

# Lady Modiford's Church of England Primary School

Walkhampton, Yelverton, Devon PL20 6JR

## Inspection dates

10–11 July 2019

<b>Overall effectiveness</b>	<b>Good</b>
Effectiveness of leadership and management	<b>Good</b>
Quality of teaching, learning and assessment	<b>Good</b>
Personal development, behaviour and welfare	<b>Good</b>
Outcomes for pupils	<b>Good</b>
Early years provision	<b>Good</b>
Overall effectiveness at previous inspection	Not previously inspected

## Summary of key findings for parents and pupils

### This is a good school

- Leaders and governors are ambitious for the school. They work well together to improve the quality of teaching, learning and assessment and pupils' progress.
- Leaders have created a strong sense of collaboration among staff, who are reflective on their leadership and teaching. As a result, staff are constantly looking for ways to improve their practice and pupils' outcomes.
- Leaders know the strengths and weaknesses of the school. However, action plans to secure improvements are not precise enough. They do not enable governors to see fully the impact they are having on raising the achievement of pupils.
- The curriculum is a strength of the school. It uses the local environment and community well. This enables pupils to develop further an understanding of the world around them and themselves as citizens.
- Teachers' and additional adults' subject knowledge is strong. Their use of questioning develops pupils' thinking. This ensures that current pupils make strong progress.
- Early years leaders know the children well and plan effectively to provide them with learning that is enabling them to improve their progress and outcomes.
- Teaching develops pupils' mathematical reasoning skills well and helps them to explore their mathematical understanding.
- Teachers provide most pupils with well-sequenced learning in writing. However, some lower-ability pupils do not consolidate what they already know before moving on. This hampers their progress.
- Pupils enjoy reading. However, their understanding of inference is not yet well developed.
- At times, there is insufficient challenge for the most able pupils. As a result, a minority of these pupils do not achieve the outcomes of which they are capable.
- Pupils are extremely polite, courteous and well behaved. They are proud of their school and enjoy their learning. They feel safe and well cared for. Relationships are well established and positive.

## Full report

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

- Improve leadership and management, by:
  - sharpening the success criteria in improvement plans so that governors and trustees are able to fully hold leaders to account for their actions
  - improving leaders' understanding of the impact of their actions to raise the quality of teaching, learning and assessment.
- Improve the quality of teaching, learning and assessment, by:
  - providing sufficient challenge for all pupils, particularly the most able
  - ensuring that teachers enable lower-ability pupils to practise key skills more effectively, particularly in writing
  - embedding the teaching of reading skills of inference and deduction to enable pupils to have a greater understanding of a wider range of texts.

## Inspection judgements

### Effectiveness of leadership and management

Good

- School leaders and governors are ambitious for the school. They have worked well, in collaboration, to ensure that the quality of teaching, learning and assessment has improved and raised pupils' progress.
- Leaders have created an inclusive climate and culture. All staff think carefully about their practice. As a result, they are constantly looking at ways to improve. This has enabled the development of new methods of teaching in reading, writing and mathematics to increase the achievement of pupils.
- Leaders and governors are proud of their school. There is a strong partnership between Lady Modiford's and the other school within the federation. Leaders benefit from the opportunities afforded by working across the federation and the trust to promote further improvements in the school. Examples of this include the moderation of pupils' work and aspects of professional development.
- Senior leaders provide suitable training for middle leaders. This has improved middle leaders' understanding of their roles. Middle leaders are determined to develop further the subjects they lead. They monitor the quality of teaching well and are becoming increasingly adept at using assessment information to enable them to support teachers. For example, the changes to the teaching of mathematics have had a positive impact on pupils' understanding and progress.
- Leaders have developed a rich and broad curriculum. They evaluate and adapt the themes around which the curriculum is constructed. Leaders ensure that the curriculum provides pupils with relevant knowledge, skills and understanding. Consequently, most pupils are making good progress across a wide range of subjects including English, mathematics, science, history and geography.
- The leadership of provision for pupils with special educational needs and/or disabilities (SEND) is strong. Leaders know pupils well and hold teachers to account for the progress these pupils make. Leaders support staff to ensure that provision is increasingly matched to the needs of the pupils. However, at times learning is not specific enough to allow these pupils to reinforce the skills they have acquired and make rapid progress, particularly in writing.
- The strategy for providing support for disadvantaged pupils is well thought out. Leaders are providing these pupils with support for their academic as well as their social and emotional needs. Leaders monitor these pupils carefully to ensure that provision is in place to enable them to catch up to their peers. Consequently, these pupils are making similar progress to that of all pupils.
- Leaders use the sport premium funding to provide pupils with high-quality physical education and sports teaching. Leaders have employed external sports coaches to provide this. Pupils respond well to the teaching and it enables them to improve their skills and enthusiasm for sport. The school participates in many different competitions and events, including the school's own swimming gala. A high proportion of pupils represent their school in competitions. Staff introduce pupils to a wide range of different sports during lessons, one-off sessions and extra-curricular activities.

