



Cheriton Bishop Community Primary School

Inspection Report

Unique Reference Number 113063
LEA Devon
Inspection number 279085
Inspection dates 14 June 2006 to 14 June 2006
Reporting inspector Martin Kerly AI

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

Type of school	Primary	School address	Church Lane
School category	Community		Cheriton Bishop
Age range of pupils	4 to 11		Exeter, Devon EX6 6HY
Gender of pupils	Mixed	Telephone number	01647 24314
Number on roll	70	Fax number	01647 24165
Appropriate authority	The governing body	Chair of governors	
Date of previous inspection	20 March 2000	Headteacher	Mrs S Leyman

Age group	Inspection dates	Inspection number
4 to 11	14 June 2006 - 14 June 2006	279085

© Crown copyright 2006

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report 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.

Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This school is much smaller than average but recently expanded from three to four classes. It comprises a series of buildings either side of a steep narrow lane. It serves a small and relatively isolated village and surrounding hamlets. All the pupils are white and all speak English as their first language. The proportions of pupils with learning difficulties or physical disabilities and those with statements of special educational need are higher than the national averages. The school recently gained the Investors in People award.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a good school which has recently improved significantly. It has a reasonably accurate view of its performance, which matches inspection evidence, although some of its rigorous judgements were based on past performance and did not take into account more recent improvements. It is well placed to improve further. The school provides good value for money.

The achievement of pupils, including those with learning difficulties or physical disabilities, is good. This is a result of good teaching carefully matched to the needs of individuals and specific groups in all classes. Many pupils start school with skills below those usually found, but by Year 6, standards are consistently above average in English, mathematics and science. Almost all pupils reach the challenging targets set. Leadership and management are good, successfully promoting good academic achievement and personal development. However, some aspects of formal monitoring are incomplete and findings are not clearly collated to inform future practice. Pupils enjoy school and their awareness and understanding of healthy lifestyles is excellent.

Their spiritual, moral, social and cultural development is good overall. However, their understanding of the cultural diversity of Britain's society is limited. The attendance of a small minority is inadequate, lowering the overall rate of attendance. The pupils benefit from a good curriculum including some excellent enrichment activities, although inadequate features of the site constrain aspects of their work. Staff and governors are aware of the need to maintain vigilance regarding pupils' safety and protection on a difficult site, and are actively considering ways to improve the accommodation. The school provides good care, guidance and support for all pupils, including those with complex problems.

What the school should do to improve further

- ensure planned checks on the performance of the school are systematically implemented and findings shared in order to focus better on areas of need
- strengthen the pupils' awareness of the diverse cultures within British society
- seek to improve the accommodation and organisation of the site
- explore further ways to improve attendance of a small minority of pupils.

Achievement and standards

Grade: 2

Achievement is good. Children's abilities on entry cover an exceptionally wide range. Overall they are broadly average, but a significant proportion enter school with particularly limited skills in speech, language, and social and emotional development. Children make good progress in Reception. Most reach, and some exceed, the nationally expected goals for learning by the end of the year, except in reading and writing.

Pupils make good progress throughout the school. This is a recent improvement as a result of better teaching. Pupils with learning difficulties or physical disabilities make

good progress because their needs are carefully assessed and met. The most able pupils are challenged well, helping them achieve standards above national expectations, particularly by the end of Year 6. Achievement in reading and writing is good from relatively low starting points, following a whole-school focus on phonics and spelling.

In this small school with very few pupils in some year groups, standards fluctuate considerably from year to year, but good provision ensures that they consistently rise to above average by Year 6 and this year is no exception. Standards in Year 2 have risen sharply this year although the pupils had lower starting points than recent groups. Relatively few pupils exceed national expectations in writing by the end of Year 2 but a significant proportion exceed them in English, mathematics and science by the end of Year 6. Last year, almost all pupils met their challenging targets and almost all are on track to do so this year.

Personal development and well-being

Grade: 2

Pupils' personal development and well-being are good. Pupils are polite and their behaviour is consistently good throughout the day. They enjoy their lessons and other activities. Their spiritual, moral, social and cultural development is good overall. Pupils show concern for one another, for example through the buddy system. One said, 'I think the buddy system is very good and helpful when you are feeling down'. However, whilst they are actively involved in an extensive range of local cultural activities, the pupils' understanding and awareness of Britain's culturally diverse society is limited. The daily whole-school aerobics session on the playground at the start of the day, led by some Year 6 pupils and witnessed by many parents, is an outstanding contribution to the pupils' excellent awareness of health and fitness and strongly reinforces the family atmosphere of the school community. Pupils are fully aware of issues to do with their own safety, feel safe in school and respond well to the 'walking bus'. Attendance by most pupils is broadly average but a minority of pupils do not attend well despite the school's rigorous monitoring procedures and work with outside agencies. Many pupils, including the school councillors, take various responsibilities and contribute very well to the school and wider community. Pupils are acquiring good skills and attitudes needed for their next stage of education.

