

# Salcombe Church of England Primary School

Onslow Road, Salcombe, Devon TQ8 8AG

**Inspection dates** 10–11 February 2016

**Overall effectiveness** **Good**

|  |                      |
|--|----------------------|
| Effectiveness of leadership and management   | Good                 |
| Quality of teaching, learning and assessment | Good                 |
| Personal development, behaviour and welfare  | Good                 |
| Outcomes for pupils                          | Good                 |
| Early years provision                        | Good                 |
| Overall effectiveness at previous inspection | Requires improvement |

## Summary of key findings for parents and pupils

### This is a good school

- Leaders have successfully tackled the issues highlighted in the previous inspection. The school achieves high standards and the quality of teaching is much improved. Leaders' evaluation of the school's effectiveness is extremely accurate.
- The governing body effectively and rigorously checks the school's performance. Governors have high expectations of all the children in the school.
- Leaders and governors are keen to ensure that pupils achieve well academically and also develop as well-rounded individuals.
- The progress made by pupils throughout the school is good. Assessment procedures are consistent and are used with precision. Teaching is good because staff take account of what pupils already know and can do. Pupils make good progress and attain high standards from their individual starting points.
- The teaching of phonics (letters and the sounds they make) is extremely effective and the proportion of pupils achieving the phonics standard in Year 1 is high.
- Teaching support staff are deployed effectively. Pupils are very well prepared for the next stage of their education.
- The school's exciting curriculum is broad and balanced and pupils' spiritual, moral, social and cultural development is highly established.
- Most pupils love coming to school. Staff support families well and do all they can to promote regular attendance.
- Pupils show a thirst for learning. Pupils are polite and courteous. They behave well around school and show respect to adults.
- The school's work to keep pupils safe is effective.

### It is not yet an outstanding school because

- For various reasons, the relationship with a small number of parents has broken down.
- The teaching of the new mathematics curriculum is not yet fully effective.
- Teachers do not always deal effectively with the very occasional low-level disruptive behaviour.

## Full report

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

- Improve the strained relationships with the small number of parents who feel aggrieved by what the school currently provides by:
  - urgently providing a more permanent leadership structure
  - continuing to ensure that absences of permanent staff are covered by high-quality teachers
  - ensuring that all teachers deal consistently with the minor incidents of low-level behaviour so that pupils' progress is not affected.
- Improve the teaching of mathematics so that all teachers:
  - encourage children to think deeply and reason effectively by increasing the expertise of adults to ask open-ended and searching questions
  - provide practical mathematical resources to support pupils who need practical work to establish understanding and for the most-able to clarify their thinking.

## Inspection judgements

### Effectiveness of leadership and management is good

- The executive headteacher has provided excellent leadership to give the support needed through a period of turmoil. He has used the capacity of strong leaders and talented teachers within the federation to ensure that the very clear progress since the last inspection does not stall.
- He has moulded a talented, committed and passionate team of leaders and teachers who, along with governors, pursue excellence for all pupils. He is unwavering in the desire that pupils receive the very best education and leave the school ready and willing to tackle the challenges that lie ahead. All are united in the desire to help ensure that every pupil at Salcombe Primary School has an equal opportunity to succeed and to help ensure that discrimination is not tolerated.
- This passion has been challenged in recent times as a number of staff have been absent from school and the issues of a break in continuity for pupils has quite understandably been questioned by parents. Despite this, the careful consideration of directors and the executive headteacher has enabled the leadership to be secure through the federation school improvement officer and the redeployment of effective teachers to maintain high-quality provision.
- Since the previous inspection the main aim has been to drive up standards in teaching and learning. Teaching over time has been consistently good and this has helped pupils to make good progress in all subjects. However, the high expectation of behaviour expected from the school's behaviour policy is not consistently followed in all classes.
- Leaders have an accurate view of school effectiveness because they analyse information well to see where performance is strong or weaker. Where leaders and governors have prioritised improvements in the past, there is clear evidence of impact of their actions, for example when improving pupils' outcomes in writing and mathematics at the end of Key Stage 2.
- Staff training has been a significant factor in the school's improvement journey. Leaders are fully committed to developing the workforce and arrange regular, ongoing training for teachers. Training is linked to individual targets for staff and supports their abilities to meet the needs of all pupils.
- Pupil premium funding is used effectively to help the small number of disadvantaged pupils overcome any barriers to their learning. Leaders consider the individual needs of disadvantaged pupils and their families and provide bespoke support. The gaps in the achievement of disadvantaged pupils and other pupils are closing rapidly and their progress and attainment are much better than those found in schools nationally.
- The sports premium grant is used effectively. A specialist teacher has been employed to help train staff in the delivery of physical education and sport and this is helping to improve their own teaching. Pupils take part in many more inter-school competitions now than in the past. The funding also gives pupils opportunities to take part in a wider range of activities throughout the year, such as dance, tag rugby and multiskills clubs.
- Pupils' spiritual, moral, social and cultural development is a strength. Pupils have many opportunities to celebrate diversity in the world. For example, they make virtual visits to study the cultures from around the world and learn about other faiths and festivals. These activities enable the pupils to broaden their understanding.
- Pupils also have a good understanding of life in modern Britain. They learn about democracy through the election of school councillors and about the rule of law by adhering to rules in school and learning how to make the right choices.
- Pupils enjoy their learning because the curriculum is broad and balanced, motivating and supports pupils' development very well. It is enhanced through visits and visitors to the school, and by the wide range of clubs that pupils can enjoy, such as cookery, chess, art and various sport clubs. The very careful planning of the curriculum ensures that everything is covered. Pupils' work in all subjects is attractively displayed with pride around the school.
- A small group of parents are less than overwhelmingly positive about the standard of education provided for their children. Fifty-seven parents responded to Ofsted's online questionnaire, Parent View, and 24% of parents said that they would not recommend the school to others. Parents' responses to every question were similar. There is some justification about their concerns over the absence of staff and the effect this has on continuity for their children's education. However, the federation is well aware of parents' concerns and have very clear plans to solve them. Despite the concerns, it must be recognised that a large majority of parents are delighted in all that the school does.