- Leaders' promotion of pupils' spiritual, moral, social and cultural development is a strength of the school. Pupils are very aware of the school values and how to apply them to their everyday interactions and as learners. Assemblies are used effectively to promote key issues of friendship, love, hope and wisdom. Pupils demonstrate these values through, for example, caring very well for each other. Pupils enjoy participating in local community activities, such as the 300th anniversary of the school. They have welcomed older members of the community into school to share their experiences of their time at the school.
- Leaders provide breakfast and after-school clubs to support pupils and their families. Parents and pupils appreciate this facility. Pupils attending these clubs are calm and co-operate well with others. Staff have high expectations of conduct, interactions and good manners.
- Parents are generally very positive about the school. They praise the care and guidance which leaders and teachers provide for their children. One parent's comment was typical of many when they said that 'The school maintains the school ethos and aims at the same time as providing an interesting and holistic learning journey for the children.' Parents value the strong sense of community and partnership the school provides, along with the nurturing environment it has created.
- Senior leaders' school improvement plans sometimes do not contain sufficiently detailed success criteria. As a result, governors are not able to check consistently the impact of leaders' actions.

## **Governance of the school**

- There is a small and enthusiastic local governing board, which is well supported by the leaders of the trust. Governors are committed to ensuring success and are ambitious for all pupils.
- Local governors use the training on offer from within the trust well. This is aiding their improved capacity and building their understanding of their roles and responsibilities.
- Governors are beginning to question and challenge school leaders more firmly, holding leaders to account for their actions. The local governing board is successfully using the experience of longer-serving members to support newly appointed governors. Governors are provided regularly with monitoring information. For example, information about the quality of teaching and learning, as well as safeguarding within the school. As a result, they understand the strengths and areas for development of the school. However, the lack of clear success criteria in school leaders' action plans does not enable them to hold leaders more stringently to account.

## **Safeguarding**

- The arrangements for safeguarding are effective.
- Leaders have created a strong culture of vigilance among staff. Staff have a clear understanding of their roles and responsibilities, as well as the procedures to follow to report any concerns they have relating to pupils. Leaders ensure that staff receive regular training and updates on all aspects of 'Keeping children safe in education', 2018.

- Leaders work well with outside agencies to enable them to keep pupils safe from harm. Leaders use effective strategies to support pupils and their families. This has had positive impact on those who have been involved.
- The trust has secure processes for safer recruitment. The record of pre-employment checks is well maintained and up to date.

## Quality of teaching, learning and assessment

**Good**

- The quality of teaching, learning and assessment is becoming more consistent across the school. Teachers use the agreed approaches to promote effective learning of key knowledge, skills and understanding. All staff have clear, high expectations of pupils' engagement in learning, which ensures that most pupils sustain their concentration.
- Teachers have strong subject knowledge and share their practice with colleagues. They, along with teaching assistants, use questioning well to further extend pupils' thinking. This is ensuring that pupils are developing their understanding of key concepts.
- Teachers' planning is effective, especially in writing. The introduction of a new scheme of work is improving the teaching of grammatical skills, as well as developing pupils' composition. Staff introduce pupils to a wide variety of new vocabulary. Pupils are using this new-found language in their writing to make it more interesting. However, staff do not ensure that lower-ability pupils consolidate the key skills being taught in writing. For example, they do not reinforce particular spelling patterns and application of punctuation. As a result, these pupils' progress is not as strong as that of their peers.
- Pupils report that they enjoy reading. Leaders and teachers have been conscious of the weaknesses in pupils' outcomes in recent years and have placed more of a focus on the teaching of reading. Pupils are encouraged to read regularly and widely. Pupils demonstrate fluency and basic comprehension when they are reading. Despite this, pupils lack a deeper understanding of inference and deduction skills that will enable them to improve their outcomes and make better progress.
- Phonics (letters and the sounds they represent) is taught well, with an increasing proportion of pupils achieving the expected standard by the end of Year 1 and 2. Pupils can decode words well using their phonic knowledge. They can then blend the sounds together to enable them to improve the fluency of their reading. Pupils are using this knowledge to enable them to improve their spelling.
- Mathematical reasoning and problem-solving are positive features of the improving teaching of mathematics across the school. Pupils are increasingly confident in explaining their understanding of concepts and application of calculation skills taught. As a result, pupils are making strong progress and improving their outcomes.
- Pupils take pride in their work. The presentation of their work in books is of high quality due to the expectations placed on them by their teachers. Work produced in the foundation subjects is of the same high quality as that in English and mathematics. Pupils enjoy these subjects and improve their knowledge and understanding of a wide range of topics and experiences.
- Pupils receive homework that links to their learning in mathematics, spellings and topic

