

# Charleton Church of England Primary School

West Charleton, Kingsbridge, TQ7 2AL

**Inspection dates** 3–4 June 2015

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
Leadership and management		Good	2
Behaviour and safety of pupils		Outstanding	1
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- All leaders, including governors, have worked hard to establish a school which pupils are proud of and where they are made to feel special. They have ensured that teaching is good across the school.
- Provision in the early years is good. Children enjoy learning and make good progress.
- All groups of pupils make good progress in all year groups. Those pupils that join the school part-way through the year catch up quickly.
- Teachers have good subject knowledge and use questioning well to motivate and engage pupils in their learning.
- The federation provides effective support for all leaders which is helping to drive improvements quickly, especially in the quality of teaching.
- Pupils feel extremely safe. Pupils' behaviour is exemplary in lessons and around the school. Attendance is above average because pupils enjoy coming to school.
- The curriculum is highly effective in the way it promotes pupils' spiritual, moral, social and cultural development. This is strongly reflected in the way pupils show high levels of care and respect for each other.

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

- Occasionally, teachers do not provide enough challenge for the most able pupils.
- Teachers' marking does not always give pupils clear next steps to show how they can improve their learning.
- Pupils have too few opportunities to practise using and applying their mathematical skills in other subjects.

## Information about this inspection

- The inspector observed teaching and learning across the school. Some observations were conducted jointly with the executive headteacher. The inspector looked at a range of pupils' work with the head of school. Also the inspector attended a whole-school assembly.
- The inspector listened to pupils read in Years 1, 2 and 6.
- The inspector observed pupils during break and lunchtimes and spoke to them informally.
- The inspector held meetings with key staff with leadership responsibilities across the federation, groups of pupils and members of the governing body. She also had a telephone conversation with a representative from the local authority.
- The inspector examined a range of documents, including: the school's evaluation of its own performance; information on the school's checks of teaching and learning; the school's data on pupils' progress and records of behaviour, attendance, safeguarding and child protection.
- The inspector considered 19 responses to the online questionnaire Parent View and the eight questionnaires completed by staff. Also the school's own parent questionnaire was taken into account.

## Inspection team

Sharona Semlali, Lead inspector

Additional Inspector

## Full report

### Information about this school

- This school is much smaller than the average-sized primary school.
- The school is part of the Kingsbridge Area Church School Federation. The school is federated with West Alvington Church of England Primary School and All Saints Church of England Primary School, Thurlston. The schools have an executive headteacher and share a single governing body.
- In the academic year 2013/14 there were no pupils in Year 6. During the past academic year a significant number of pupils have joined the school in the different year groups. There are now pupils in all year groups.
- Pupils are taught in mixed-age group classes, including those from the Reception class. Reception pupils attend school full-time.
- Almost all pupils are from White British backgrounds.
- The proportion of pupils who are disabled or who have special educational needs is above average.
- The proportion of disadvantaged pupils who are supported by the pupil premium is well below average.
- There were no pupils in Year 6 in 2014 to assess whether the school meets the government's current floor standards.
- On the second day of the inspection, the mixed Year 1 and Reception class was out on a trip all day.

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

- Raise the quality of teaching to outstanding by:
  - providing more consistent challenge for the most able pupils in all lessons
  - ensuring that teachers' marking and feedback in pupils' books show them clearly how to improve their learning
  - providing more frequent opportunities for pupils to practise using and applying their mathematical skills in other subjects.