- Safeguarding is given high priority. Procedures are effective. They are adhered to by staff and checked regularly by governors. Leaders ensure that staff receive up-to-date training. They access training regularly to help them fulfil their responsibilities. For example, they have recently received training in helping to keep pupils safe from radicalisation and extremism.
- **The governance of the school**
  - Governors share a wide spectrum of skills to support and challenge leaders. They celebrate the strengths of the school and know where the areas for improvement are. They have helped to oversee improvements in the vast majority of areas.
  - Governors have a very secure understanding of data and use the information from the federation’s officers and external advice to help them gain a secure and accurate view of the school. They make sure that they keep abreast of where performance and practice are strong and where improvements can be made.
  - Governors have an in-depth knowledge of performance management procedures and make sure that teachers’ pay reflects their performance. They receive external support when setting performance targets for the headteacher; performance targets are aligned to areas of improvement in the school.
- The arrangements for safeguarding are effective. All staff are well trained to notice any signs that pupils might be at risk. Concerns are shared with leaders who swiftly investigate them and follow up actions with rigour. Policies and procedures to keep pupils safe are reviewed regularly and are shared with staff and volunteers. All staff and volunteers are subject to rigorous checks before they are allowed to work with pupils. Risk assessments are completed regularly and are checked by senior leaders. The vast majority of parents who completed the online questionnaire agreed that their child feels safe in school.

## **Quality of teaching, learning and assessment** is good

- The quality of teaching over time is good and is a marked improvement since the previous inspection.
- Teachers motivate pupils’ learning effectively throughout the school because they develop the curriculum by paying careful attention to pupils’ interests. Learning is purposeful and well paced so that pupils’ interest is inspired and their attention maintained. Most pupils, especially those in Years 5 and 6, are absorbed in what they are learning, remain engaged in their work and persevere to succeed. In many lessons, when questioned, it was clear that pupils had a deep understanding of their work and could recall, in detail, what they had learned. Attention to detail such as this has resulted in teaching and learning being good.
- There are a few occasions in Key Stage 1 and lower Key Stage 2 where a little low-level disruption is not always dealt with quickly enough.
- Teachers have high expectations for all pupils. They explain things clearly so that pupils understand what to do and what is expected from them. Teachers’ strong subject knowledge and expert questioning in most subjects allow them to delve into pupils’ thinking and guide it towards the goal of new learning. Pupils in Key Stage 2 told the inspector of their keenness to have the opportunity to make choices for themselves about their learning. The introduction of ‘chilli challenges’, whereby the pupil chooses the task they think is the appropriate level of challenge for them, is well embedded and successful.
- Reading has a high priority in the school day. In Key Stage 1, pupils learn, develop and apply phonics skills so that they can quickly break down and read unfamiliar words. Teachers have high expectations of pupils’ reading. They plan lessons and a variety of occasions for pupils to build their reading skills sequentially and securely. All adults work together closely to ensure that they consistently and accurately model sounds and provide a range of opportunities for pupils to apply their skills. Teachers find texts which motivate and enthuse pupils. For example, in a Year 5 and Year 6 poetry lesson, pupils read expressively and with feeling a number of well-chosen poems including ‘If you think you can’ by Walter D Wintle and ‘Life is’ by Mother Teresa. The consideration of the need to be kind, helpful and respectful of others helps pupils to appreciate British values and why they are important.
- Pupils say they enjoy learning because it is fun. Work in pupils’ writing books shows that progress over time is strong and at times is stunning. By adhering to the agreed policy for marking in school, teachers skilfully guide and support pupils’ development in writing, building their understanding gradually. This approach to an ongoing development of skills is mirrored in other subjects. Occasionally however, some teachers give very good advice, ask pupils to make changes to improve their learning and then do not check that this is done.

