

Inspection of Georgeham Church of England (VC) Primary School

Putsborough Road, Georgeham, Braunton, Devon EX33 1JT

Inspection dates: 5–6 November 2019

Overall effectiveness **Good**

The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this school?

Pupils arrive at school with a cheerful smile. They are excited to see their friends and eager for lessons to begin. A warm and caring atmosphere permeates the school. One pupil in Year 6 told us 'they do not want to leave the school.'

Leaders have developed pupils' passion for protecting the environment. Georgeham has gained national recognition for becoming the first plastic-free school in the country. Pupils' determination is to make a profound difference. They work closely with local and national charities to raise awareness of local and global issues.

Pupils talk enthusiastically about the extra activities that staff organise. They say that trips are useful in deepening their understanding. Recently, pupils in Year 4 visited the River Lyn. They told an inspector the visit helped them deepen their knowledge and understanding of their river topic.

There are lots of opportunities to get involved in school life. Pupils appreciate the extra responsibilities they have. They are adamant that no bullying takes place. They told an inspector that they have all signed the 'Say no to bullying charter'. Pupils are positive about behaviour in lessons and at social times. They like the new behaviour policy that leaders have implemented.

What does the school do well and what does it need to do better?

Leaders, including governors, have designed a curriculum that underpins their core values. These contribute well to pupils' social and moral development. The values of being kind, confident, curious, adventurous, ambitious and one community thread through the curriculum plan. Pupils live and breathe the school's values.

Leaders have thought carefully about what pupils need to know at different points. They have designed a curriculum that is ambitious. They have precisely identified what they want pupils to learn as they develop their knowledge and skills. However, this level of clarity is not matched across all subjects. For example, in art and geography, plans do not allow pupils to build on what they already know.

The teaching of reading is effective. This is because staff have been well trained in the teaching of phonics. In every corner of the school, pupils have access to high-quality reading books. Teaching staff promote a love of reading throughout the school day. Pupils say that the books teachers read to them are interesting. Books read by the whole class link carefully to the curriculum. There are effective systems in place to support weaker readers. This includes some pupils with special educational needs and/or disabilities (SEND).

Nevertheless, for those pupils who find reading challenging, teaching in science and history does not focus closely enough in helping pupils to understand the meaning of unfamiliar words. This hampers their better progress.

Leaders, with support from the local authority, are rapidly raising standards in writing. Historically, pupils' writing by the end of key stage 2 has not developed well enough. Leaders have made changes to their approach to the teaching and assessment of writing. The early signs are that the approach is more stringent.

Staff know their pupils well. Effective teaching is in place for most pupils with SEND. Staff know pupils' barriers to learning and what they need to do to overcome them. In most lessons, staff break down learning into smaller steps. This helps the vast majority of pupils with SEND to know more and remember more.

Leaders have recently introduced new approaches to managing pupils' behaviour. This has reinforced pupils' positive attitudes to learning. Most pupils attend school regularly. However, there is a small proportion of pupils who are persistently absent from school. This is because some parents feel that it is acceptable to take their children on holiday during term time. As a result, pupils are missing key learning.

Children get off to a flying start in Nursery. High expectations of behaviour, reading and number are a high priority. This prepares children well for their Reception Year. The Nursery and Reception classes are places of 'awe and wonder'. Children have access to a wide range of well-planned activities, both inside and outside of the classroom. Warm and nurturing relationships instil confidence in children to be inquisitive and ask questions of their adults. This helps them develop their understanding of the world.

The governing body make a strong contribution to the school. They recognise the strengths and areas that need continued focus. Staff feel very well supported by leaders. They feel that leaders have their well-being at the heart of any decision making. Parents are extremely positive about the school. Parents who met with an inspector said that the school is fantastic.

Safeguarding

The arrangements for safeguarding are effective. Staff are well trained in safeguarding. They can recognise the signs of any pupils who may be at risk of harm. Leaders follow up diligently any concerns they have. They act swiftly to ensure that pupils and families get the appropriate support. They leave no aspect of safeguarding to chance. Recruitment processes are secure.

Pupils know how to stay safe. They are particularly knowledgeable about how to stay safe online. They say that their computing lessons have prepared them well when using the internet or mobile technology.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Pupils are learning successfully. However, in geography and art the subject content is not as well organised as in other subjects. The plans do not enable

pupils to build on what they already know and can do. Leaders need to ensure that curriculum plans for all subjects are well designed and implemented.

- The overall attendance is in line with the national average. However, there are a few pupils who are persistently absent and do not attend as regularly as they should. Leaders have explored the reasons for weak attendance and found that it is because some parents do not appreciate the impact that absence has on their child's learning. Consequently, they feel it is acceptable to take their children out of school for additional holidays. This stops them from achieving well. Leaders must continue to advise parents about the consequences of their actions.
- A proportion of pupils find difficulty in understanding key vocabulary. This hinders their understanding of what they are learning, which leads to pupils guessing. Teachers should assure themselves that pupils understand the meaning of subject-specific vocabulary before progressing. Leaders need to ensure that pupils connect their knowledge and skills across the curriculum.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you're not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	113375
Local authority	Devon
Inspection number	10111627
Type of school	Primary
School category	Community
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	101
Appropriate authority	Local authority
Chair of governing body	Ali Smith
Headteacher	Julian Thomas
Website	www.georgeham-primary.devon.sch.uk
Date of previous inspection	13–14 December 2007

Information about this school

- The school has recently acquired a nursery setting onsite.
- In September 2019, the school joined Braunton Learning Cooperative Trust. The trust is made up of five primary schools and one secondary school.
- The school is designated as having a religious character and received its section 48 inspection in October 2017 when this aspect of the school's work was graded as good.

Information about this inspection

We carried out this inspection under section 8 of the Education Act 2005. We deemed the inspection a section 5 inspection under the same Act.

- Meetings were held with the headteacher, subject leaders, the leader with responsibility for pupils with SEND, the early years leader and a sample of support and teaching staff.
- The lead inspector held a meeting with four governors from the governing body. This included the chair of the governing body.
- Inspectors examined a range of documentation provided by the school, including

the school's improvement plan, and documentation relating to the safeguarding of pupils.

- A significant proportion of the inspection focused on ensuring that pupils are safe. Inspectors scrutinised records, tested staff's safeguarding knowledge and spoke with pupils. The lead inspector met with the designated safeguarding lead.
- The lead inspector considered 47 responses to Ofsted Parent View. He met with a group of parents at the start of the school day.
- The lead inspector had a telephone conversation with a representative from the local authority.
- We did deep dives in these subjects: early reading, computing and writing curriculum. This included, visiting lessons, looking at pupils' work, meeting with senior and subject leaders and holding discussions with teachers and pupils.

Inspection team

Matt Middlemore, lead inspector

Her Majesty's Inspector

Katherine Powell

Ofsted Inspector

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