## Inspection judgements

### The leadership and management are good

- The executive headteacher, in partnership with the head of school, provides clear direction and determined leadership. Together, they drive improvements effectively in the school. They are well supported by a very able team of dedicated and motivated staff who have established a warm, welcoming and inclusive school where pupils feel extremely safe and are very happy.
- The school is firmly committed to ensuring that all pupils have an equal chance of success. Leaders are very successful in promoting excellent behaviour and ensure that pupils make good progress in all subjects.
- School leaders' strong focus on improving the quality of teaching has benefited all staff. Teachers, including those who are newly qualified, receive high-quality support and training from all leaders in the federation.
- Systems for monitoring teaching and learning are robust. Leaders ensure that teachers' targets for their appraisal are related to the school's priorities. Also staff's pay awards are dependent on pupils' achievements.
- Middle leaders are effective in their roles. They work together and support each other well across the federation. They are actively involved in providing training and support in their areas of responsibility for staff in all schools. Staff say that this helps to improve their practice.
- The school's evaluation of its own performance is accurate. Leaders have a clear overview of the school's strengths and weaknesses. They waste no time in tackling areas that require improvement. For example, a successful focus on writing helped to raise standards quickly. School leaders rightly recognise that pupils now need to practise using and applying their mathematical skills in other subjects and have recently started to address this.
- The pupil premium funding is used well to provide additional adult support. As a result, those pupils who are eligible for the funding are making faster progress which is similar to their peers in the school.
- The curriculum is rich and stimulating. It enables pupils to enjoy learning beyond the school environment, such as exploring the local beach and taking part in residential visits. This helps them to build teamwork skills and allows them to have fun. Pupils have many opportunities to develop their public speaking skills as they do lots of performances at the local secondary school.
- The curriculum is preparing pupils well for life in modern Britain. Adults and pupils model tolerance at all times. As a result pupils from different age groups work and play well together particularly in the mixedage family groups. The school charter which is clearly displayed helps pupils to value the reasons behind rules and laws and this is explored in class and through assemblies. The promotion of pupils' spiritual, moral, social and cultural development is central to the school's work. For example, pupils took part in celebrating the 100<sup>th</sup> anniversary of the First World War. This gave pupils the chance to have in-depth discussions on this topic with some of the older people in the community. It is highly effective in promoting the school's values, which were selected by the parents and carers, staff and pupils. This is an example of how pupils learn about democracy. These are reflected exceptionally well in pupils' outstanding behaviour.
- Leaders ensure that the additional sports funding is helping to promote a healthy lifestyle. For example, more pupils participate in clubs such as football and active kids club' at lunchtime and at the end of the school day. Pupils have wider opportunities to take part in inter-school competitions across the federation.
- The federation has successfully fostered strong working partnerships among the three schools. This has enabled this school to benefit from additional support, challenge and expertise. It has been instrumental in helping the school to improve, for example by sharing expertise in teaching.
- Parents are very happy with the school's work. Some who spoke to the inspector during the inspection say that this is a fabulous school and they could not ask for more.
- The local authority provides appropriate light touch support to the school.
- Safeguarding arrangements meet statutory requirements and are highly effective. The school works well with external agencies to support those pupils who find themselves in a vulnerable position.
- **The governance of the school:**
  - Members of the governing body are dedicated and want the best for their school. They are effective in carrying out their roles and responsibilities. They have participated in a range of training. This included learning how to understand the published data and how to conduct learning walks through the school.
  - Governors have a good understanding about the school's performance. They have a secure knowledge about what the quality of teaching is like. This is because they visit the school regularly. Governors check different aspects of the school's work closely, for example by looking at pupils' work with leaders.

They also undertake regular health and safety walks. Governors receive reports from the different leaders. They use all of this information well to hold all leaders in the school to account.

- Governors have a good understanding of how good teaching is rewarded and how any underperformance is dealt with.

## **The behaviour and safety of pupils** are outstanding

### **Behaviour**

- The behaviour of pupils is outstanding. This is confirmed by the school's documentation which shows that pupils manage their own behaviour very well and rarely break the school's rules. At the beginning and end of the school day, pupils line up in a very orderly manner without needing any prompting from the adults. All pupils conduct themselves extremely well as they move around the school.
- Pupils show high levels of respect towards each other and to adults. Their outstanding behaviour reflects the school's values of being friendly, honest and showing good manners. During break and lunchtimes, pupils socialise and play well with each other, regardless of their age. The older ones say that they naturally take on the responsibility of looking after the younger ones. All pupils make sure that no one is left by themselves during these important times.
- Pupils talk proudly about their excellent behaviour. They take great pride in the way they wear their school uniforms smartly and wear the correct attire for lessons in physical education. All areas of the school are clean and tidy and there is no litter, even though pupils enjoy eating their lunch on the field when the weather permits.
- Pupils have excellent attitudes towards learning and are never late, allowing all lessons to start promptly. Behaviour in lessons is exemplary. Pupils share and discuss their ideas enthusiastically. This is instrumental in helping them to clarify their ideas and understanding.
- Attendance has risen considerably since the previous inspection. It is now above average and shows how much pupils enjoy coming to school. There are no pupils that are persistently absent.

### **Safety**

- The school's work to keep pupils safe and secure is outstanding. Risk assessments are securely in place and regular fire drills are carried out. All staff training on safeguarding and child protection is up to date which includes knowing how to keep pupils safe from any form of radicalisation or extremist views. As part of regular curriculum visits to the local area, pupils are aware of the different dangers around them. All staff are very vigilant and caring. The school does not tolerate any form of discrimination. All staff and parents agree that pupils are kept safe in school and that pupils are well behaved.
- Pupils say they feel very safe. They have an excellent understanding of the different types of bullying, including cyber and racist bullying. They are adamant that there is no bullying in the school. If they had any concerns they would feel confident that they could go to any of the adults.
- Pupils spoken to were able to give a wide a range of examples of how they are taught to keep safe beyond the school environment, including helping them to be safe when using the internet and crossing the road. The older pupils explained that, when they walk to different venues, they feel that it is important to help keep the younger ones safe too.

