



Princetown Primary School

Inspection Report

Unique Reference Number 113261
LEA Devon
Inspection number 279128
Inspection dates 11 May 2006 to 11 May 2006
Reporting inspector Stephen Lake AI

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

Type of school	Primary	School address	Princetown
School category	Community		Yelverton
Age range of pupils	4 to 11		Devon PL20 6QE
Gender of pupils	Mixed	Telephone number	01822 890245
Number on roll	56	Fax number	01822 890245
Appropriate authority	The governing body	Chair of governors	Mrs Wendy Watson
Date of previous inspection	22 May 2000	Headteacher	Mrs Lynne Louden

Age group	Inspection dates	Inspection number
4 to 11	11 May 2006 - 11 May 2006	279128

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

Princetown Primary is a small school set in a very isolated area. The proportion of pupils entitled to free school meals is above average, as is the percentage of pupils from minority ethnic groups. An average proportion of pupils have learning difficulties or disabilities. More pupils than average leave or join the school during their school career.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

Princetown Primary School is a satisfactory and improving school in the quality of education provided and the value for money given. Pupils achieve satisfactorily and attain average standards overall. In mathematics pupils attain above-average standards and achieve well. The small size of the school results in variation in standards from year to year. The provision for children in the Foundation Stage is good. Children make a really good start to school, particularly in their personal development. They start school with below-average skills and by the start of Year 1 their skills are broadly average.

The quality of teaching and learning is satisfactory with strengths in mathematics. The good curriculum is well matched to pupils needs. A particularly strong feature is the way that the curriculum is enriched to recognise the isolation of the community served. This is seen in the good personal development of pupils, who show outstanding enjoyment of school and behave well.

The support and guidance provided for pupils is satisfactory but the procedures for child protection require updating to reflect the most recent legislation. Pupils with learning difficulties are supported well. Assessment information is used effectively to set individual targets for pupils and monitor progress, but day-to-day assessment through marking is inconsistent and does not always give enough guidance to pupils on how to improve their work.

Leadership and management are satisfactory. Senior staff and governors have a satisfactory understanding of the school's strengths and weaknesses and take appropriate action to support improvement. However, governors and senior staff do not have a clear enough view of overall school performance and this is a key reason why the school views its effectiveness as better than it is. The school has improved satisfactorily since the last inspection and has the necessary capacity to improve further.

What the school should do to improve further

- Ensure that governors and staff have a clearer view of overall school performance based upon better use of the good quality assessment data available.
- Improve the consistency of the way marking is used to help pupils improve their work.
- Ensure that policies reflect the most recent legislation.

Achievement and standards

Grade: 3

All pupils, including those with learning difficulties, achieve satisfactorily during their time in this school. The small number of pupils in each year group causes significant variation from year to year and pupils who arrive after the normal time sometimes have an impact upon overall standards. For example, one year group had just two pupils in Year 2 but six pupils by Year 6. Children in the Foundation Stage make good

progress, particularly in their personal and social development. In a typical year, children enter the school with below-average skills, which are generally average when they enter Year 1.

Progress is satisfactory throughout Years 1 to 6 and pupils leave with average standards overall. Standards in mathematics are above average at Year 6 and achievement is good as a result of the good teaching in this subject. Standards are rising in English and science because the successful strategies used in mathematics are now being applied here, although it is too early to see the full effects of this.

Challenging targets are set. The English target was missed by one pupil last year but school data and inspectors' observations and scrutiny of work indicate that if pupils continue their current rate of progress, they should meet their realistic targets for 2006.

Personal development and well-being

Grade: 2

Pupils' personal development, including their spiritual, moral, social and cultural development, is good. This is a direct result of the good planning for personal development in the curriculum. Pupils' good understanding of other cultures and faiths is boosted in many ways, including a residential visit to London. Pupils' enjoyment of school is outstanding and reflected in their consistently good behaviour, attitudes to work and above-average attendance. They are very keen to talk about their school and why they like it so much. Pupils say they feel safe in school because there is always an adult to talk to. Pupils appreciate the many improvements and the wide range of extra activities offered them. They say they are really good at "signing up for things" and pupils of all ages get fully involved in the life of the school.