work. They are keen to complete this work and report that it helps with their overall understanding. Recently they have produced some high-quality models and presentations for the school's anniversary.

- At times, teaching does not provide enough challenge to enable pupils, particularly most-able pupils, to deepen their understanding or develop their skills. Consequently, some of these pupils are not achieving as well as they could.

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

**Good**

### **Personal development and welfare**

- The school's work to promote pupils' personal development and welfare is good.
- Pupils feel safe, secure and extremely well cared for. Relationships between adults and pupils, as well as between pupils, are positive and are a strength of the school. Pupils support one another well. Staff are skilled in ensuring that pupils' social and emotional development is well managed. They respond sensitively and appropriately to enable pupils' needs to be recognised. Pupils are nurtured well.
- Pupils' learning attitudes are strong. Pupils report that they enjoy attending school and look forward to their learning. They are proud of their school and are keen to share this pride with their teachers, governors and the local community.
- Pupils are eager to support local and national charities and enjoy taking on leadership of events. Older pupils visit the Houses of Parliament to enable them to have a deeper understanding of democracy and the rule of law. Pupils relish taking on roles of responsibility and help to look after younger children well.
- Pupils have a good understanding of healthy lifestyles, including the need for a balanced diet and regular exercise. They are keen to learn where their food comes from. They tend to the vegetables and plants they are growing with enthusiasm. Pupils have a good understanding of road safety and participate in 'Bikeability' sessions. They also have a clear knowledge of water safety due to the use of the school's swimming pool on a regular basis. Pupils are clear about the dangers of the internet. They know that they need to report any issues they have to adults.

### **Behaviour**

- The behaviour of pupils is good.
- Pupils' conduct around the school is good. They are respectful of adults and each other. They play harmoniously together at breaktimes and collaborate very well in lessons.
- Leaders monitor well the small number of incidents relating to poorer behaviour. They take effective action to model better choices for the pupils to make. Pupils report that behaviour generally is positive and any issues are dealt with swiftly by the staff. Pupils say that there is no bullying in school as they would not tolerate it and neither would the adults.
- Leaders are proactive in ensuring that the attendance of pupils remains consistent.

They tackle any persistent absence swiftly to ensure that pupils do not miss learning. Leaders work effectively with outside agencies to support pupils who struggle to attend well, and their families.

## Outcomes for pupils

**Good**

- The proportion of children achieving a good level of development in the early years is now in line with all children nationally. The small number of children within the early years make good progress from their starting points.
- Over the past few years the proportion of pupils achieving the expected standard in the phonics screening check has risen. More pupils can apply their phonics knowledge to ensure that they are able to decode letters and sounds effectively. This is enabling them to read with increasing fluency.
- Pupils at the end of key stage 1 are achieving standards in line with all pupils nationally. This is reflected in the work seen in pupils' books. Pupils have been well prepared to move onto the next stage of their learning.
- Outcomes for pupils at the end of key stage 2 have not been strong over the past two years. Leaders responded well to a dip in the proportion of pupils reaching the expected standard in reading and writing in 2018. Current pupils are making better progress. Leaders have improved the quality of teaching and learning, especially in writing across the whole school. Similarly, leaders took action to improve mathematics teaching as a result of weak achievement of pupils in 2017. Attainment and progress in mathematics rose in 2018 and is being maintained by current pupils.
- Disadvantaged pupils currently in the school are making better progress than those who left key stage 2 in recent years because they are being taught more effectively. However, at times they require more practice and consolidation of key skills to enable them to catch up to their peers.

