

INSPECTION REPORT

CHERITON FITZPAINE PRIMARY SCHOOL

Cheriton Fitzpaine, Crediton

LEA area: Devon

Unique reference number: 113064

Headteacher: Mrs W Harris

Reporting inspector: Mr W Agnew
19956

Dates of inspection: 6th – 8th March 2000

Inspection number: 189648

Inspection carried out under section 10 of the School Inspections Act 1996

© Crown copyright 2000

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior

School category: Community

Age range of pupils: 4 to 11 years

Gender of pupils: Mixed

School address: Cheriton Fitzpaine
Crediton
Devon

Postcode: EX17 4JD

Telephone number: 01363 866456

Fax number: -

Appropriate authority: The governing body

Name of chair of governors: Mrs J Thom

Date of previous inspection: 7th October 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members	
Mr W Agnew	Registered inspector
Mrs J Gallichan	Lay inspector
Mrs V Emery	Team inspector

The inspection contractor was:

Mr W Agnew
Squirrels Drey
Higher Broad Oak Road
West Hill
Ottery St Mary
Devon EX11 1XJ

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Registrar
Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
WHAT THE SCHOOL DOES WELL	10
<ul style="list-style-type: none">• Attainment is higher than the national expectation• The teaching is very good• The head teacher provides excellent leadership ...• Very good, purposeful and productive links• The personal development of the pupils is excellent• The school provides very good value for money.	
WHAT COULD BE IMPROVED	13
<ul style="list-style-type: none">• The pupils' knowledge of information and communications technology• The teaching and application of investigative mathematics	
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	14
PART C: SCHOOL DATA AND INDICATORS	15

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Number of full-time pupils	111	(below average)
Pupils with English as a second language	0%	
Pupils entitled to free school meals	15%	(average)
Pupils on the register of special education needs	23	(average)
Average class size	28	

Attainment of four-year-olds when they start school is broadly average. Since the last inspection the school has increased from three to four classes.

HOW GOOD THE SCHOOL IS

This is a very good school with many very good and some excellent features. The pupils' attainment exceeds the national expectation in almost all subjects. In comparison with other schools the pupils' attainment at 11 is very high in English and science and above average for mathematics. The pupils have a very positive attitude to learning and their responsible behaviour contributes significantly to their achievement. The staff are hardworking, loyal and committed to the school and are very effectively led by the head teacher. The school fully meets the requirements of the National Curriculum except for physical education where the lack of a hall restricts the gymnastics that can be taught. The accommodation is on two sites. It is very poor but is used imaginatively by the staff. Some classrooms are too small to carry out the range of practical activities required by the National Curriculum. The Year 5 and 6 pupils are located in the converted schoolhouse that has very small rooms and is on a separate site from the main building. The parents are very supportive of the school. For example, they provide daily escorts for pupils who have to walk along the unpaved and narrow main street of the village to reach the other site. This is a heavy commitment for parents to make. The strengths of the school outweigh considerably its weaknesses.

What the school does well

- Attainment is higher than the national expectation in almost all subjects and is very high in English and science.
- The teaching is very good and staff make best use of resources, buildings and facilities that are grossly unsuitable and inadequate for teaching the National Curriculum. Support staff are deployed very effectively and make a significant contribution to the learning of individual and small groups of pupils.
- The head teacher provides excellent leadership, is well supported by the governors and staff in developing and managing the school, and has devised comprehensive monitoring and assessment procedures that are used well for target setting.
- Very good, purposeful and productive links are established with parents.
- The personal development of the pupils is excellent; they quickly learn to be responsible and trustworthy.
- The school provides very good value for money.

What could be improved

- The pupils' knowledge of information and communications technology (ICT) and their skills, and the use of ICT to enhance learning in other subjects.
- The teaching and application of investigative mathematics to ensure that pupils fully understand mathematical principles and relationships.

