



Bishopsteignton Primary School

Inspection Report

Unique Reference Number 113185
LEA Devon
Inspection number 279112
Inspection dates 15 June 2006 to 15 June 2006
Reporting inspector Diane Wilkinson AI

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

Type of school	Primary	School address	Cockhaven Close
School category	Community		Bishopsteignton
Age range of pupils	4 to 11		Teignmouth, Devon TQ14 9RJ
Gender of pupils	Mixed	Telephone number	01626 775873
Number on roll	148	Fax number	01626 777905
Appropriate authority	The governing body	Chair of governors	
Date of previous inspection	20 September 1999	Headteacher	Mr Ken Irvin

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

Bishopsteignton is a small village primary school to which pupils travel from a wide area. All five classes have more than one year group. There are very few pupils from minority ethnic groups and all pupils are fluent in English. Attainment on entry varies from year to year. The proportion of pupils with learning difficulties and disabilities is average, but varies significantly between year groups. The school holds the Active Mark Award for sports achievement.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

The school provides a satisfactory education and gives sound value for money. However, the pace of improvement is not as fast as it could be because the school does not have sufficiently reliable information about how well all pupils are doing. This hinders the school's ability in tackling weaknesses as effectively as it needs to. Some of the strategies to address weaknesses are recent and the impact has yet to be fully seen. As a result, the school is slightly generous in how well it grades its overall effectiveness. This is a safe and happy school where pupils behave well and relationships are very good. The good curriculum helps pupils to enjoy school and do well in their personal development. Reception children make good progress because the provision is good. In particular, the curriculum and the quality of assessment are outstanding. As a result, standards are above those expected for children of this age. Pupils' achievement in Years 1 to 6 is satisfactory. They make good progress in mathematics but they do not achieve as much as they should in their writing skills. This is because there are gaps in what they have learned in the past. Teaching and learning are satisfactory, but there is too much variation in the rates of pupil progress and learning in lessons. Marking is satisfactory overall, however, teachers are not sufficiently guiding all pupils to recognise what they need to do to improve. In the last two years, significant staff changes and lengthy absences have limited the school's capacity to address some weaknesses. Despite this, improvement since the last inspection has been satisfactory. The headteacher has built a team which is increasingly effective in helping the school to improve. As a result of the current quality of teamwork, the school is securely placed to improve further.

What the school should do to improve further

Make better use of information about how pupils are doing in order to tackle weaknesses. • Improve the quality of writing. • Improve the quality of marking by consistently showing pupils what they need to do to improve.

Achievement and standards

Grade: 3

Achievement and standards are satisfactory. Pupils with learning difficulties and disabilities make the same rate of progress as their classmates. Reception children make good progress from their average standards on entry. Nearly all reach the expected standards by the time they enter Year 1 and around a third exceed them. In Years 1 to 2, pupils make steady progress and attain slightly above-average standards by the end of Year 2. However, in 2005, boys did not do as well as they should have in writing. This year, staff have worked successfully to raise writing standards. In Years 3 to 6 there are clear signs of improving progress because of better teaching. This is particularly evident in mathematics, where pupils are making good progress. Standards in Year 6 have risen well since the last inspection and test results have been consistently above the national average. Last year the school reached its challenging targets,

exceeding targets for the higher levels. Despite the high proportion of pupils with learning difficulties and disabilities in the current Year 6, the school is likely to reach its challenging targets.

Personal development and well-being

Grade: 2

Personal development, including moral, social and cultural, development, is good. Almost all pupils behave well, although a few pupils are inattentive in lessons. Pupils commented that very little bullying takes place and adults are very good at helping pupils who are hurt or upset. Relationships throughout the school are very good. This quality of relationships and pupils' good behaviour help to make the school a very happy and harmonious place. Pupils enjoy school and attendance is above average. Opportunities such as the 'buddy' system and the school council help pupils become mature and responsible. Drama and art activities successfully support pupils' good cultural development. Pupils are developing a secure understanding of other cultures. Regular opportunities for reflection ensure pupils' spiritual development is satisfactory. Pupils have a good awareness of how to secure their own health and safety and feel safe in school. The school is good at seeking pupils' views and they contribute well to the life of the school and the community, particularly in the village. For example, the school council was instrumental in arranging notices discouraging dog walking on the school field. The school's emphasis on encouraging pupils to share in the responsibility for their own learning is helping them develop secure skills for future life.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory. They are consistently good in the Reception Year. Significant staff changes and absences have hindered the school's attempts to improve teaching, although there are clear indications that it is beginning to improve since the start of this year. In particular, good emphasis is given to developing pupils' ability to learn. This, for instance, includes showing them how to avoid distractions or how to use what they already know to solve new problems. The improvement is most significant in mathematics and this is helping pupils to do well. In Reception the carefully planned activities and children's active involvement help them do well. In other year groups, too many pupils make inconsistent rates of progress during lessons. Teachers have too varied expectations about, for instance, how pupils will present their work and how they will behave. The improvements in teaching include much clearer explanations to pupils about what they are going to learn and good marking that tells them what to do to improve. Unfortunately these improvements are not taking place in all lessons. For instance, although some marking is of high quality, not all teachers give clear guidance to pupils on what they have to do to improve. In some cases,, teachers do not always insist firmly enough that all pupils should be listening to what the teacher is saying.

