

Kentisbeare Church of England Primary School

Fore Street, Cullompton, Devon EX15 2AD

Inspection dates

12–13 October 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

- The relentless determination of the head of school, well supported by the executive headteacher, governors, leaders and staff, has successfully improved the school since the previous inspection. However, those middle leaders who are relatively newly appointed have not yet had time to fully develop their roles to have a significant impact on the wider curriculum and pupils' outcomes.
- Governance has improved since the last inspection. Governors now provide the right level of support and challenge to help drive improvement.
- Overall, teaching, learning and assessment are good. Teachers use their strong subject knowledge to develop pupils' learning in a wide range of subjects. However, in mathematics, pupils are not consistently challenged to achieve their best. Consequently, they do not meet the higher standards expected of them.
- The teaching of phonics has been effective and underpins the development of early reading and writing.
- Outdoor learning is a key strength of the school as it enriches the curriculum and gives pupils opportunities to apply skills purposefully and meaningfully.
- The curriculum makes good provision for pupils' spiritual, moral, and social development, but is not as well planned to promote their cultural understanding and this limits their preparedness for modern British society.
- Early years provision is good. Children make good progress as a result of good teaching. They are well prepared for key stage 1.
- Pupils' achievement has improved significantly since the last inspection. In national assessments in 2016, pupils in Year 2 and Year 6 achieved well in reading, writing and mathematics.
- All groups of pupils, including those who have special needs and or/disabilities, and the most able disadvantaged pupils, make good progress.
- Arrangements for keeping children safe are well managed. Pupils told inspectors that they felt safe in school and well cared for by the adults who work there.
- The pupils live out the values underpinning the school's work. They show great respect for each other, for all staff and their environment. As a result, the school is an exciting and pleasant place to be.

Full report

What does the school need to do to improve further?

- Improve the quality of teaching and learning in mathematics, so that pupils' achievement matches that in reading and writing, by ensuring that all teachers:
 - challenge all pupils, including the most able, to think more deeply about their work and practise their reasoning skills
 - capture pupils' interest, so that they are fully engaged and their attention is sustained.
- Improve the quality of leadership and management by:
 - strengthening the work of middle leaders (those responsible for particular age groups or subjects) to further develop their skills in monitoring and curriculum development
 - ensuring that the curriculum provides more opportunities for pupils to gain an informed understanding of the religious and cultural diversity of the United Kingdom.

Inspection judgements

Effectiveness of leadership and management

Good

- Kentisbeare has greatly improved since the previous inspection. This reflects the determination to raise standards shown by the head of school, the executive headteacher of the federation, other leaders and the governing body. Their values of 'inspire, believe, achieve' and hard work have led the way, eliminating underperformance and securing a settled teaching team. As a result, teaching has improved, pupils' progress has accelerated and standards have been raised.
- Senior leaders have an accurate view of what the school does well as a result of highly detailed monitoring of the school's performance. The strengths of the school and areas for improvement are clearly identified in their self-evaluation, which is accurate, honest and reflective. Staff are encouraged to work together to develop the school and so are motivated and feel part of its growing success.
- As a result of checks on the quality of teaching, there is a growing consistency of approach in classrooms, for example in the drive to improve reading and writing using the agreed marking policy.
- Senior leaders and the governing body have worked hard to improve the way pupils are assessed and their progress is tracked. Leaders have made arrangements for teachers to discuss their assessments with each other and with teachers in other schools in the federation. As a result, teachers' assessment of pupils' work is accurate.
- Pupils are also consistently assessed across the curriculum. Assessment practice is most developed in science and physical education, where it is clear that pupils are making good progress. Other subjects such as music, modern foreign languages, history and geography are developing assessment practice to a similar standard.
- Staff performance is managed effectively through 'pupil progress meetings', looking at pupils' workbooks and observing teaching. All staff, including those who are new, openly discuss their strengths and areas for development with colleagues, creating an environment where everyone is a learner – adults and children alike.
- Recent changes in middle leadership mean that key staff are still coming to terms with their roles. They have yet to ensure that the information about pupils' learning is used carefully to ensure that teachers' planning challenges all pupils to make accelerated progress.
- The leadership and organisation of provision for pupils who have special educational needs and/or disabilities is good. Identification of need is appropriate and resources are of a good standard, ensuring that these pupils succeed in their learning and their personal and social development. Teachers and leaders are well informed of pupils' progress. This enables them to identify when there is a risk of individuals falling behind.
- School leaders use the school's pupil premium funding to maximum effect to ensure that disadvantage is no barrier to participation and achievement. The school provides additional staffing and a dedicated programme to promote the emotional health and well-being of those pupils who need it. The impact of this support is reflected in the good progress and achievement of disadvantaged pupils across the school. The progress of pupils supported by this funding is monitored well and the impact of the funding is evaluated regularly by the headteacher and the governors.

