

Pyworthy Church of England Primary School

Pyworthy, Holsworthy, Devon, EX22 6ST

Inspection dates

7–8 October 2014

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|--------------------------------|----------------------|----------------------|----------|
| Overall effectiveness | Previous inspection: | Good | 2 |
| | This inspection: | Inadequate | 4 |
| Leadership and management | | Inadequate | 4 |
| Behaviour and safety of pupils | | Requires improvement | 3 |
| Quality of teaching | | Inadequate | 4 |
| Achievement of pupils | | Inadequate | 4 |
| Early years provision | | Inadequate | 4 |

Summary of key findings for parents and pupils

This is a school that requires special measures.

- Pupils' achievement is inadequate because weak teaching has not enabled pupils to make enough progress.
- Pupils' progress fluctuates as they move through the school. Their basic literacy and mathematical skills are not well developed.
- Teaching is inadequate. Too much teaching fails to extend pupils' knowledge, understanding and skills or to capture their interest.
- Teaching and learning in the early years provision are inadequate.
- A minority of pupils lose concentration and do not work well enough. Consequently, their behaviour requires improvement.
- The executive headteacher and federation governors have not had a strong enough influence in leading and improving Pyworthy School.
- There are weaknesses in senior and middle leadership.
- Leaders and governors do not receive sufficiently up-to-date information about the impact of teaching on pupils' learning or the effect of steps taken to rectify weaknesses. As a result, they do not demonstrate the capacity to improve.
- The local authority has provided too little support and its impact has been ineffectual.

The school has the following strengths:

- Attendance is above average. This reflects pupils' enjoyment of school and the strong support of parents and carers.
- Pupils are polite and courteous around the school, treat staff with respect and enjoy warm friendships with each other.
- Pupils with complex special educational needs achieve better than their peers because of the effective support they receive.
- Adults safeguard pupils well and pupils say they feel safe.

Information about this inspection

- The inspector visited 15 lessons and learning activities. Some of these observations were with leaders, including the executive headteacher. The inspector observed morning and lunch breaks and attended an assembly.
- Meetings were held with a representative group of pupils. Other pupils spoke to the inspector informally during lessons and break times.
- Two schools in the federation were inspected by separate inspectors but at the same time. The inspectors from each met jointly with members of the governing body, which is responsible for all the schools in the federation. Inspectors were in contact with the local authority and examined documents outlining the local authority's support of the school.
- The inspector spoke informally with a number of parents and carers. There were too few parents' and carers' responses to the online questionnaire (Parent View) to take account of their views. The inspector took account of a letter sent by a parent or carer and also received a questionnaire from another parent or carer.
- Meetings were held with school staff, including senior leaders. Four staff inspection questionnaires were received and considered.
- The inspector observed the school's work and looked at a number of documents. These included the school's information on pupils' progress and leaders' monitoring of the quality of teaching and learning.
- The inspector examined records relating to behaviour and attendance, and safeguarding policy, procedures and practice. The school's sports premium action plan was also considered.

Inspection team

Alex Baxter, Lead inspector

Additional Inspector

Full report

In accordance with the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.

Information about this school

- This is a much smaller than average-sized primary school. The number of pupils attending the school has fallen since the previous inspection. Most pupils are of White British heritage.
- The proportion of disabled pupils and those with special educational needs supported at school action is broadly average. The proportion supported at school action plus or with a statement of special educational needs is also broadly average.
- A small number of pupils are supported by the pupil premium which 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 school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics.
- Since 1 September 2011, the school has been a member of the Holsworthy Federation, which now includes three other primary schools and Holsworthy Community College. A single governing body serves all the schools in the federation.
- The school is led by the executive headteacher who has oversight of all the schools in the federation. A Head of Teaching and Learning has recently been appointed. She is based at Bradford Primary School, one of the other schools in the federation, and fulfils a one day each week leadership role at Pyworthy school.
- The school has two classes, each taught by two part-time teachers. Children in the early years provision attend full time. They are included alongside Year 2 pupils in a combined Reception and Key Stage 1 class. Currently, there are no Year 1 pupils in the school. Pupils in Years 3 to 6 are taught in the second class.
- The school has experienced significant changes in leadership since the previous inspection.

