



Shaldon Primary School

Inspection Report

Unique Reference Number 113217
LEA Devon
Inspection number 279119
Inspection dates 14 June 2006 to 15 June 2006
Reporting inspector Clive Lewis AI

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

Type of school	Primary	School address	Bridge Road
School category	Community		Shaldon
Age range of pupils	4 to 11		Teignmouth, Devon TQ14 ODD
Gender of pupils	Mixed	Telephone number	01626 873329
Number on roll	210	Fax number	01626 873938
Appropriate authority	The governing body	Chair of governors	
Date of previous inspection	16 October 2000	Headteacher	Mrs Francis Moule

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Introduction

The inspection was carried out by two Additional Inspectors

Description of the school

Shaldon is a primary school of average size. There are few pupils of minority ethnic heritage. The number of pupils claiming free school meals is low. Children start in the Reception class with above average skills. The proportion of pupils with learning difficulties or disabilities is below average.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

Shaldon is an outstanding school, a judgment which confirms the school's own view of itself. It is exceptionally well led. There is no hint of complacency and it is constantly seeking to improve its work through diligent self-evaluation. Areas for development are acted upon promptly and very effectively. For example, the initiatives introduced to improve higher level mathematics skills have been very successful. Attainment by the end of Year 6 is significantly above average and pupils' achievement overall is outstanding. Both have been very well sustained at their high levels because of the very effective leadership and team approach. The quality and standards in the Reception class are outstanding. Children make very good progress and most reach the nationally expected goals well before the end of the Reception Year. Teaching is outstanding. Teachers plan very well and set work which consistently challenges the full range of abilities in their classes. Work is interesting and pupils enjoy it. They say that 'learning is fun'. As a result, attitudes and behaviour are excellent and attendance is good. Pupils make a significant contribution to the local village community. The care, support and guidance, and relationships between pupils and adults in the school, are great strengths. Parents recognise how good the school is, praising the school's 'holistic approach which encourages all aspects of a child's development'. The outstanding leadership of the headteacher and governors and the strong support and involvement of all staff give the school excellent capacity to improve further. It provides outstanding value for money.

What the school should do to improve further

There are no key areas that the school needs to focus on. Where the school recognises that it can do even better, it is systematically and rigorously working through activities included in the school development plan.

Achievement and standards

Grade: 1

Pupils' achievement is outstanding, and has been very well maintained since the last inspection. This reflects teachers' very high expectations and the very good response from the pupils. Attainment on entry is above average. Children make good progress through the Reception Year and this progress continues in Years 1 and 2, so that standards by the age of seven are well above average. Progress in Key Stage 2 continues to be good so that standards by the age of 11 are significantly above average. Boys and girls achieve equally well. There is no difference in the progress and standards between pupils of different cultural heritage. Pupils who are gifted and talented make outstanding progress, as do those with learning difficulties or disabilities. The challenging targets in 2005 were broadly met although there was a dip in achievement at higher levels in mathematics. The school quickly put in place initiatives to improve attainment in mathematics and, as a direct result, standards have improved significantly. The richness of the curriculum ensures that pupils make very good progress and achieve

above average standards in their knowledge, understanding and skills across the full range of subjects.

Personal development and well-being

Grade: 1

Pupils' personal development and well-being are outstanding. Pupils of all ages show a genuine respect for each other and all adults in the school. Good attendance and punctuality reflect their enjoyment of school. Behaviour is consistently of a very high quality. Spiritual, moral, social and cultural development is exceptionally strong. Opportunities for spiritual development are built into curriculum plans. For example, the use of video-conferencing enabled Year 6 pupils to link up directly with a school in India to learn about Hindu life. They support many charities and are currently supporting a child in Africa. Pupils make excellent contributions to the school and local communities. The school council is regarded by all pupils as being highly effective in representing their views. Members have attended governing body meetings and been involved in appointing staff. Pupils make a significant contribution to the community, for example by performing maypole dancing on the village green one evening each week during the village's '1785 festival'. The overall development of skills that contribute to pupils' future well-being is quite outstanding. Year 6 pupils have been trained as peer mentors who provide support to all pupils. They take on a wide range of responsibilities that contribute significantly to the smooth running of the school and the safety of pupils. Pupils have a very good understanding of how to keep fit and healthy.

Quality of provision

Teaching and learning

Grade: 1

The quality of teaching and learning is outstanding, fully reflecting the high priority it is given by the school. Rigorous monitoring and evaluation, and the school's assessment-driven approach have contributed significantly to the improvement since the last inspection. The quality of learning throughout the school is high because thorough planning provides pupils with work that is well matched to their needs. Teachers set clear learning objectives for lessons so that pupils fully understand what they have to do. Pupils regularly carry out self-assessments, reviewing their progress towards the objectives. Provision for pupils with learning difficulties or disabilities is a strength of the school. Pupils are strongly driven towards meeting their teachers' high expectations of them. The excellent ongoing assessment of pupils' progress constantly leads to minor changes in future work, ensuring that needs continue to be met. Pupils' personal development is integral to their learning. For example, Year 6 pupils showed a very high level of independence and social skills in managing a debate following a video-conference link to the Great Barrier Reef.

