



# Wembury Primary School

## Inspection Report

**Unique Reference Number** 113266  
**LEA** Devon  
**Inspection number** 279130  
**Inspection dates** 26 April 2006 to 27 April 2006  
**Reporting inspector** Peter Way HMI

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

<b>Type of school</b>	Primary	<b>School address</b>	Knighton Road
<b>School category</b>	Community		Wembury
<b>Age range of pupils</b>	4 to 11		Plymouth, Devon PL9 0EB
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01752 862459
<b>Number on roll</b>	193	<b>Fax number</b>	01752 863472
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr Martyn Spencer
<b>Date of previous inspection</b>	8 May 2000	<b>Headteacher</b>	Mr David Fieldsend/Ms Sharon Lance

Age group	Inspection dates	Inspection number
4 to 11	26 April 2006 - 27 April 2006	279130

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## **Introduction**

The inspection was carried out by one of Her Majesty's Inspectors of Schools and an Additional Inspector.

## **Description of the school**

Wembury Primary School is slightly smaller than average and serves a coastal village in the South Hams area of Devon. The vast majority of pupils are of White British heritage. There are no pupils with English as an additional language. The proportion of pupils with learning difficulties or disabilities is below the national average and there are no pupils with a statement of special educational needs. The proportion of pupils entitled to free school meals is about one third of the national average.

## **Key for inspection grades**

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

## **Overall effectiveness of the school**

### **Grade: 3**

Wembury Primary School has a number of strengths which ensure that pupils receive a sound and well balanced education with many opportunities for good personal development. It is a caring school where pupils are well looked after. The majority of parents who responded to the questionnaire are very supportive of the school.

Pupils leave the school with levels of attainment which are slightly above average, but school leadership knows that there is room for improvement and is taking steps to ensure that more challenging targets are set, both for the school and for individual pupils. The standard of teaching is satisfactory. Some good lessons were seen during the inspection, including one which was outstanding; models exist within the school to improve the overall quality of teaching.

Although senior management knows that standards and achievement need to be improved, it has a generous view of the school's strengths in teaching and leadership. Improvement planning has not been sufficiently focused on the key priorities. This year the joint headteachers have introduced structures and systems which are ensuring more accurate evaluation of actions and more regular monitoring of performance. This is an example of the school's adequate capacity to continue to improve. Resources are used efficiently and the school gives satisfactory value for money.

The Foundation Stage is well led and managed. Recent changes have ensured an appropriate curriculum and a well organised environment. Many children attend the pre-school on the same site. When they start in the Reception Year, their standards are slightly above average. There is a current initiative to improve liaison with the pre-school.

### **What the school should do to improve further**

In order to improve further the school should: • raise teachers' expectations of what pupils can achieve • ensure that leadership at all levels is fully involved in, and accountable for, improving standards throughout the school • improve the effectiveness and impact of the school improvement plan.

## **Achievement and standards**

### **Grade: 3**

When the children join the Reception Year, their standards are slightly above those found nationally. They make sound progress and by the end of the year almost all of the pupils have achieved the standards which are expected nationally, and many have exceeded these.

At the end of Key Stage 1, the pupils' standards of attainment during the last five years have been slightly above the national figures, except for last year. In 2005, there was a significant fall and a marked difference in the performance of girls and boys. Although the percentage of pupils reaching the expected levels in reading, writing

and mathematics was broadly in line with national averages, too few pupils reached the higher Level 3, especially in reading and mathematics.

By the age of 11, the pupils' standards of attainment are still slightly above the national averages, but performance data from the last three years indicates that they could be doing better. Inspectors came to the same conclusion when looking at pupils' work and the targets which they have been set. Pupils' overall progress has improved over the last two years and is now satisfactory, but even higher standards could be achieved if the school raised its expectation from comfortable targets to challenging targets.

## **Personal development and well-being**

### **Grade: 2**

Personal development is good. This is a high priority for the school, and pupils enjoy a wide range of experiences to enhance their well-being. Teachers have respectful, friendly relationships with pupils and this is a key factor in their good personal development. Younger pupils have well developed personal and social skills and work together happily. This continues throughout their school life. Spiritual, moral, social and cultural development is good. Behaviour in lessons and around the school is good and pupils feel safe and happy. Pupils who are new to the school feel particularly welcome and are able to settle quickly.

The school has a Healthy Schools Award and pupils understand the benefits of a healthy lifestyle. They discuss personal issues sensibly and maturely. In one lesson discussing why people value them, one pupil was particularly pleased to hear another pupil remark that his behaviour had improved and that he is now friendly and caring towards others. They are keen to take responsibilities, such as supporting younger pupils during lunchtime and to act as members of the school council. Pupils feel that their suggestions are valued and are keen to be involved in improvements, for example, to the planned development of the playground. They feel they can raise concerns through the school council or put written requests in the 'suggestion box'. Participation in team projects and their attainment in basic skills ensures pupils can make sound progress in their economic well-being.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

The quality of teaching is satisfactory. Teachers generally have secure subject knowledge and plan lessons in sufficient detail. Good links are often made with pupils' previous learning and teachers' questioning skills are mostly well developed. Some lessons are too slow and pupils lose their enthusiasm for learning. An example of outstanding teaching was observed, using an excellent range of effective strategies to engage pupils and secure rapid progress. However, in some lessons tasks do not match the pupils' abilities, and teachers' expectations of pupils' capabilities are often

not high enough. Pupils who find learning difficult are well supported in lessons and make satisfactory progress as a result.