- In mathematics, pupils are supported well and teachers precisely match tasks to pupils' abilities. Where pupils need extra support, this is provided effectively by support assistants. Pupils are regularly given lots of practice to develop their numeracy skills, but they are not always expected to demonstrate, answer and explain their answers to the class. In some classes, pupils who need resources and apparatus to support and clarify their thinking are not provided with them as a matter of routine so they do not always have tasks that require them to solve challenging problems and explain their thinking.
- Teaching for pupils who have special educational needs or disability is highly effective. Support staff are well trained and experienced. New staff are supported very well by leaders and by more experienced colleagues to ensure that they quickly become familiar with the high expectations of Salcombe Primary School and First Federation. Support staff are well informed of the key learning in each lesson so that they can provide timely and effective support.
- Relationships between teachers and pupils and between pupils themselves are extremely positive. This results in pupils having a thirst to excel. They are praised for working hard and for behaving well.

## **Personal development, behaviour and welfare is good**

### **Personal development and welfare**

- The school's work to promote pupils' personal development and welfare is good and is rooted in its emphasis on Christian values.
- Pupils are confident, self-assured and all are highly valued. Most pupils have positive attitudes to their learning because adults' expectations of them are clear. Occasionally pupils are over-excited and shout out.
- Pupils understand the purpose of each set task and work cooperatively in pairs or small groups, but they also work individually for extended periods of time. Pupils' effort is praised. Pupils' understanding of British values and Christian values is good. For example, they talk with maturity about how we should respect everyone and they show recognition of the need for inclusion, honesty and compassion. Pupils value the close links with the local church.
- Parents who responded to Parent View were largely but not overwhelmingly positive about how safe and happy their children are in school and that their children are looked after well. Pupils spoken to unanimously agreed that the school is a safe place to be and that everyone in school looks after them well and cares for them. Evidence from the inspection confirmed this.
- Pupils reported that bullying is very rare. They are aware of the different forms bullying can take. All are confident of reporting an incident, if it occurred, and to whom to report it. The large majority of parents who expressed a view think that bullying is dealt with well.
- In the early years, the youngest children are developing opportunities to be independent, making choices in their learning and taking responsibility for themselves and others. Further up the school, a positive feature of learning at Salcombe Primary School is the way that pupils, particularly those in upper Key Stage 2, take responsibility for their own learning by seeking more challenging work. Pupils know that to struggle is not a sign of failure and acknowledge that there are different levels of understanding.

### **Behaviour**

- The behaviour of almost all pupils is good. Pupils are thoughtful and reflective, courteous and polite.
- In an assembly organised and led by the ethos committee, pupils listened respectfully and responded well to their older schoolmates.
- Pupils conduct themselves well in and around school. They generally work well together in the classroom and play well with others at breaktimes.
- Pupils who find it more difficult to manage their own behaviour are helped to understand how their actions may affect others. Pupils learn to express their own views and feelings, as well as listening to the views of others.
- Pupils' attitudes to learning are largely positive. Most pupils work very hard and try their best. A small minority of pupils lose concentration a little at times. A few pupils display occasional, low-level, disruptive behaviour. This is often because they are overexcited about their work, but also because the school's policy on behaviour expectation is not consistently applied.
- The work in pupils' books is exceptionally well presented. Pupils take great pride in their work.

- Attendance is encouraged and the reason for all absences is logged and reported. The school does all in its power to improve attendance, although a severe bout of scarlet fever and a low number of pupils on roll has affected this year's totals.
- Most parents who responded to Parent View thought that the school does a good job in making sure that pupils are well behaved.

