



Inverteign Community Nursery and Primary School

Inspection report

Unique Reference Number 133780
LEA Devon

Inspection number 274820
Inspection dates 21 - 22 June 2005
Reporting inspector Mr M S Burghart

Inspection deemed to have been carried out under section 10 of the School Inspections Act 1996 according to section 12(3) of the same act.

Type of School	Nursery and Primary	School address	Mill Lane
School category	Community		Teignmouth
Age range of pupils	4 - 11		TQ14 9BB
Gender of pupils	Mixed	Telephone number	(01626) 772 320
Number on roll	283	Fax number	(01626) 770 524
Appropriate authority	The governing body	Chair of governors	Ms M Kennedy
Date of previous inspection	Not applicable	Headteacher	Mrs L Shepherd

Age group	Published	Reference no.
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Introduction

The inspection was a pilot of the new arrangements for inspection announced by Ofsted in its consultation paper of February 2004. It was carried out with the support and co-operation of Inverteign Community Nursery and Primary School and of the local education authority.

The inspection was carried out by three additional inspectors.

Description of the school

This is a larger than average sized new primary school on the edge of a large council estate. It was formed from the amalgamation of an infant and junior school and moved into a newly refurbished and extended school building in January 2005. A very high proportion of pupils has learning difficulties or disabilities and a high percentage is eligible for free school meals. The Nursery has places for up to 26 children and the school runs an after school care club which parents pay for. The school provides opportunities to promote family learning and support. Children's attainment when they first join the school is well below average, particularly in social and emotional development and communication skills.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

This is a good school which, through good teaching, is now helping children to make good progress from very low starting points. Improvements are recent, and progress over a longer period has been satisfactory. The school gives satisfactory value for money. Inspectors agree with the school's evaluation of its own effectiveness. Staff and governors are already aware of areas for further development. Provision has much improved since the school moved into its excellent new accommodation as a primary school this year. Pupils enjoy school and show positive attitudes. Behaviour is well managed and is good. Children get a very good start in Nursery and the Foundation Stage where provision is very well planned to include lots of learning through play. The school has made a positive start. It is well led and managed and has the capacity to make further improvements.

Grade: 2

What the school should do to improve further

In order to be even better the school should:

- Establish and define the roles and responsibilities of staff to improve how subjects are monitored.
- Make better use of data from assessment to track pupils' progress and set challenging targets for pupils of all abilities.

Achievement and standards

Standards were well below average in 2004. They are now below average in English, mathematics and science, and this is an improvement. Initiatives to raise standards are working and there have been particular improvements this year for eleven year olds. The school can show convincingly that it now adds value to pupils' achievements, although rates of progress still vary between year groups.

Factors which contribute to standards being below national expectations are:

- Well below average starting points when pupils join the school.
- A very high proportion of pupils with learning difficulties.
- The newness of the school which has not yet allowed sufficient time for initiatives to have had full effect.

The school aims to support pupils of all abilities, but has placed less emphasis on those who are potentially higher attainers. Consequently the proportion of pupils reaching higher levels than those expected for their age is below the national figure. The school's view that standards could be better is borne out by inspection evidence. A good start has been made but, as the school realises,

the setting of more challenging individual targets will help to raise standards further. Monitoring records kept by the school show that progress in relation to pupils' starting points is very good in the Foundation Stage. It is more variable in the rest of the school, and stronger in Years 1 and 2 than in Years 3 and 4. Progress picks up again in Years 5 and 6. Overall, progress is satisfactory but improving. Progress in lessons is now good in response to good teaching.

Grade: 3

Personal development and well-being

The personal development and well-being of pupils are good. Attendance and punctuality are improving and are now satisfactory. Pupils told inspectors that they enjoy school and lessons because they feel confident in expressing their own opinions, knowing that these will be respected and valued by adults and friends. Pupils behave well and get on well together. Playtimes, although lively, are generally pleasant. There are occasional incidences of anti-social behaviour but these are quickly and effectively dealt with. Relationships are good and are helping pupils to become responsible and feel good about themselves.