The areas for improvement will form the basis of the governors' action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Pupils' standards of achievement at both key stages have improved significantly since the last inspection, particularly in English, mathematics and science. Comprehensive monitoring and assessment systems have been developed to evaluate teaching and learning. The information has been used very effectively to improve progression in teaching and learning, and pupils' achievement. Lessons have clear objectives and the number of initiatives outlined in the school development plan has been reduced to a manageable size. Recent appointments have strengthened the teaching staff bringing expertise in ICT and geography. The school's health and safety policy has been updated to include the careful practice exercised by the staff and pupils. The management of the school has continued to draw to the attention of the local education authority the risks to pupils' safety and the erosion of curriculum time caused by the inadequacies of the accommodation.

STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with				Key
	all schools			similar schools	
	1997	1998	1999	1999	
English	A	A	A*	A*	well above average A above average B average C below average D well below average E
mathematics	C	C	B	B	
science	A	A	A*	A*	

The school achieves very high standards in English and science that are in the highest five per cent nationally. Standards of achievement in mathematics exceed the national expectation. The overall trend over time shows improvement in all three subjects. This trend is reflected in the work seen during the inspection where teachers and pupils continually strive to attain the best they can. The school carefully evaluates each pupil and sets realistic but challenging targets.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils are eager to learn and try to do their best at all times. They are highly motivated and have a mature sense of responsibility. Levels of application, interest and sustained concentration are high.
Behaviour, in and out of classrooms	Behaviour is very good.

Personal development and relationships	Personal development is excellent. The pupils quickly learn to become responsible for their own behaviour, to organise themselves and to act sensibly to cope with the difficulties posed by the accommodation. Pupils work very well together. Relationships throughout the school are very good.
Attendance	Attendance is satisfactory and the school is working to improve this.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Very good	Good	Very good

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.

The teachers set high expectations and the teaching of basic skills is highly focused and matched to pupils' abilities. Lessons are well planned, organised, managed and implemented. Lessons are conducted at a lively pace and the teaching is challenging and rigorous. Pupils' oral and written responses are assessed and very effective use is made of the information to guide the teaching and the planning. The teaching of the youngest and oldest age groups in the school is particularly effective.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad and relevant and makes very good provision for the wide range of pupils' abilities. A specific priority is given to the teaching of English. A good range of extra-curricular activities caters for pupils' interests and provides practical experiences that extend the pupils' understanding of the wider world.
Provision for pupils with special educational needs	The needs of the pupils with special educational needs are very well met in the classroom and through the deployment of the high calibre support staff.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Excellent. Staff provide good role models. Codes of behaviour are very clear and pupils have a mature understanding of their responsibilities. Social and moral development is particularly strong. A well conceived rewards' system recognises a wide range of achievement.
How well the school cares for its pupils	The school makes excellent provision for the care of its pupils.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Excellent ethos created by the head teacher and the whole staff strongly supports high quality learning. Monitoring of teaching effectively raises the quality of teaching and the pupils' attainment.
How well the governors fulfil their responsibilities	The governors fulfil their statutory responsibilities and are actively supportive of the school.
The school's evaluation of its performance	The school makes a detailed analysis of its performance, particularly teaching and attainment and makes very effective use of the information to make improvements.
The strategic use of resources	Staff and support staff are very effectively deployed. Very good use is made of learning resources to support pupils' learning. The school provides very good value for money

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children like school. • Children are expected to work hard and achieve their best. • Good teaching. School is well led and managed • School is approachable. 	<ul style="list-style-type: none"> • A small minority of parents wanted more homework and a similar minority wanted less. • A small minority of parents did not feel sufficiently well informed about progress.

The inspection team endorses the positive comments of the parents. The amount of homework that the teachers set is consistent with government guidelines and is considered to be appropriate. Teachers are available to meet parents informally at the start and end of each day, although this is not always convenient for either teachers or parents. There are two formal occasions when parents discuss their children's work with staff. The annual report on each pupil's progress is comprehensive and informative. The recent introduction of the home/school book has improved communications particularly between the school and those homes where both parents work.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Attainment is higher than the national expectation in almost all subjects and is very high in English and science