## **Outcomes for pupils**

**are good**

- Outcomes are good and pupils make good progress throughout the school.
- Pupils at the end of Key Stage 1 have reached above-average standards in reading, writing and mathematics in both years since the last inspection in 2014. School records show that current pupils are achieving well. This positive picture is confirmed in the learning witnessed in classrooms and also the strong progress seen in pupils' books. In writing, in particular, progress is solid and at times exceptional.
- Year 2 pupils are well prepared for their work in Key Stage 2. Similarly, Year 6 pupils are ready to tackle secondary education by the time they leave Salcombe Primary School.
- The very small proportion of disadvantaged pupils reach higher standards than all pupils nationally.
- The most-able pupils also make good progress from their starting points. The proportion of pupils achieving high standards in reading, writing and mathematics at the end of Key Stages 1 and 2 is above the national average. Current workbooks indicate that all groups of pupils are making good progress.
- Pupils are increasingly aware of the variety of writing purposes and styles. They draft and improve the writing skills they have learned, for example descriptions of surroundings from a character's point of view. They use impressive language when writing about places they have visited, and have written detailed and expressive accounts of the exploration of Tutankhamun's tomb. Throughout the school, pupils' handwriting and presentation are of a very high standard, their sentence construction is well developed, and their spelling, punctuation and grammar are also of high quality. They apply their skills well when writing in other subjects.
- Pupils read extensively for enjoyment and information. They speak knowledgeably about the different styles of books and authors they like. Pupils use their phonics knowledge effectively to read unfamiliar words and correctly recognise words that have common spelling patterns. Pupils understand what they read, appreciate characters' feelings and actions, and plausibly predict what might happen next. All pupils are making good progress in their reading from their different starting points.
- Pupils cover a good range of mathematical concepts and skills over time. Their books show a good level of accuracy in calculation appropriate for their age. They have a good understanding of hundreds, tens, and units, fractions, decimals, shapes and angles. With the exception of Years 5 and 6, pupils have less experience of reasoning to solve mathematical problems. Pupils' deep understanding and clarity in some aspects of mathematics are not yet secure. In some classes the quality of teachers' questioning and the use of resources are not fully effective. The challenge and extension work for pupils in Years 5 and 6 in particular is of high quality.
- The progress of pupils who have special educational needs or disability is equally good. The effective systems and procedures to assess the attainment and progress of this vulnerable group of pupils are secure, and teachers ensure successful support and interventions in a timely manner if required.
- For the past two years, every pupil achieved the required standard in the Year 1 check on pupils' knowledge of phonics. This is a great improvement on the standards found prior to the last inspection. Evidence seen in the current inspection indicates that the improvement in phonics development is being sustained.

## **Early years provision**

**is good**

- Children make good progress in the early years and are very well prepared for Key Stage 1. The majority of pupils start school with skills that are typical for their age.

- By the end of early years, the proportion of pupils achieving a good level of development continues to be above average. In 2015, the proportion of children achieving a good level of development was high compared with the local and national average, with a significant proportion of pupils exceeding the early learning goals. Very few children are considered to be disadvantaged; in some year groups there have been none. The teacher checks the progress of all children regularly and provides extra support where needed.
- Teaching in Reception is highly effective. The teacher is skilled in assessing what the children can already do and in planning focused activities which address any gaps in their learning. Children experience a wealth of language through countless opportunities to complete role play and in sharing their thoughts and learning.
- Children are usually well behaved and show a very positive attitude in their learning. Occasionally they are too enthusiastic and do not follow instructions as well as they might.
- During the inspection, children were observed discussing the sarcophagus they had made and were painting, and they explained their learning of ancient Egypt and mummies. They were also able to explain in detail about the different animal life found by the banks of the River Nile and the differences with the Salcombe Estuary.
- Children's phonics skills develop rapidly as they learn to sound out words with 'sh' and 'ch'. The skilful use of humour and well-chosen resources to motivate children are regular features of teaching here. For example, during the inspection the teacher was heard to say, 'I want you to be my special word detectives' as children sought out the 'ch'-sounding foods for their picnic. Early reading skills are developing very well as children accurately describe the characters in their book, *The Lighthouse Keeper's Lunch*.
- The teacher provides many activities for children in Reception to develop their mental counting skills at speed. Staff use effective, open-ended questions when speaking with children. This enhances children's thinking and reasoning abilities, and helps them to further develop their language and number skills. As a result, children's abilities to learn independently are maturing well and they are keen to become explorers, investigators, readers, writers and mathematicians.
- The teaching of writing is very good and the teacher provides many opportunities for children to improve their fine motor skills in readiness for holding a pencil correctly. Already, many children are writing sentences, making very good attempts in their spelling of quite complex words. One child wrote, 'A piriid was bilt from mud and sand and sdon (stones).'
- Children learn in a safe environment. Staff across the early years respond quickly if they spot any child who is upset, troubled or anxious, or just needs someone to take an interest in their work. Children learn how to stay safe, and are encouraged to take 'safe risks' and manage their own safety.
- The classroom and outdoor area are a magnet for learning. Children are faced with a wide range of purposeful tasks which seek to develop the basic skills of reading, writing and mathematics. Children work with interest and show impressive perseverance because activities are based around their interests.
- The leadership of the early years is highly effective. The federation's early years leader was teaching during the inspection in the absence of the usual teacher. It is very clear from children's progress and their high-quality learning journals that teaching in the early years is of a high quality. The teacher and support assistant are very highly thought of by parents and children alike. It is clear from parents' comments that the Reception class staff are a team of committed, passionate and skilled adults.