Curriculum and other activities

Grade: 1

The school offers an outstanding curriculum which engages its well-motivated pupils in rich learning opportunities. It successfully develops cross-curricular links between subjects and makes learning purposeful and enjoyable. An excellent Foundation Stage curriculum provides quality indoor and outdoor learning activities and blends very smoothly into Year 1. All pupils benefit from specialist teaching in physical education and music. A very good range of theatre and museum visits, the use of the rich local environment and residential visits for the older pupils enhance the curriculum very well. Visitors to the school contribute significantly to planned personal and social programmes. Visitors promote pupils' understanding of being healthy and safe as well as doing much to develop their self-confidence and responsibility. Pupils and parents value school performances and the high quality range of extracurricular activities. Innovations, led by the deputy head teacher, such as video links with other countries and agencies contribute significantly to pupils' cultural development.

Care, guidance and support

Grade: 1

The outstanding care, guidance and support are significant strengths of the school. Exceptionally good procedures are in place to ensure that pupils feel safe and secure at all times. Child protection procedures are rigorous. Pupils are confident that they can seek help and advice from teachers, the school counsellor and other adults when they need it. Learning mentors meet pupils regularly to raise their self-esteem as learners. Year 6 pupils are trained as pupil leaders and support all pupils very effectively. Relationships are very positive and pupils speak sensibly about how they feel safe in school. Close relationships are established with parents before children start school and these are very effective in promoting pupils' care and well-being. Teachers monitor the progress of pupils very carefully. They are especially good at involving them in evaluating their own progress and understanding the targets set for them to improve. Parents recognise and appreciate the outstanding care and support.

Leadership and management

Grade: 1

Leadership and management are outstanding. The headteacher's enthusiasm and her very strong leadership and dedication ensure that every opportunity is grasped to give the pupils the very best provision possible. She is very well supported by the school's leadership teams. Sharing leadership is a firmly embedded practice in the school. This results in all staff sharing the very clear vision and feeling fully involved in the striving for even higher standards. Many pupils display a strong sense of responsibility for their school. They enjoy being involved in decision-making, making presentations to the governing body on school council issues, for example. The monitoring of teaching and learning and other areas of the school's work is regular, rigorous and shared, ensuring that all pupils have equal opportunities. It is used exceptionally well to show

where support is needed, and this is then given. For example, the strategies put in place to increase the number of pupils achieving the higher levels in mathematics have been very effective. Links with parents and the community are a distinctive feature and add to the pupils' opportunities. Governance is a significant strength. The governors are very capable and committed, using a wide range of approaches to inform their decision-making. They and the headteacher have a very clear understanding of the school's strengths and areas that could be improved. They work steadfastly to improve pupils' opportunities through the very comprehensive school improvement plan which is closely linked to needs of the pupils. Resources are used exceptionally well. The school has a strong capacity to continue to improve.

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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?	1	NA
How well does the school work in partnership with others to promote learners' well-being?	1	NA
The quality and standards in foundation stage	1	NA
The effectiveness of the school's self-evaluation	1	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?	1	NA
The standards ¹ reached by learners	1	NA
How well learners make progress, taking account of any significant variations between groups of learners	1	NA
How well learners with learning difficulties and disabilities make progress	1	NA

Personal development and well-being

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

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	1	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	1	NA
How well are learners cared for, guided and supported?	1	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?	1	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	1	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	NA
How effectively and efficiently resources are deployed to achieve value for money	1	NA
The extent to which governors and other supervisory boards discharge their responsibilities	1	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

19 June 2006 Dear Pupils Thank you for welcoming us to your school. We enjoyed visiting the school and seeing you at work and play. You gave us lots of helpful comments that helped us to form a true picture of your school. This is what we found out:

- your teachers and all other adults in the school help you to learn very well
- you behave very well and you know how to tell right from wrong
- you clearly enjoy coming to school because there are lots of interesting activities for you to take part in and your teachers are very enthusiastic
- we were pleased that your level of attendance is better than most schools
- we were impressed that the school is helping you to stay healthy by encouraging you to eat healthy foods and take regular exercise
- we also liked the way that you get on so well together, support each other and care for one another.

We think that your school is an outstanding one and one of which you should be really proud. We are confident that, with your help, the school will improve still further. Good luck to you all in the future. Yours sincerely Clive Lewis Lead Inspector (on behalf of the inspectors)