- The primary school physical education (PE) and sport premium is also used well. Pupils benefit from a high-quality PE leader, saying how much they enjoy sport and that their lessons are fun. Pupils of all ages recognise the value of physical activity as a part of being healthy. There are also many opportunities for pupils to be involved in a wide range of sporting activities, both during the school day and after school.
- The views of all pupils are valued and many have an opportunity to play a part in the life of the school. Pupils take on responsibilities as members of the school councils, including the 'eco-council', as well as a range of different jobs in school such as play leaders at lunchtime or Year 5 and 6 'buddies' to the Reception class children. The school's inclusive approach fosters good relationships between all individuals.
- The school curriculum engages pupils and contributes to their enjoyment of learning. Physical education and science are strengths and pupils make particularly good progress in these subjects. Reading and writing are promoted effectively across the curriculum, adding richness to their reading and a sense of purpose to their writing.
- The curriculum is also enriched by the outdoor learning programme, which is a particular strength of the school. It is a potent teaching tool that improves pupils' enjoyment in learning and engages them with different learning styles which they apply across all areas of the curriculum.
- The school provides many good opportunities for pupils' spiritual, moral and social development through different subjects. Pupils have good understanding of their local community and contribute well to this aspect. However, their cultural horizons are less well developed because opportunities to learn about people from backgrounds different from their own are limited. This restricts the extent to which they are being prepared to take their places in modern British society.
- The school engages well with parents, especially through its 'ethos committee', which involves parents more in their children's learning. Parents who spoke to inspectors, or who responded to Ofsted's online questionnaire, Parent View, were positive about all areas of the school's work. The vast majority would recommend this school to others.
- The local authority has worked productively with the school since its previous inspection, providing appropriate and helpful support when needed. The head of school has also obtained other beneficial external support. The school is an active member of a network of schools as well as being a member of the Culm Valley Federation. Schools in the federation support each other, for example by providing opportunities for curriculum leaders to meet and discuss teaching and learning.

Governance of the school

- The governance of the school has improved significantly since the previous inspection.
- Governors know their school well and are confident and skilled in asking challenging questions. Their expertise has been used very well to the school's benefit.
- The governing body has a good understanding of performance management procedures and, as well as supporting the headteacher in holding staff to account, it ensures that the management of teachers' pay is effective.
- Governors are conscientious and take part in all relevant training. They have good levels of understanding about the progress that pupils are making. The governing body makes sure that the pupil premium funding and the primary PE and sport funding are spent effectively and make a difference to pupils.
- The governing body is diligent in its responsibilities to safeguard pupils; to this end, it

has appointed a safeguarding governor to oversee and monitor safeguarding and welfare-related matters. The governing body also understands its responsibilities with regard to internet safety and has ensured that filtering measures are in place for the school's internet and online services.

Safeguarding

- The arrangements for safeguarding are effective.
- A culture of safeguarding pervades the school, making it everyone's responsibility. Safeguarding is a high priority in school. Pupils feel safe and know how to respond to situations so that they keep themselves safe. All safety policies are reviewed on an annual basis and all staff training is up to date. The executive headteacher checks that staff fully understand all elements of the safeguarding training that has taken place.
- In addition, a well-informed governor oversees the school's safeguarding procedures.
- Safeguarding is embedded in all school activities, particularly the care and welfare of vulnerable pupils. Leaders are persistent in cases where the school is concerned for a pupil's welfare. Highly effective relationships with other agencies and with parents ensure that pupils are kept safe and their welfare needs are met.