## School details

|                                |          |
|--------------------------------|----------|
| <b>Unique reference number</b> | 137662   |
| <b>Local authority</b>         | Devon    |
| <b>Inspection number</b>       | 10009216 |

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

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| <b>Type of school</b>                      | Primary  |
| <b>School category</b>                     | Academy converter  |
| <b>Age range of pupils</b>                 | 4–11   |
| <b>Gender of pupils</b>                    | Mixed  |
| <b>Number of pupils on the school roll</b> | 85   |
| <b>Appropriate authority</b>               | The governing body   |
| <b>Chair</b>                               | Antony Power   |
| <b>Executive Headteacher</b>               | Paul Jones OBE   |
| <b>Telephone number</b>                    | 01548 842842   |
| <b>Website</b>                             | <a href="http://www.salcombe-primary.devon.sch.uk">www.salcombe-primary.devon.sch.uk</a>     |
| <b>Email address</b>                       | <a href="mailto:admin@salcombe-primary.devon.sch.uk">admin@salcombe-primary.devon.sch.uk</a> |
| <b>Date of previous inspection</b>         | 21–22 January 2014   |

## Information about this school

- With 85 pupils on roll, Salcombe Church of England Primary is a smaller than average primary school. The school converted to become an academy in 2011, joining First Federation, a trust which includes six other Church of England primary schools in Devon.
- The federation has a single governing body and is led by an executive headteacher.
- A head of teaching and learning leads the school on a day-to-day basis. However, at the time of the inspection the school was experiencing significant staff changes, including at senior level. The current head of teaching and learning was absent and the school was led by an experienced leader who is also the federation's school improvement officer. Two of the three usual teachers were also absent at the time of the inspection and children were taught by a mix of temporary teachers and experienced teachers from within the federation.
- Children in the early years are taught with pupils from Year 1. Pupils in Years 2, 3 and 4 are taught in one class but Year 2 is taught separately for literacy and numeracy each morning. Pupils in Years 5 and 6 are also taught in one class.
- The proportion of pupils who have special educational needs or disability is broadly average, as is the proportion of pupils with a statement of special educational needs or an education, health and care plan.
- Most pupils are White British. Very few pupils speak English as an additional language.
- The proportion of disadvantaged pupils who are known to be eligible for the pupil premium is below average. (The pupil premium is additional government funding to support pupils known to be eligible for free school meals and those who are looked after by the local authority.)
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in English and mathematics by the end of Year 6.
- A privately run pre-school is based on the school site. It did not form part of this inspection.



## Information about this inspection

- The inspector observed lessons in all classes and in a range of subjects. All the lessons were jointly observed with the head of teaching and learning or the executive headteacher.
- The inspector observed pupils' behaviour in classrooms and assessed the school's promotion of spiritual, moral, social and cultural development. The inspector also observed pupils' behaviour around school, in the playground and during lunchtime.
- The inspector looked at work in pupils' books and in the learning journals of children in the early years.
- The inspector held meetings with the executive headteacher and the head of teaching and learning (who is also the federation's school improvement officer) and spoke to teachers. He also met with representatives of the governing body and the local clergy.
- A group of six pupils discussed their opinions about the school and their learning with the lead inspector. The inspector listened to four pupils reading. The inspector also spoke informally with pupils over the inspection days.
- The inspector considered 57 responses to Ofsted's online parent survey (Parent View) and he also spoke with a number of parents who were collecting pupils from school.
- The inspector observed the school's work and looked at a number of documents, including information on pupils' outcomes, minutes from directors' meetings and other documented work of governors, and the school's evaluation of its own performance and its development plan. Behaviour and attendance records and information relating to safeguarding were also scrutinised.

## Inspection team

Steve Bywater, lead inspector

Ofsted Inspector

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