The school's good support for personal development is very important, especially for the many pupils who have not previously enjoyed a great deal of success. The school effectively encourages pupils' positive attitudes to learning.

Pupils' moral and social development is strong. Pupils understand the reasons for school rules and respect any sanctions that need to be imposed. Spiritual and cultural development are satisfactory. Pupils have many opportunities to take on roles of responsibility and the school council clearly influences the work of the school. Pupils are developing a wider sense of responsibility to the community through charity fundraising activities. There is a successful emphasis on healthy living. Pupils understand the reasons for a healthy lifestyle and are learning how to stay safe. Basic mathematics and computer skills are helping pupils develop economic awareness.

Grade: 2

Quality of provision

Teaching and learning

Teaching and learning are good overall because lessons are mostly well planned to cater for a range of abilities, although on some occasions higher ability pupils are not challenged enough. Teachers have very caring relationships with pupils. They have a good knowledge and understanding of subjects, and show good class management and organisation. Notably good examples of teaching were seen in the Nursery and Reception where children learn well through structured

play opportunities in and out of doors, and in Year 6 where pupils were seen to make rapid progress in numeracy while being taught in ability groups. In a very good Year 6 mathematics lesson pupils achieved very well investigating factors using calculators, because teaching effectively supported all pupils' needs.

Improving the use of questioning techniques has been a focus of the school's development plan and this has worked well. Skilful questioning now involves pupils of differing abilities and successfully encourages all pupils to join in discussions. Teaching assistants support pupils very effectively, particularly those with learning difficulties. Staff work well as a team. As a result of good teaching, standards are improving. However, better use of assessment results and clearer identification of National Curriculum levels are needed to maximise pupils' progress.

Grade: 2

Curriculum and other activities

The curriculum for Nursery and Reception gives children a very good start. This successfully helps to overcome children's well below average skills when they begin school. Throughout the school there are established schemes of work for all subjects including literacy and numeracy. The curriculum is broad, balanced and relevant to pupils' needs. The school's programme for personal development is a particular strength and aspects of being healthy and staying safe are well addressed. There are good cross-curricular links and a good take-up for clubs and activities. A good initiative is in encouraging pupils to think logically: for example the daily 'Brain Gym' helps pupils exercise what the school calls 'learning muscles'. Visitors and visits, including residential opportunities, provide pupils with valuable experiences of working and living together away from school.

Provision for pupils with learning difficulties is good overall. However, targets in individual education plans are not sharply focused enough.

Recently, provision in information and communication technology (ICT) has been rapidly improved, but it is not yet being used fully in all subjects.

Grade: 2

Care, guidance and support

The school cares well for its pupils and does a good job to safeguard health and welfare. This helps to improve pupils' 'feel good factor'. Child protection procedures are firmly established. Staff are familiar with these and are vigilant. The school has robust systems for ensuring health and safety, including a comprehensive programme of risk assessments, which covers out of school visits and use of the school environment.

The school provides very good support for, and monitoring of, pupils' personal development and has very good arrangements for dealing with any incidents of bullying that might occur. By setting up a 'Nurture Group' the school is successfully helping pupils learn how to relate to others and express themselves. The school works effectively with a wide range of outside agencies, for instance the school nurse, speech therapist and the educational psychologist, to provide the best support it can.

The monitoring of pupils' academic development is sound and work is well marked. Targets could be sharper to make sure pupils of all abilities make as much progress as possible. Although the school encourages the involvement of parents in pupils' learning, reports do not show, as is required, how well pupils are doing compared with national expectations.

Grade: 2

Leadership and management

The headteacher makes a major contribution to leadership and management. She has helped the school to get off to a good start. Her vision for the school is excellent, she ensures that all pupils fully participate in all the school offers and has identified the strengths and weaknesses of the school accurately. She is very well supported by the deputy. Members of the leadership team and the governors support the school well. However, as the school knows, there is more to do to further develop the monitoring and analysing roles of staff responsible for subjects. That there are teams overseeing subjects is a sensible way to involve all teachers across a range of curriculum areas. However, because it is not clear who is ultimately responsible for each subject area, the school does not always make the best use of assessment data to maximise progress and plan for future improvements.