Pupils of all ages are sensible and considerate. Older pupils are very good role models for the younger ones and take on extra responsibilities happily. They play an active role in the school and local communities and take on many responsibilities. Pupils particularly enjoy leading Friday's Dance Club in the lunch hour, which attracts nearly half the school. Levels of fitness have improved recently and pupils know how beneficial this is to a healthy lifestyle.

Thoughtful planning helps pupils to develop independence and this contributes satisfactorily to their future economic well-being. Pupils now recycle as a matter of routine. They care for each other sensitively on the playground and make the most of all the opportunities offered.

Quality of provision

Teaching and learning

Grade: 3

Teaching is satisfactory overall and improving. The good achievement in mathematics is a result of the good teaching in that subject. The effective strategies used in

mathematics are being extended to English and science, although it is too early to see the full effect of this in standards attained. A key strength of the teaching is the very good relationships that teachers develop with pupils that motivate and stimulate them to learn.

Teachers encourage pupils to work independently and think for themselves well. Most lessons make effective use of available assessment information to plan work that meets the needs of all pupils, including those with learning difficulties. However, day-to-day assessment through marking is inconsistent and too few opportunities are taken to make comments that could help pupils improve their work. This is a key factor preventing standards rising more rapidly in English and science.

Curriculum and other activities

Grade: 2

The good quality curriculum meets the needs of all pupils well, including those in the Foundation Stage and those with learning difficulties. It provides a rich and varied experience that encourages learning. The curriculum has recently been adapted to improve the provision in English and science. Although it is too early to see the full effect of this, standards have started to rise, indicating that the adaptation is appropriate.

A particularly good feature of the broad curriculum is the way in which it responds well to the needs of pupils from a rural and isolated area on Dartmoor. For example, there are many visitors and residential visits, including to London. Personal development is boosted by lots of extra activities and enrichment opportunities for pupils.

Care, guidance and support

Grade: 3

Care, guidance and support are satisfactory overall. Pupils are given good personal support by a team of adults who have their best interests very much at heart. Improvements in health and safety and in security have been prioritised recently and, although these have yet to be completed, most parents say they are happy with current arrangements.

Current procedures and policy for the safeguarding of pupils are satisfactory. Checks on adults working with children, and health and safety procedures are all rigorous and pupils are aware of the dangers of Internet use.

Personal and academic progress of all pupils is monitored effectively and the school has made a good start in involving pupils in target setting, especially in Years 1 and 2.

Leadership and management

Grade: 3

Leadership and management are satisfactory. The headteacher has a sound understanding of the school's strengths and weaknesses and provides regular opportunities for discussion about these with staff and governors. The school accurately evaluates itself and takes suitable action to raise standards. This has enabled significant improvement to occur over the last twelve months and, as a result, standards have risen from the low point of 2004. The views of parents and pupils are sought and their suggestions often incorporated in the school improvement plan.

Governance is satisfactory. Governors have taken note of the need to improve standards and have appointed extra teaching assistants to support teachers in this task. However, although new assessment procedures have resulted in a good deal of information available on pupils, this information is not used well enough to give senior staff and governors a secure overall view of school performance. The governors' policy on child protection doesn't fully conform to the most recent guidance, but pupils' safety and security are not compromised.

The key issues of the last inspection have been dealt with satisfactorily and the improvement in standards noted last year is continuing. The school is suitably placed to improve further.

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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?	3	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?	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	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	2	NA
How well learners enjoy their education	1	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?	3	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	3	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

Thank you for making us so welcome when we visited your school. We were very impressed with the way you spoke to us and helped us.

We thought that the way you clearly enjoy being at school is outstanding. You are very good ambassadors for your school.

When you join the school in the Reception class you do well. By the time you leave school you have made satisfactory progress in English and science and attain standards similar to the national average. In mathematics your standards are above average and you make good progress as a result of the good teaching in that subject. We think that you are getting better in English and science.

Your teachers do a sound job in helping you learn and provide a good curriculum that helps you develop personal skills and is interesting for you. Your behaviour is good and your attendance is above average. You care for each other well, you know how to stay safe and healthy and take a lot of responsibility in school.

In order to help you do even better we have asked your teachers to look at the way they mark your books and make comments to help you learn. We have asked the whole school and the governors to use the information they have to gain a better picture of how your school is doing compared to other schools. Although the school looks after you properly and makes sure you are safe, we have asked the governors to make sure that the policy that says how the school looks after you is brought up to date with the latest rules.