## **The quality of teaching** is good

- The executive headteacher and the head of school ensure that teachers benefit from the expertise and support of other teachers in the federation. As a result, teaching is consistently good over time and continues to improve.
- Teachers make sure that teaching assistants and other additional adults are used well to support pupils' learning in lessons. Teaching assistants are effective in working with pupils individually and in small groups.
- Strengths in teaching include teachers' effective use of questioning and good subject knowledge. These are used well to deepen pupils' understanding. Teachers monitor pupils' learning well and pick up any errors quickly.
- Occasionally, the work planned for the most able pupils does not present enough challenge and does not stretch pupils' thinking skills.
- Mathematics is taught well. Teachers make good use of the different types of resources available to help pupils grasp new concepts. They give pupils a wide range of problems to investigate. This is helping them to begin to apply their own rules to patterns that happen in mathematics. Teachers ensure that pupils use

and understand the correct mathematical vocabulary. However, work in pupils' books shows too few examples of pupils using and applying their mathematical skills in other subjects.

- Reading is taught very well throughout the school. Teachers and teaching assistants insist that the pupils say the sounds that letters make accurately. This has helped pupils to become more confident in working out difficult words. Teachers ensure that the most able readers develop the necessary advanced reading skills, such as skimming, scanning and understanding the meaning beyond the text. All pupils spoken to enjoy reading and appreciate the books that are recommended to them by their teacher.
- School leaders have had a big focus on improving the teaching of writing. This has worked well and has increased pupils' ability to write extended pieces of work in all subjects. Their final published writing is of high quality with many examples of pupils making good use of ambitious vocabulary. Teachers are good at addressing quickly any errors in pupils' spelling, punctuation and grammar. Consequently, there are few errors in their published writing.
- Work in pupils' books shows that teachers' marking is up to date. It is particularly helpful in their literacy books. In some cases pupils respond to the comments made. However, teachers' written feedback does not always give pupils clear guidance on how to improve their work.

### The achievement of pupils is good

- The school's tracking data and the work in pupils' books show that pupils throughout the school make good progress in all subjects.
- There is no published data for pupils in Year 6 at the end of 2014. This was because there were no pupils in that year group. The school's assessment and work in pupils' books suggest that those currently in Year 6 are on track to achieve above average standards in all subjects.
- In 2014, Year 2 pupils' attainment was above average in mathematics, reading and writing.
- There are very few disadvantaged pupils in the school and most of these have special educational needs. All disadvantaged pupils make good progress from their starting points in line with their classmates and others nationally. It is not possible to report on the gaps between disadvantaged pupils and other pupils in the school at the end Key Stage 1 as there were only a few of them.
- Disabled pupils and those with special educational needs make good progress. Some of these pupils have quite complex needs, which the school identifies at an early stage. The school's strong links and partnership work with external agencies help these pupils to benefit from the specialist support they need.
- Pupils who have joined the school more recently have settled into the school routines really well. Their needs are assessed quickly and they are catered for well. As a result, they are also making good progress from their different starting points.
- The most able pupils make good progress. The proportion of pupils reaching the higher Level 3 at the end of Key Stage 1 in 2014 was above average in all subjects. However, occasionally pupils are given work that does not challenge them to achieve their very best and this limits their progress.

### The early years provision is good

- Highly effective routines help to promote the highest standards of behaviour for children in the early years. Children's behaviour is exceptional. They play together and share all resources extremely well. They respond quickly to adults' instructions.
- Children feel safe because adults provide an exciting learning environment and trusting relationships which encourage their love of learning. Older pupils enjoy playing with the children and making sure that they feel safe at break and lunchtimes.
- The large majority of children are well prepared to join Year 1. Children make good progress because the adults ensure that they get to know every child well before they join the school. Adults work closely with parents and with children's pre-school settings so that children have a smooth transition into the school. The most able children achieve well because they listen to and are involved in discussions with pupils in Year 1, as they are in the same class.
- Teaching is consistently good. Planning caters well for children's needs and interests. Teachers make good use of the local environment to extend children's learning. For example, every Friday children put on their wellingtons and go for a 'welly walk', exploring their local area around the marshes. Sometimes they take their binoculars. As a result, they can name and spot a wide range of different types of birds that fly there. Also they can identify the different villages that are around them.
- Leadership and management of this provision are good. Strong links are established with parents. Most

parents are involved in their children's learning. For example, they use computer technology to capture any special events or achievements outside of school and send these to the teachers for inclusion in their child's learning journey book. The leader of early years makes regular checks and supports the other staff in the early years provision across the federation. This is helping to improve their practice.

## 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>	113391
<b>Local authority</b>	Devon
<b>Inspection number</b>	461966

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>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	46
<b>Appropriate authority</b>	The governing body
<b>Co-Chairs</b>	Julie Cardrick and Jonathan Naylor
<b>Executive Headteacher</b>	Philip Medway
<b>Head of School</b>	Ruth Benton
<b>Date of previous school inspection</b>	23–24 April 2012
<b>Telephone number</b>	01548 531275
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