results for 2014 were similarly good.
- Older pupils in Years 6 enjoy reading and choosing different authors. They give reasons for their choices and say what they think with considerable confidence.

The early years provision

is good

- Children come into the school with skills and understanding that are broadly typical for their age. They settle well into their daily routines and are quickly gaining confidence in reading and writing.
- Their learning journals show that they have taken part in a broad range of different activities so far this term. The notes made by adults to assess how well individual children are progressing are detailed and used well to plan next steps.
- Teaching is lively and enthusiastic and this encourages the children, for example, to join in with singing and to respond to questions about the sounds of different letters. By the time children reach the end of the Reception year, most are well prepared for Year 1. The proportion of children reaching a good level of development is above the national picture.
- Relationships are positive and clear routines are established. Children of different ages play harmoniously together. They take turns, share equipment and are polite to each other.
- The inside learning area is thoughtfully set out so that the younger children (three-year-olds) can break away from other children to continue learning or, for example, eat healthy snacks and have drinks.
- The outside area offers a broad range of learning opportunities. This is well staffed to ensure that the children are safe at all times.
- Adults use questioning skills well to check and add to children's understanding.
- The early years provision is well led and managed. Adults know their different roles and communication is good. Work within the school and across the federation has helped to ensure that the assessment of children's attainment and progress is accurate.

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	113357
Local authority	Devon
Inspection number	443856

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	174
Appropriate authority	The governing body
Chair	Matthew Nichols
Headteacher	Tracey Hailey (Head of Federation) Helen Ainsworth (Head of School)
Date of previous school inspection	14–15 June 2010
Telephone number	01884166330
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