Quality of teaching, learning and assessment

Good

- There have been significant improvements in the quality of teaching and learning across the whole school since the previous inspection. As a result, teaching is now good. This has led to all pupils making good progress.
- Teachers' subject knowledge is good. They usually ask just the right questions to aid pupils' thinking, draw out learning and help them move on to more challenging work. Less effective practice is found in mathematics, where the challenge can be either too difficult for the lower-attaining pupils or too easy, particularly for the most able pupils. The school has recognised this and high-quality training and support is in place to improve mathematics teaching, though the full impact is yet to be seen.
- Teachers and leaders check on pupils' learning regularly. Whole-school systems are clear, simple and used effectively by teachers. This makes an important contribution to the progress pupils make, particularly in reading and writing. This results in teaching that usually offers the right level of challenge for most pupils.
- Where pupils struggle with their learning, teachers provide an effective range of learning opportunities to help them catch up. This is particularly effective in reading. As a result, pupils make good progress.
- Teaching assistants across the school are deployed effectively. They are knowledgeable and skilled and make a good contribution to the learning of the pupils they work with.
- For those pupils who have special educational needs and/or disabilities, the support they are offered is well organised, clearly targeted and of good quality. Consequently, these pupils learn well to develop their skills and understanding over time.
- Staff model high expectations for pupils' learning and behaviour. The vast majority of pupils rise to these expectations by working hard and behaving well. Pupils enjoy their learning and say that they particularly like 'reading and writing stories'. However, where the teaching challenge is not at the appropriate level, pupils' attention wanders and this can result in some low-level disruption.
- Teachers mark pupils' work regularly, in line with the school's policy. There is effective

dialogue with the pupils. Teachers praise pupils for what they have done well and offer clear guidance to help them improve their work further. Pupils are keen to receive feedback but are not always supported to act upon this to improve the quality of their subsequent work, especially in writing.

- The development of reading and writing is a high priority in the school and their importance is evident in displays in classrooms, corridors and shared areas. Leaders' insistence on a consistent approach to reading and writing throughout the school has had a positive effect on pupils' progress in these subjects.
- The development of mathematical skills is also a priority in school. The school has made progress in this area. However, because teachers have less confidence in providing lessons that challenge pupils to understand and deepen their learning, progress is not at the same rate as in reading and writing. Activities are sometimes repetitive and do not capture or sustain pupils' interest sufficiently.
- Almost all parents who responded to Parent View and those who spoke to inspectors in the playground felt that their children were taught well and most felt that their child made good progress in school.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- The importance placed on pupils' personal development and welfare is evident in all aspects of school life. Staff and governors are thorough in their responsibility to ensure that the school provides a safe, nurturing environment in which pupils in their care can flourish and succeed.
- Staff treat pupils with consideration and ensure that the school makes everyone feel welcome and valued. As a result, pupils develop as thoughtful and compassionate citizens. Pupils are comfortable and happy to speak to adults and are keen to smile, say 'hello' and hold doors open for adults and each other, for example.
- All of the parents spoken with by inspectors, and the majority that responded to Parent View, expressed praise for the school and the work of the staff. The vast majority of parents felt that their children were happy, safe and well looked after. The school had carried out a parental satisfaction survey less than one week before the inspection and this confirmed the evidence found in the inspection.
- The majority of pupils throughout key stage 2, and an increasing number in key stage 1, are confident learners and are happy to talk about their learning. The pupils told inspectors how proud they are of their school and how well looked after they are by adults. They also talked with pride about helping each other in their learning and looking after each other in the playground.
- Pupils who are vulnerable or have special educational needs and/or disabilities are well catered for. There is a prompt early identification of need or concern and resources are put in place quickly to provide the necessary support. This reduces the barriers to learning that pupils might face and ensures that they make good progress. Pupils who have special educational needs and/or disabilities participate fully in all that the school has to offer.
- Pupils spoken with during the inspection were clear about what bullying is and said that incidents are rare and always dealt with promptly by an adult. A few parents did

not feel that bullying is dealt with suitably, but the great majority of parents who responded to Parent View felt that bullying is dealt with appropriately or that they are not aware of any bullying towards their child. Other inspection evidence confirmed that this is the case.

- Pupils were unanimous in their view that they feel safe in school. They shared with inspectors many examples of how the school keeps them safe, for example road safety and e-safety. Pupils talked about assemblies and lessons where they have been taught how to keep themselves safe, personally and online.

Behaviour

- The behaviour of pupils is good.
- Pupils conduct themselves well. They are polite and well mannered. Staff and pupils know each other well and are friendly and supportive. As a result, school is a calm, orderly and purposeful place to learn. For example, at lunchtimes older pupils are often seen playing with younger ones and the younger pupils are confident to ask their older peers for help or assistance.
- There is usually an industrious atmosphere in the classrooms, with pupils having a positive attitude and clearly enjoying their learning. They are attentive and eager to participate in lessons and generally work well, supporting each other. In a small number of lessons, however, particularly in mathematics, pupils' concentration and interest in their tasks wane. This is because activities are not sufficiently interesting, engaging and, in some instances, not challenging at the right level.
- Pupils are fully aware of how to behave and the consequences of poor behaviour. They say that incidents of inappropriate behaviour are rare, dealt with quickly by teachers and responded to by pupils sensibly. A number of pupils who have behavioural needs are well supported to ensure that their behaviour does not get in the way of their learning and does not distract others.
- The systems for checking absence are rigorous and effective. Good attendance is rewarded and has a high profile in school. Attendance has been above average for the past two years and there have been no exclusions. The occasional pupil who is persistently absent is identified quickly and appropriate support ensures that they are soon back on track.