## Early years provision

**Good**

- Leaders within the early years are clear about the strengths and areas that need to improve. They have identified relevant actions to improve teaching, learning and assessment to enable children to achieve a good level of development.
- Leaders, teachers and additional adults have a good grasp of the children's assessments. They analyse this information to create learning activities that suit the needs of the children. Teachers are clear about the next steps required for each individual child to aid their progress. As a result, children make strong progress from their starting points.
- The classroom environment has been carefully planned to provide maximum opportunities for children to develop and enhance their knowledge, skills and understanding. Children develop a sense of curiosity and are eager to explore the activities on offer. Children sustain their learning and maintain focus for long periods of time.
- Good use of questioning by adults is extending children's thinking on a wide range of concepts and areas of the curriculum. There is a wealth of experiences for children to

engage with both inside and outside of the classroom. Staff encourage children to be both independent and work collaboratively together, which they do. For example, children instigate their own writing and correct each other's misconceptions, even when the adults are not working with them.

- The teaching of phonics is effective. Children are beginning to apply this learning to their writing and attempting plausibly correct spellings. Children are also learning common exception words and enjoy writing and reading these. Children independently play spelling-hopscotch, where they read words such as 'are', 'me' and 'you' and then practise writing them.
- Children have strong relationships with each other as well as the adults that support them. Children are well cared for. Their social and emotional needs are nurtured effectively to ensure that they are happy and confident, not only in their familiar surroundings but at all times. Safeguarding measures are in place to enable children to remain safe from harm while still having the freedom to explore the world around them.
- Transition into school is a positive experience for children and parents. Leaders ensure that they work with pre-school settings to enable children to be ready for school. Parents contribute well to their children's learning through the collection of 'wow moments' and other milestones. These, alongside the observations and assessments carried out by teachers, create well-used and effective learning journals. Parents value these journals.



## School details

Unique reference number	143185
Local authority	Devon
Inspection number	10111562

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

Type of school	Primary
School category	Academy converter
Age range of pupils	5 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	51
Appropriate authority	Board of trustees
Chair	Andrew Bailey
Executive Headteacher	Gavin Hamilton
Telephone number	01822 853277
Website	<a href="http://www.ladymodifords.devon.sch.uk">www.ladymodifords.devon.sch.uk</a>
Email address	<a href="mailto:admin@ladymodifords.devon.sch.uk">admin@ladymodifords.devon.sch.uk</a>
Date of previous inspection	Not previously inspected

## Information about this school

- Lady Modiford's Church of England Primary School became part of St Christopher's Multi-Academy Trust in 2016. The trust has a board of trustees, a chief executive officer (CEO) and school improvement partners, who have worked with the school.
- The school is also part of the West Dartmoor Federation, which comprises two schools. The executive headteacher is the leader for both schools. There is shared middle leadership between the two schools.
- The proportion of pupils who are in receipt of the pupil premium is below the national average.
- The proportion of pupils with SEND is in line with the national average. The number of pupils who have education, health and care plans is well below the national average.
- The school has a breakfast and an after-school club.

## Information about this inspection

- The inspector observed pupils' learning across the school. All of the observations were undertaken jointly with the executive headteacher.
- The inspector looked at pupils' work across the curriculum and carried out learning walks across the school.
- The inspector listened to pupils read and spoke with them to find out about their attitudes to reading.
- Meetings were held with governors, middle leaders and pupils. The lead inspector met with the CEO and school improvement partner from St Christopher's Multi-Academy Trust.
- The inspector took account of 12 responses to Parent View, Ofsted's online questionnaire, and held informal discussions with parents when they brought their children to school. Inspectors took account of six responses to the staff questionnaire. The inspector talked with pupils at break and lunchtime, as well as during lessons.
- The inspector looked at a wide range of school documents, including the school's self-evaluation, school improvement plan, school policies, minutes of local and trust board governors' meetings, and the school's own assessment systems and monitoring records.
- The inspector reviewed a range of safeguarding evidence, including the school's single central record and incident logs.

## Inspection team

Paul Smith, lead inspector

Ofsted Inspector

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