1. The pupils achieve well above average standards in the National Curriculum tests at Key Stage 1 in reading, writing and mathematics. At Key Stage 2, they achieve very high standards in English and science and above average standards in mathematics.
2. In the reception and Year 1 class, the pupils are introduced to challenging scientific concepts such as making predictions based on information that has been previously acquired and fair testing. Making use of knowledge gained in previous lessons and scientific investigation are evident throughout the school. The pupils in the Year 1 and 2 class drew heavily on their joint knowledge on the use of batteries to complete an assignment and Year 5 and 6 pupils demonstrated their ability to carry out an experiment, record and predict accurately.
3. The pupils enjoy stories and most quickly learn to read. By the age of seven they know how to tackle unfamiliar words and derive joy from reading different forms of writing such as stories and poems. The older pupils read for pleasure and have clear preferences for authors and styles. They also read to gather information to extend their own interests. Effective use is made of reading skills to support learning across the curriculum.
4. Writing skills are taught very well. Younger pupils form letters correctly and the higher attaining ones write independently and spell simple words accurately. By the time they are 7, their writing communicates meaning clearly and the higher attaining pupils write at length and communicate ideas logically and in detail. Full stops and capital letters are used correctly and common words are spelt accurately. Older pupils write for a range of purposes using a wide range of vocabulary and accurate punctuation and grammar.
5. ICT skills have improved significantly since the last inspection. Pupils use computers from an early age. Year R pupils type their name and mark whether they are having lunch on the computer and then print out the information as part of the registration period. They also estimate distances, predict outcomes and write a series of instructions for a programmable robot. Older pupils make effective use of a word processing program to record their scientific observations and interrogate a CD-ROM for research into their history topic.

The teaching is very good and staff make best use of resources, buildings and facilities that are grossly unsuitable and inadequate for teaching the National Curriculum. Support staff are very effectively deployed and make significant contribution to the learning of individual and small groups of pupils.

6. In over half of the lessons, the teaching is very good or excellent and in the remainder the majority is good. The major features of excellent and very good teaching are high expectations, a lively and brisk pace, effective use of resources and accommodation, activities that are carefully matched to the range of pupils' abilities and the deployment of the support staff. Excellent and very good teaching occurs mostly for the younger and older pupils.

7. Where the expectations are high, pupils are required to recall previous learning in detail and to relate it to the lesson in progress. Year R and some Year 1 pupils were expected to remember the procedures and sequences for writing instructions for a robot. In a science lesson for Years 5 and 6 the pupils were expected to understand and use accurately a wide range of specific language such as residue and evaporation. They were also required to make use of their recently acquired knowledge about how specific mixtures can be separated to suggest ways in which similar mixtures might be separated.
8. The teaching of the older pupils is particularly lively and brisk. Lessons begin promptly and at a sharp pace. The pupils know that they have to be ready and prepared and they are given precise allocations of time for completing their tasks. The momentum in lessons for the younger pupils is effectively maintained through the use of a range of different learning activities that are linked to the main point. In a few lessons, the lesson pace drops when the pupils are engaged for too long on a single task.
9. In almost all lessons carefully selected equipment and resources are used to support the pupils' learning. Videos, computers and computerised robots, musical instruments, batteries and commercial worksheets and ones prepared by the teacher are used to match the learning activity to the pupils' abilities. As a result, the pupils make good progress. Using a battery operated robot, younger pupils were able to test their predictions and estimations and from the outcomes their ability to estimate distances and their orientation capabilities improved during the lesson. Staff work hard to overcome the problems of the accommodation. To be able to use a robot, the chairs and tables had to be stacked to create sufficient floor space for the activity to take place in the small Year R and Year 1 classroom. The space in the classroom for Year 5 and 6 pupils (two bedrooms with the dividing wall removed) is woefully inadequate for the nature of practical work that pupils of this age need to undertake. As a result, the small adjoining rooms and those downstairs need to be utilised. The supervision problems that this deployment creates are overcome by the sensible and responsible behaviour of the pupils.
10. Tasks are well matched to pupils' abilities. Following the introduction to the ICT lesson using a battery operated robot, tasks had been prepared at three different levels. In a mathematics' lesson for lower Key Stage 2, some pupils consolidated their knowledge and understanding of multiples of two, five and ten and searched for repeating patterns as others conducted a mathematical investigation that required them to double very large figures. At this point, they were taught how to use the "constant function" facility of a calculator.
11. The teachers' deployment of the support staff is very effective and the support staff make a significant contribution to pupils' learning in small groups. For example, one member of the support staff recorded the contributions that her group made during a whole class teaching session and used these as starting points for individual pupils during the small group work that she supervised. Key Stage 2 pupils who are members of the additional literacy support group receive expert supervision where their progress is carefully tracked and recorded by one of the support staff.