What does the school need to do to improve further?

- Improve the quality of teaching, including in the early years provision, so that it is at least good by:
 - securing consistency in the way teachers cooperate, plan and undertake their teaching so that pupils can learn at the right level through activities that motivate them
 - adapting lessons and moving pupils on to harder work when tasks are too easy and modifying activities when learning is not effective.
- Raise achievement of all pupils in reading, writing and mathematics by:
 - raising teachers' expectations of what pupils should achieve
 - improving the way that pupils are taught about the sounds that letters make (phonics)
 - improving the teaching of handwriting, spelling and punctuation skills
 - ensuring that pupils develop their ability to use number facts to solve mathematical problems.
- Improve the impact of leadership and management at all levels by ensuring that:
 - leaders, including the executive headteacher, accurately identify the most important actions needed to improve teaching, and make sure they are happening

- middle leaders are clear about what is expected of them
- leaders work more closely together and learn from good practice across the federation and within the school to improve the quality of teaching and pupils' learning
- governors are provided with clearer information about the work of the school
- governors check more rigorously on the school's performance and hold leaders fully to account.

An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

An external review of the school's use of the pupil premium should be undertaken in order to assess how this aspect of leadership and management may be improved.

Inspection judgements

The leadership and management are inadequate

- Temporary and shared leadership roles across the federation and the oversight of the executive headteacher have not provided a good enough quality of education for the pupils.
- Checks on the performance of the school have not provided all leaders and governors with an accurate picture of the impact of teaching on pupils' achievement. This inaccurate information has impeded the ability of leaders to tackle weaknesses. Leaders have set teachers targets for improvement but have not held teachers to account for failing to meet these targets.
- Senior leaders have not made clear to middle leaders what their responsibilities are or what is expected of them. Consequently their action plans are not rigorously drawn up or implemented and the quality of teaching and learning has not been improved. The lack of team leadership undermines leaders' efforts to bring improvement. Leaders are not demonstrating the capacity to improve despite the recent appointment of a part-time head of teaching and learning. The school should not appoint newly qualified teachers
- Aspects of good teaching at the school are not shared by staff to help pupils learn better.
- Not all pupils have full equality of opportunity because the quality of teaching fluctuates across the school. Consequently some pupils, especially the most able are not supported as well as others and not able to make enough progress.
- The school uses the physical education and sports premium to secure a suitable range of physical activity for the pupils. Specialist guidance from local coaches has provided training opportunities for staff and introduced additional activities such as tag rugby and multi-skills. However, leaders do not check effectively whether funding has improved pupils' skills, fitness and participation.
- Leaders do not check rigorously enough whether the school's use of additional government funding ensures its best impact on pupils' learning.
- Recent records at the school reveal parental concerns about changes in leadership and difficulties in communicating with some teachers at the school. However, the parents and carers who contacted, or who spoke to, the inspector expressed appreciation of the work of the school.
- The curriculum is inadequate because the range of learning activities provided is not promoting pupils' progress well enough, especially in literacy and numeracy.
- Staff diligently safeguard pupils and do not allow discrimination. Disabled pupils and those with special educational needs, particularly those with complex difficulties, are fully included in all the school has to offer.
- Assemblies, close links with the church, visits and events such as the dance festival across the federation enthuse pupils and enrich their spiritual and social development. Topic studies link subjects together and also develop pupils' computing skills well. Learning about famous people, for example, promotes pupils' moral and cultural development effectively. Pupils are accepting, supportive and tolerant of others. These skills and attitudes prepare them well for life in modern Britain.
- Historically there has been ineffective support of the school by the local authority. Over the previous academic year, it assisted in deploying a headteacher to share duties across this and other schools in the federation.
- **The governance of the school:**
 - Governors are not effective in driving improvements or in holding staff and leaders to account for pupils' achievement. They do not ensure that the school provides value for money, including in its use of additional government funding. Governors visit the school, but their commitments across the federation mean that this is not as frequent as they would wish. As a result, their understanding of the work of the school is not accurate enough. They acknowledge that they have not been kept fully informed about the impact of weaknesses in middle leadership at the school in recent terms. Similarly, governors do not have an up-to-date picture of the quality of teaching in the school and its impact on pupils' progress when this is compared to other pupils nationally. The executive headteacher and governors have not