Interactive whiteboards are used well to present lessons and engage pupils' interest. Behaviour management is strong and praise is used wisely to raise pupils' self-esteem. Marking and feedback are inconsistent and a whole-school approach is only gradually being introduced. Practice in one class is excellent and pupils clearly know how well they are doing and what they need to do to improve. Teachers keep detailed records of pupils' performance from a range of assessment activities but this information is not being used well enough to plan for pupils' differing abilities nor to set realistic, short-term individual targets.

## **Curriculum and other activities**

### **Grade: 2**

The school provides a well balanced and interesting curriculum with a good range of additional activities. Staff are keen to ensure that the curriculum is interesting and enjoyable for all pupils. The medium-term plans have sufficient subject detail on which teachers can build their lessons. The school makes good use of the local environment and strong links with the community enable pupils to work with other adults, such as the local history society and the police liaison officer. The school choir regularly performs in the community. History days, Arts Week and other themed activities provide further opportunities for curriculum enrichment. A residential visit is available to all pupils in Year 6.

Being in a very attractive coastal area, pupils are introduced to environmental protection through their work with the National Trust. Other external links have provided further physical education opportunities through local secondary schools. There is a good range of additional activities for pupils at lunchtime and after school, including sports, music, dance and environmental clubs. Pupils spoke enthusiastically about the activities available for them and many had taken part in several clubs during the year.

## **Care, guidance and support**

### **Grade: 2**

Care, guidance and support for pupils are consistently good. Staff know their pupils well and ensure that they are taught in a safe and secure environment with a high emphasis on healthy lifestyles. The school undertakes thorough risk assessments for all activities. Procedures for child protection are properly understood. The school works effectively with a number of outside agencies for the benefit of individual pupils. Clear and measurable targets on individual education plans, for those who have particular difficulties in learning or behaviour, ensure they are well supported in lessons. Teaching assistants are deployed effectively in lessons to work with groups and individuals.

Gifted and talented pupils are well supported outside school through opportunities to attend residential courses and to work with the local university, and some teachers are beginning to provide more challenging extension opportunities in lessons. A system for setting curricular targets for all pupils is now well established, although there is

room for improvement to make the targets more challenging and more frequently reviewed.

## **Leadership and management**

### **Grade: 3**

Leadership and management at all levels are satisfactory and improving. The school is operating a joint, part-time headship, which has some significant benefits in terms of staffing and year-group structure. In the questionnaire, a number of parents expressed some concern and confusion over this arrangement. Inspectors found no major disadvantages. Both headteachers contribute equally to leadership and management issues, and this arrangement is expected to continue for a further year. Subject leaders are beginning to play a more active role in ensuring that standards are monitored, but the school is not making use of the very good data which it collects to evaluate pupil attainment.

Although some priorities are recognized, and leadership has taken action to bring about improvement, there has not been an effective improvement plan based on an accurate scrutiny of all available information. The current plan is ineffective, and for the intended actions does not clarify the measurable benefits for pupils. There has not been sufficient rigour in the monitoring of teaching or pupils' achievements, nor has proper evaluation of actions been carried out; consequently, the school has too positive a view of its strengths. Some of the temporary accommodation is not ideal for the demands of the National Curriculum, but the school makes the best use of available space. Staffing issues, including long-term illness, have necessitated the use of a number of temporary staff. There are also several job-shares in the school. In the questionnaire, parents expressed concern over the number of new faces which pupils encounter. The inspectors agree that this can be difficult but found that the school is doing all it can to reduce disruption. No other disadvantages were found in the job-sharing arrangements.

The governing body plays an active role in the life of the school but does not receive enough detailed information on standards to hold the school to account. The chair of governors is knowledgeable about the school's strengths and weaknesses.

There is sufficient evidence since the last inspection, and from developments in the last year, that school leadership now has the capacity to make the necessary improvements and focus on raising pupils' achievements.

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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>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	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	4	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

<b>How well do learners achieve?</b>	3	NA
The standards <sup>1</sup> 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

<b>How good is the overall personal development and well-being of the learners?</b>	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	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

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2	NA
<b>How well are learners cared for, guided and supported?</b>	2	NA

<sup>1</sup> 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**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	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	4	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

<b>The extent to which schools enable learners to be healthy</b>	
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
<b>The extent to which providers ensure that learners stay safe</b>	
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
<b>The extent to which learners make a positive contribution</b>	
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
<b>The extent to which schools enable learners to achieve economic well-being</b>	
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**

Dear Children

My colleague and I very much enjoyed our visit to your school recently. You will remember that we talked to you about your work and other things that you do. We sat in some lessons and looked through your books to see how you are getting on. We talked to your teachers and to the senior leaders in your school, especially Ms Lance and Mr Fieldsend. The report, which some of you may wish to read, describes the good features in your school, and also the things which could be improved. The purpose of this letter is to give you an idea of what is in the report.

We found that the teachers look after you very well. They know a lot about you and care for you. You have good relationships with your teachers and each other. You take part in making suggestions and decisions through the school council and you are very sensible and mature when you have classroom discussions. You are very conscious of being healthy, you enjoy school and lots of you take part in the extra activities and clubs. The school gives you a very wide range of carefully planned lessons and there are other opportunities beyond the school: some of you were taking part in a lesson at a local secondary school during our inspection.

There are two main things which we have asked the school to improve. First, the teachers are not always sure of whether the work is hard enough for you: we know it could often be harder and give you more challenge - you have an important part to play in this and you must let your teachers know when the work is too easy. Second, the teachers who have responsibility for improving lessons in subjects like English, mathematics and science must look more carefully at the standards which you are reaching. The senior leaders should draw up a good plan to show how the school is going to improve these two things over the next couple of years.

Thank you for the interesting conversations which you had with us. Keep working hard and enjoying your years at primary school.

With best wishes

Peter Way Her Majesty's Inspector of Schools