The head teacher provides excellent leadership, is well supported by the governors and staff in developing and managing the school, and has devised comprehensive monitoring and assessment procedures that are used for target setting

12. The head teacher has a very clear vision for the school's development and has established effective strategies to achieve this. The governors actively support the school and fulfil their statutory responsibilities. The school's aims are fully reflected in the work of the school for example, to provide a rich and stimulating education. Excellent systems for monitoring planning, teaching and learning have been developed and are used very effectively to set individual targets for pupils and to improve teaching. They make a significant contribution to raising pupils' standards of achievement. The monitoring of teachers' plans for geography, for example, have ensured appropriate coverage of the National Curriculum requirements.
13. The school development plan now includes a realistic number of initiatives that are planned in detail and include monitoring and evaluation strategies to ensure that they are successfully implemented. Prudent financial planning effectively supports these educational priorities. Very effective use is made of the specific grant for small schools to overcome, for example, the deficiencies of the accommodation as far as is possible.
14. Induction procedures for new teachers are very good. Recent staff appointments have extended the expertise and interest of the staff overall. The coordinators have been allocated time for monitoring the teaching of their subject responsibilities and this has helped to raise the quality of the teaching and has contributed to improvements in pupils' attainment.

Very good, purposeful and productive links are established with parents.

15. The parents appreciate the regular newsletters that keep them informed about developments and those pupils who have been successful. Regular communication between teachers and parents occurs through the home/school book where homework is noted, expectations are set and teachers and parents make comments. A small number of volunteers provide regular and valued help in classrooms and many others are available when specifically asked. The Parent/Teacher Association is very supportive of the school and the financial assistance they provide makes a positive contribution to pupils' learning.

The personal development of the pupils and their attitudes and behaviour are excellent; they quickly learn to be responsible and trustworthy.

16. In all lessons, the attitudes and behaviour of the pupils are at least good and in nearly three-quarters of them they are very good or excellent. This is a particularly strong feature of the school. From the pupils early days in Year R they learn how to behave in a class, how and when to ask questions, to apply themselves with concentration to their tasks, organise their resources, do their best and, above all, to enjoy learning. Throughout the school, the pupils are keen to learn, eager to ask questions and readily contribute to lessons. The older pupils are trusted to be sensible and to work conscientiously when not directly supervised. All pupils cooperate very effectively in pairs and small groups where they share resources and work together to complete a common task.

The school provides very good value for money

17. The school provides very good value for money. The intake at the age of five is broadly average and by the age of 11 pupils' attainment in English and science is very high and is above average for mathematics and most other subjects. The teaching is very good overall and some is excellent. The pupils' personal development and their positive attitudes to learning and responsible behaviour are excellent. The head teacher provides excellent leadership and is ably supported by the staff and governors. Financial planning is prudent and funding is clearly targeted to underpin educational priorities. Unit costs per pupil are average. The school makes very effective use of resources to support learning and works very hard to overcome the deficiencies of the buildings and sites.

WHAT COULD BE IMPROVED

The pupils' knowledge of information and communications technology (ICT) and their skills, and its use to enhance learning in other subjects.

18. Improvements have been achieved in the provision and teaching of ICT and pupils' knowledge and skills have been developed since the last inspection. Teachers' lesson plans show that pupils regularly use computers and other ICT equipment. During the inspection the pupils wrote a set of instructions for a battery operated robot, used a word processor and searched a CD-ROM for information. Pupils with access to a computer at home generally have greater knowledge and skills. These pupils often act as consultants for other pupils when they run into difficulties. This is a productive relationship but care needs to be taken that neither the "experts" become too dominant or the others too dependent on them for help.
19. As the pupils' knowledge and skills develop and the staff become fully conversant with the possibilities that ICT offers further consideration needs to be given to the ways in which ICT can enhance learning across the curriculum, particularly through writing, data handling, research, creative artwork and logistical thinking and planning.