received the local authority's recommendations for improvement made following their visit in the summer term. Governors have, therefore, not had the opportunity to consider and act upon them. Checks of teachers' performance and suitability for pay progression have been completed, but are not used systematically to bring about improvement in pupils' achievement. As a result, governors have not tackled underperformance effectively. The governing body ensures that pupils' safety is given high priority.

The behaviour and safety of pupils**require improvement****Behaviour**

- The behaviour of pupils requires improvement.
- Most of the time pupils try hard to please, and listen and respond well to teachers. However, when teaching fails to stimulate them, some pupils lose interest and learning slows.
- Older pupils say that sometimes they hesitate in letting teachers know when work is too easy. They report that they would like to make better progress, especially in mathematics.
- Pupils behave well during break times and around the school. Older pupils are particularly considerate of younger children. However, they say at times, given the very small playgrounds, shared breaks with younger children restrict their opportunity to enjoy and engage in more active pastimes.
- Pupils behave well in assemblies. They show empathy, respect and understanding for the beliefs and customs of others.
- Pupils are welcoming and polite to visitors and respectful to their teachers.

Safety

- The school's work to keep pupils safe and secure is good.
- Pupils say they feel safe at school and know how to stay safe. They explain they would readily tell an adult if they felt unsafe because, 'People look after us at this school.'
- Pupils know about the different forms that bullying can take, for example, cyber and racial bullying and say, 'There is no bullying here.'
- Attendance is above average and reflects the many friendships that pupils enjoy at school and the parents' and carers' good support of the school.

The quality of teaching**is inadequate**

- Too much teaching fails to extend pupils' understanding, skills and interest. Consequently, a minority of pupils lose concentration and do not work well enough.
- Teachers' expectations are not always high enough. As a result, some pupils are unclear what is expected of them and are not able to reach their potential.
- Much of the pupils' learning in both classes is hindered because teachers do not check regularly what pupils can and cannot do. For example, during mathematics in the Years 3 to 6 class, some pupils found rounding numbers too easy. Other pupils lacked an understanding of decimals and the numbers being considered. These weaknesses were not effectively addressed by the teacher and, as a result, pupils were not able to learn well.
- Teachers do not liaise well enough with others to share information, for example about what pupils are capable of achieving. This means they do not always ensure that their teaching challenges pupils at the right level. In particular, this is restricting the achievement of the most able pupils.
- Pupils' skills in learning and finding things out for themselves are not developed well enough, including in the early years provision. This limits their achievement.
- Evidence from work in pupils' books and from discussions with pupils shows that the quality of teaching has been weak for some time. For example, some teachers are still not planning together closely enough to ensure that learning activities develop pupils' skills well.

- Handwriting and phonics are taught through the school, but teachers' expectations of what pupils can learn are not always high enough. These low expectations are reflected in the underdeveloped quality of some pupils' handwriting skills and the weak spellings evident in some of their books.
- Teaching assistants make supportive contributions to pupils' learning, especially when closely assisting pupils with complex special educational needs. This helps these pupils make better progress than their peers.
- Teachers, teaching assistants and volunteer helpers show diligence in the way they care for the pupils. At times they effectively promote good learning. This is particularly the case during practical activities, for example, when leading cookery sessions or supporting pupils using hand-held computers. In these activities, pupils are enthused and more able to sustain their interest and contribute to their own learning than is typically the case in other lessons.