Outcomes for pupils

Good

- Pupils' achievement throughout the school has improved and is now good overall. This is because of the determination of senior leaders and governors to raise expectations and to improve the quality of teaching, particularly of reading and writing.
- Since the previous inspection, pupils are making strong progress which is raising attainment in reading, writing and mathematics. Evidence in pupils' books, observations of pupils' learning and the school's latest progress information indicate that pupils' outcomes are now good across all year groups and in all subjects. This is due to improvements in teaching, learning and assessment.
- Children start school in the early years with skills, knowledge and understanding that are generally typical for children of their age.
- In 2015, at the end of key stage 2, most pupils made the expected progress, though a lower proportion than nationally made more than the expected progress in reading, writing and mathematics. In 2016, pupils in key stage 2 continued to make good

progress, most notably in reading and writing. Mathematics was not as strong in 2016. Nevertheless, the school's in-year tracking of progress and the work in current pupils' books confirm a rapidly improving picture.

- At the end of key stage 2 in 2016, pupils attained particularly well, achieving the expected standards in reading, writing, mathematics and English grammar, spelling and punctuation. However, the proportion of pupils who achieved above the expected standard this year in mathematics was lower than in the other three subjects.
- Published data shows that by the end of key stage 1, pupils' standards were significantly above average in reading, and above average in writing and mathematics in 2015.
- Achievement is improving over time, so that by the end of key stage 1 most pupils are reaching the expected standard in reading, writing and mathematics. A number of pupils also achieved higher than the expected standards under the new more demanding national curriculum.
- Currently, school information shows that pupils are achieving better outcomes throughout the school and the results at the end of Year 2 are expected to be higher than last year.
- The proportion of children who achieved a good level of development at the end of Reception was above the national figure for 2015 and in 2016 has risen further. Current school information shows that high standards are being maintained and the children in the Reception Year are on track to reach a good level of development.
- The proportion of children who reach the expected standard in the Year 1 phonics screening check has been consistently above the national figures since the last inspection and is set to remain so this year. This is due to effective teaching of phonics in the early years and Year 1.
- The teaching of phonics is consistent and strongly linked to the good development of reading skills. As a result, pupils enjoy reading and talk excitedly about books. Pupils who struggle with reading have very good support to practise their skills and are proud of the progress they make.
- In 2016 the school had no disadvantaged pupils at the end of key stage 2. However, pupil premium funding is used effectively to support the school's small number of pupils in the other year groups. As a result, they make good progress in key stages 1 and 2. The most able disadvantaged pupils achieve well and evidence shows that they are making at least good progress. This is because teachers and governors monitor their progress effectively and ensure that they are supported well in class.
- Most pupils who have special educational needs and/or disabilities make good progress from their starting points. The support offered by teachers and teaching assistants is highly effective in lessons and in small groups to enable them to make good progress from their various starting points.
- Leaders have responded quickly and put strategies in place to ensure that the most able pupils make strong progress and the majority reach the higher standards expected of them.
- Pupils' attainment and progress in a number of subjects other than English and mathematics are good. This is particularly the case for science and physical education, reflecting the school's work on the use of assessment to raise standards in these subjects.