The teaching and application of investigative mathematics to ensure that pupils fully understand mathematical principles and relationships.

20. The results of the National Curriculum tests for 11-year-olds show that standards are not as high as for English and science although they exceed the national average. Less than half of the pupils who attain level 5 (above average) in English and science achieve Level 5 in mathematics. However, there has recently been marked improvement in the numbers achieving Level 4, the national expectation. To achieve improvements the teachers are providing daily opportunities for pupils to practise mental arithmetic to speed up their ability to calculate. The same rigorous monitoring procedures that have been applied to improving spelling need to be applied to mental arithmetic and mathematics to refine individual target setting for those pupils who ought to be capable of attaining Level 5.
21. Monitoring of lesson plans and teaching needs to ensure that pupils are taught to fully understand mathematical principles and relationships, and to apply these across the curriculum, where appropriate. For example, the pupils need to recognise patterns of numbers such as those embedded in some of the multiplication tables and to have the confidence to use this knowledge to generate further answers to questions.

WHAT SHOULD THE SCHOOL DO TO IMPROVE?

The school should now:

- i. develop the ICT curriculum to meet fully the National Curriculum requirements and to enhance learning in other subjects, where appropriate;
- ii monitor the teaching of mathematics to identify weaknesses and to ensure that mathematical principles are fully taught and understood, and that mathematical investigatory work underpins learning in other subjects, where appropriate.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	21
Number of discussions with staff, governors, other adults and pupils	7

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
10	43	29	19	0	0	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	-	111
Number of full-time pupils eligible for free school meals	-	17

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	-	2
Number of pupils on the school's special educational needs register	-	23

English as an additional language

	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	3
Pupils who left the school other than at the usual time of leaving	2

Attendance

Authorised absence

	%
School data	7
National comparative data	5.4

Unauthorised absence

	%
School data	0.3
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	8	9	17

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	7	8	8
	Girls	9	9	9
	Total	16	17	17
Percentage of pupils at NC level 2 or above	School	94	100	100
	National	82	83	87

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	8	8	8
	Girls	9	9	9
	Total	17	17	17
Percentage of pupils at NC level 2 or above	School	100	100	100
	National	82	86	87

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	5	7	12

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	4	4	5
	Girls	7	6	7
	Total	11	10	12
Percentage of pupils at NC level 4 or above	School	92	83	100
	National	70	69	78

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	4	4	4
	Girls	6	5	7
	Total	10	9	11
Percentage of pupils at NC level 4 or above	School	83	75	92
	National	68	69	75

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	
Black – African heritage	
Black – other	
Indian	
Pakistani	
Bangladeshi	
Chinese	
White	106
Any other minority ethnic group	

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage		
Black – African heritage		
Black – other		
Indian		
Pakistani		
Bangladeshi		
Chinese		
White		
Other minority ethnic groups		

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Teachers and classes**Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	4.5
Number of pupils per qualified teacher	31.1
Average class size	27.3

Education support staff: YR – Y6

Total number of education support staff	3
Total aggregate hours worked per week	78

Financial information

Financial year	1998/99
----------------	---------

	£
Total income	192,402
Total expenditure	196,400
Expenditure per pupil	1,739
Balance brought forward from previous year	8,992
Balance carried forward to next year	4,994

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	79
Number of questionnaires returned	37

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	59	38	3	0	0
My child is making good progress in school.	35	54	5	0	5
Behaviour in the school is good.	38	49	8	0	5
My child gets the right amount of work to do at home.	19	57	22	3	0
The teaching is good.	49	49	0	0	2
I am kept well informed about how my child is getting on.	38	46	14	3	0
I would feel comfortable about approaching the school with questions or a problem.	62	35	3	0	0
The school expects my child to work hard and achieve his or her best.	38	59	0	0	3
The school works closely with parents.	35	54	8	0	3
The school is well led and managed.	43	49	0	0	8
The school is helping my child become mature and responsible.	38	57	5	0	0
The school provides an interesting range of activities outside lessons.	27	51	19	0	3