Curriculum and other activities

Grade: 2

The curriculum is good. The school provides a rich and diverse curriculum, which meets national requirements. It meets the needs of the full range of pupils and gives very good support to their personal development. Effective activities for practical subjects such as art and music help encourage pupils' good attitudes. The curriculum for children in the Reception Year is outstanding and, together with good teaching, helps give them a good start in school. The emphasis on helping pupils to take responsibility for their own learning also contributes well to their personal, social and health development. In the past, writing activities did not support pupils' progress well enough, particularly for boys. However, recent developments, particularly the use of drama to stimulate writing, are beginning to raise standards. There is a good range of clubs, visits and visitors that enhance learning, particularly in activities led by physical education specialists.

Care, guidance and support

Grade: 2

Care, support and guidance are good. A very conscientious approach with good involvement of all staff and pupils ensures pupils are well cared for. All child protection and risk assessment procedures are fully in place. This is a school in which every child matters. Reception children receive outstanding guidance and support which help them to settle quickly into school and get off to a good start in their learning. The school has started to monitor the quality of pupils' learning as well as their academic achievement. This is resulting in improving records of pupils' progress, although this is still in the early stages of development. The school has made very good arrangements to deploy experienced teaching assistants to support pupils with learning difficulties and disabilities. As a result, these pupils receive good support, especially when working in small groups.

Leadership and management

Grade: 3

Leadership and management are satisfactory. The headteacher provides good leadership and enables a focused and clear direction for improvement. He is supported well by the whole staff, who are increasingly playing an important role in helping to raise standards. In the past, staff changes have considerably disrupted subject leadership. The current involvement of all staff in school development is having a positive impact on this aspect and is now satisfactory. Successful improvements that have taken place this year demonstrate that the school has the necessary capacity to improve further. Self-evaluation procedures are satisfactory and provide a largely accurate picture of how well pupils achieve and where improvements are needed. However, there is a legacy of irregular assessment and tracking of pupils' progress, which limits the information available on how well pupils were doing. Although improved tracking procedures are beginning to address this, current developments are at an early stage

and further improvement is necessary. Governors have a sound understanding of how well the school is doing and are satisfactorily involved in the self-evaluation process. Parents and pupils are effectively involved on a regular basis in contributing to school improvement. The school has a successful partnership with a number of other agencies and this makes a positive contribution to pupils' education.

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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
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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?	3	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	NA	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?	3	NA
The standards ¹ reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	3	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	2	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	2	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	3	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3	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?	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	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	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	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

16 June 2006 Dear Pupils Thank you for welcoming us to your school and being so friendly and helpful. I particularly want to thank the school council members who gave up their time to talk to me. You and your parents think your school is a caring and happy place to be and we agree with you. This is what we thought was good about the school:

- You like your teachers and enjoy coming to school.
- You make good progress in your personal development. You behave well and get on well with each other.
- You do lots of things to help improve your school and village, particularly through the 'buddy' system and the work of the school council.
- Children in Reception get a good start to their education and standards at the end of Year 6 are better than in most schools.
- Staff take good care of you.
- The curriculum is good and you get lots of opportunities to attend clubs and go on school visits.

What we have asked your school to do now:

- Make sure that teachers have regular information on how well you are doing.
- Carry on helping you to improve standards in writing.
- Make sure that all teaching is as good as it is in some classes. You can help by making sure you always listen when your teacher or another pupil is talking and by recording your work neatly.

Thank you again for all your help and good luck for the future. Yours sincerely D Wilkinson Lead Inspector Alexandra House 33 Kingsway London WC2B 6SE T 0207 421 6800 F 0207 421 6707 www.ofsted.gov.uk