Quality of provision

Teaching and learning

Grade: 2

Teaching is good and consequently pupils learn well. Several factors have combined recently to improve teaching and learning. These include the appointment of new teachers, the creation of a fourth class, leading to smaller teaching groups, a whole-school focus on better ways of assessing pupils during lessons and improved ways of teaching phonics and spelling. The Reception children learn well. They are given good opportunities to play and investigate independently and their progress is

carefully monitored by the teacher and teaching assistant. All teachers plan well for their mainly mixed year-group classes, using their assessments to match work to the exceptionally wide range of needs of their pupils. Those with learning difficulties or physical disabilities learn well because they are provided with good support while working alongside their peers. Pupils' learning is strengthened by the clear way in which teachers ensure they understand what it is they are learning about and what they individually need to do to improve. Teachers work effectively to overcome the constraints of the building, for example poor access to the library and information and communication technology (ICT) suite, but movement within the site and across the road sometimes reduces the time for teaching and restricts the scope for independent learning. The excellent learning environment in Class 3 is stimulating and creative.

Curriculum and other activities

Grade: 2

The curriculum is good, with many strengths. The provision in Reception has improved since the last inspection, with additional outdoor opportunities, and is now good. The National Curriculum requirements are met, but the long-term planning has not been adjusted to reflect the increase to four classes. The curriculum is adapted to meet the needs of specific groups, for example the extension experiences for the most able pupils and additional time given to speaking and listening to address the needs of those with speech and language difficulties. Pupils respond well to activities linking different subjects, for example in history when researching Henry VIII's wives, using the internet, in order to present a sketch on the theme of 'Blind Date'. Personal, social and emotional development is successfully integrated throughout the curriculum and ICT is used well. The creative arts curriculum is strong. All pupils are encouraged to play a musical instrument and some excellent enrichment activities include frequent high quality musical performances, for example the Taiko drumming group, art exhibitions, Africa week, and residential trips

Care, guidance and support

Grade: 2

Good care, guidance and support are given to all pupils. This was recognised recently by receipt of the Healthy Schools Award. All pupils are known exceptionally well and they feel valued. One parent wrote, 'my children have been made to feel most welcome since joining this school'. Careful monitoring of individual pupils' progress, including that of pupils with learning difficulties and other specific needs, enables good guidance through clear and purposeful learning targets which pupils can explain confidently. The toilets are inadequate, with older pupils and staff sharing the same facilities. There are effective procedures for child protection and first aid and the 'walking bus' helps reduce dangers from the narrow road, but issues such as this remain a potential danger during the course of the school day.

Leadership and management

Grade: 2

The school is well led and managed, successfully focusing on raising achievement and the quality of provision. It has made good improvements since the last inspection and is well placed to improve further. The headteacher effectively combines her teaching role with that of leadership and has successfully developed the subject leadership roles of colleagues. There is a well structured school improvement plan and a detailed annual schedule for checking the performance of the school. The school has good data tracking the performance of individual pupils. It has used the findings from monitoring to improve practice, for example in the work on phonics and spelling. However, some of the planned monitoring activities are not formally carried out and this limits their usefulness in determining future developments. The school successfully promotes equal opportunities. One parent told inspectors, 'One of the best things about this school is there is no hierarchical structure between the children'. There are effective systems for consulting and involving parents. Governance is good. Governors are proactive in promoting the school. They are fully aware of the site limitations and are actively seeking alternative solutions in order to overcome the shortcomings. They have a good knowledge of the work of the school through their governor of the month scheme.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
--	-----------------------	--------------

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	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	3	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	2	NA
The standards ¹ reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	3	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	1	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	2	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

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

The extent to which schools enable 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 schools enable 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	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

A team of two inspectors visited your school recently to find out how well the school is doing. Thank you for making us so very welcome. We thoroughly enjoyed talking to you and seeing some of your work.

I am pleased to say that for lots of reasons, we found that Cheriton Bishop Primary is a good school. Here are some of the most important things that we found to be good:

you all work hard in lessons and make good progress

you behave well and care very well for each other

your teachers plan carefully to make sure your work is interesting and neither too easy or too difficult

the school arranges for you to have some excellent activities and experiences in addition to your lessons in class

all the staff take good care of you and support you when you have problems

your headteacher works very hard to improve the school.

We have asked the headteacher, staff and governors to work together to improve four things:

improve the way the school checks up on how well it is doing

help you to get to know more about the lifestyles and values of different groups of people across Britain

improve the attendance of some children

look for ways of improving the buildings and school site.

Thank you for your help in the inspection.