Strengths in management are in:

- How well the school was led through the very difficult period during re-organisation and building work.
- The consistently good management of behaviour.
- The way space and resources are used well to support learning.
- Foundation Stage provision, which is very well managed.

With well established staffing and a strong senior management team the school manages change well. Improvement since beginning as a primary school has been good. The school's capacity for further improvement is good because it is effectively supported by good governance, good school development planning and well managed programmes of professional development for staff.

Grade: 2

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INSPECTION JUDGEMENTS

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate.	School Overall	16-19
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OVERALL EFFECTIVENESS

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	N/A
How well does the school work in partnership with others to promote learners' well-being?	2	N/A
The quality and standards in the Foundation Stage	2	
The effectiveness of the school's self-evaluation	2	N/A
The capacity to make any necessary improvements	Yes	N/A
Effective steps have been taken to promote improvement since the last inspection	Yes	N/A

ACHIEVEMENT AND STANDARDS

How well do learners achieve?	3	N/A
The <i>standards</i> reached by learners	4	N/A
How well learners make <i>progress</i> , taking account of any significant variations between groups of learners	3	N/A
How well learners with learning difficulties and disabilities make progress	3	

PERSONAL DEVELOPMENT AND WELL-BEING

How good is the overall personal development and well-being of the learners?	2	N/A
The extent of learners' spiritual, moral, social and cultural development	2	
The behaviour of learners	2	
How well learners enjoy their education	2	
The extent to which learners adopt safe practices	2	
The extent to which learners adopt healthy lifestyles	2	
The extent to which learners make a positive contribution to the community	2	
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	

THE QUALITY OF PROVISION

How effective are teaching and learning in meeting the full range of learners' needs?	2	N/A
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	N/A
How well are learners cared for, guided and supported?	2	N/A
How well does the provision promote the well-being of learners?	2	N/A

LEADERSHIP AND MANAGEMENT

How effective are leadership and management in raising achievement and supporting all learners?	2	N/A
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	
How effectively and efficiently resources are deployed to achieve value for money	2	
The extent to which governors and other supervisory boards discharge their responsibilities	2	
The adequacy and suitability of staff to ensure that learners are protected	Yes	

The extent to which the school enables learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily.	Yes
Learners are encouraged and enabled to take regular exercise.	Yes
Learners are discouraged from smoking and substance abuse.	Yes
Learners are educated about sexual health.	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements.	Yes
Risk assessment procedures and related staff training are in place.	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism.	Yes
Learners are taught about key risks and how to deal with them.	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships.	Yes
Learners, individually and collectively, participate in making decisions that affect them.	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community.	Yes
The extent to which school enables learners to achieve economic well-being	
There is provision to promote learners' basic skills.	Yes
Learners have opportunities to develop enterprise skills and work in teams.	Yes
Careers education and guidance is provided to all learners in Key Stage 3 and 4 and the sixth form.	N/A
Education for all learners aged 14-19 provides an understanding of employment and the economy.	N/A

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Inverteign Community Nursery and Primary School
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22 June 2005

Dear Pupils

My team are very grateful for the pleasant way you welcomed us to your new school. You have a fine building. We can see why you like coming to school.

Most things about your school are good. Inspectors were especially pleased that:

- Teachers and teaching assistants obviously care about you, and are prepared to listen. Teaching is good.
- You have good opportunities to learn in class and through activities like clubs and visits.
- The school is good at helping you to develop as responsible people who can live healthy lives.
- The school is well run by the headteacher who is very good at her job.

Inspectors find that Inverteign is a good school. To make it even better:

- Teachers need to be clearer about how you are getting on in different subjects so that they can help you make even better progress and reach higher standards.

Yours sincerely

Mike Burghart
(Lead inspector)