The achievement of pupils

is inadequate

- Pupils' attainment at the end of both Key Stages 1 and 2 has been mostly below the national average for the last three years. Consequently, pupils are not prepared well enough for their next stage of education.
- National and school information about pupils' achievements also reflect a picture of weak progress through the school. Few pupils sustain a good or better rate of progress over time. This results in very few pupils reaching higher than nationally expected levels, especially in writing and mathematics, even though some have the ability to do so.
- Most children enter Reception with skills that at least match those typical for their age. They make insufficient progress and as a result do not have the relevant skills expected to make them ready to start in Year 1.
- Weak teaching, especially in the low level of expectation and challenge often presented to the pupils, constrains the progress of the most able. Like their peers, the progress of this group of pupils is inadequate.
- The below average performance of pupils in the Years 1 and 2 phonics screening checks reflects weaknesses in the teaching of the sounds that letters make. However, pupils' home-school reading records show that pupils derive significant benefit when enjoying books at home. School records also show that pupils improve their skills and make better progress as they move through the school.
- Pupils' work in writing and mathematics is poor. Pupils themselves comment that they are not learning well enough in mathematics. For example, there is weakness across the school in pupils' numeracy and problem-solving skills. Pupils' handwriting skills and their use of grammar, punctuation and spelling are also not good enough, hindering the progress they make.
- As with their peers, the progress of disabled pupils and those with special educational needs is weakened by poor teaching. However, pupils with complex special educational needs are warmly included and make better progress than other pupils because of the effective support they receive.
- The very small number of pupils supported by additional government funding receive extra adult help. However, because of weak teaching they do not achieve well in reading, writing and mathematics. Consequently, the gap between the attainment of pupils supported by the pupil premium and that of other pupils, both in school and with all pupils nationally, is not closing quickly enough.

The early years provision**is inadequate**

- The quality of teaching and children's learning is inadequate. There is wide variation in the quality of teaching that children receive during their time in Reception. Consequently children do not develop their skills and understanding during some learning activities and in response to the quality of the support they receive.
- Staff do not always take into account children's starting points. For example, during guitar tuition, most children could not hold the large guitars securely or even reach the strings. This frustrated their interest and impeded their learning. As a result, children are not prepared well enough for entry into Year 1.
- Leadership is inadequate and lacks sufficient support from senior leaders. Overall responsibility for this area of learning is unclear and is not effective in establishing the consistency in teaching and learning needed to secure at least good progress.
- On entry most children demonstrate the range and levels of skill that are normally expected for their age. Supportive links between staff and parents and carers help with reading at home and close adult assistance ensures that children make a happy start and mix well with each other. As a result, children make good progress in their personal, social and emotional development and enjoy and benefit from looking at books.
- Teachers promote children's good progress at times, for example, by stimulating their enthusiasm and understanding when hunting for items hidden underneath hats. Similarly children enjoy learning and extend their creative and imaginative skills effectively through role play in 'the surgery'.
- Facilities and resources are not organised efficiently to support the required areas of learning. Too much time is lost moving from one activity to another and learning activities are not always relevant for the children's age, needs and abilities. This leads to children losing interest in learning. When this happens, children's effort and behaviour diminish and progress slows.
- Children's writing, mathematical and physical skills are not developed well enough.
- Staff check the children's progress and keep useful samples and descriptions of their work known as 'learning journeys'. However, this information is not always used effectively to challenge children at the right level. For example, teaching children about letters and the sounds they make is not securely matched to their understanding and does not promote good enough progress.

What inspection judgements mean

| School | | |
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| 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

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| Unique reference number | 113383 |
| Local authority | Devon |
| Inspection number | 449101 |

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

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| 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 | 26 |
| Appropriate authority | The governing body |
| Chair | Lee Rose |
| Headteacher | David Fitzsimmons |
| Date of previous school inspection | 10–11 May 2012 |
| Telephone number | 0140 9253681 |
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