Early years provision

Good

- There are a number of strengths in the early years provision.
- Children start school with skills and knowledge that are broadly typical for their age and make good progress. They benefit from an exciting and stimulating environment in which to learn. This, coupled with high expectations by adults, makes sure that children flourish and enjoy a very positive start to school life.
- There have been steady improvements in children's achievement since the last inspection. Children are well prepared and confident to start in Year 1. In the last year all children achieved a good level of development.
- The leadership of the early years is a strength. The early years leader is new in post, but has been supported well by her predecessor who is now the head of school. Leaders have a clear view about the strengths and weaknesses of the provision. Where actions have been taken to tackle issues, these have been successful. Good-quality training and development of staff have ensured that adults are highly skilled and are confident to get the best learning from children.
- Provision is very well organised to create a rich and varied learning environment for all children, both inside the classroom and outdoors. Activities are fun, capture the children's imagination and allow them to practise their skills. For example, 'dream catchers' created by the children had their hopes written alongside them: one child said 'I want to get better at making things.'
- Additional funding is used well to provide resources and support for disadvantaged children. Leaders have a good understanding of the impact this has on children's learning. Disadvantaged children make similarly good progress to that made by other children and achieve well.
- The quality of teaching is consistently good. Although it is early in the term, routines are already well established, as is a high level of expectation of what children will achieve. Adults demonstrate excellent subject knowledge and a thorough understanding of child development. The importance placed on reading, writing and mathematical skills is very evident, with regular chances for children to write, practise letters and sounds and use number.
- The development of language and speaking is also a high priority. Adults engage with children very well and are skilled at asking questions to draw out children's understanding and encourage them to talk.
- Teachers' assessment and the tracking of children's learning are of a high quality. Online 'learning journeys' are shared with parents, who are also able to contribute to their children's achievements. Transition arrangements for new children are thorough. When children enter school the 'buddy system' of Year 5 and 6 children helps them settle into the school. Baseline assessments are completed within the first half term of a child starting school so that this information can be used very effectively to plan a curriculum that is both interesting and relevant.
- Learning and activities are often led by children. For example, during 'funky fingers', which is a daily routine for developing children's use of small implements, children drew exciting 'pictures' exploring their own fine motor skills, using different implements.
- Safeguarding is effective. Risk assessments are thorough and the classroom and

outside area are safe environments for children. Children's behaviour is good and adults are quick to provide support to children to help them understand the importance of being polite and treating one another with respect. Children play and learn together well and are very motivated to learn.

- The strong emphasis on creating a caring and nurturing environment is evident from the very positive relationships that exist. Parents describe the early years as 'warm and welcoming'. Parents are full of praise for how well their children have settled into school and the progress they have made.

School details

Unique reference number	113357
Local authority	Devon
Inspection number	10019953

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	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	163
Appropriate authority	The governing body
Chair	Matthew Nichols
Headteacher	Tracey Hailey (head of federation) Helen Ainsworth (head of school)
Telephone number	01884 266 330
Website	http://www.kentisbeare-school.org.uk
Email address	admin@kentisbeare-primary.devon.sch.uk
Date of previous inspection	22–23 October 2014

Information about this school

- The school meets requirements on the publication of specified information on its website.
- The school is smaller than the average primary school.
- The vast majority of pupils come from a White British background.
- The proportion of disadvantaged pupils supported through the pupil premium is well below average.
- The proportion of pupils who have special educational needs and/or disabilities receiving school support is above the average.
- The proportion of pupils supported with a statement of special educational needs or an education, health and care plan is also above the average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The children are taught in single age classes.

- Early years provision is full time in the early years foundation stage, which also has part-time provision for three-year-olds.
- The school has had a turnover of over half its teaching staff since the previous inspection.
- Kentisbeare CofE VC Primary School is part of a federation of three schools (Culm Valley Federation): Culmstock Primary, Kentisbeare Primary, and Plymtree Primary. It is overseen by a single governing body and an executive headteacher.

Information about this inspection

- The inspectors carried out 15 observations including two 'learning walks'. These included six lessons jointly observed with the headteacher.
- The inspectors also made a number of short visits to lessons to check the quality of provision and its impact.
- The inspectors heard individual pupils read and discussed their individual reading preferences with them.
- They carried out a detailed scrutiny of the work in pupils' books across a range of subjects and both classes.
- Pupils' behaviour both inside and outside the classroom was observed.
- The inspectors held meetings with the vice-chair of the governing body and one other member of the governing body, school leaders, staff and groups of pupils.
- The lead inspector spoke with a representative of the local authority.
- The inspectors also talked with a number of parents and carers as they brought children into school.
- The inspectors viewed a range of documents, including information on pupils' achievement, the school's data on current and recent progress and attainment, and the school's self-evaluation report. They also looked at the school's improvement plan, documents relating to safeguarding, and records of behaviour and attendance.
- The inspectors took account of the 51 responses to the online questionnaire, Parent View, 13 responses to the inspection questionnaire for staff and 30 responses to the pupils' questionnaire. The school's website was also scrutinised.

Inspection team

Terry Mortimer, lead inspector

Ofsted Inspector

Catherine Beeks

Ofsted Inspector

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