



Offwell Church of England Primary School

Inspection Report

Unique Reference Number 113359
LEA Devon
Inspection number 279151
Inspection dates 17 October 2005 to 17 October 2005
Reporting inspector Martin Kerly RISP

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

Type of school	Primary	School address	Offwell
School category	Voluntary controlled		Honiton
Age range of pupils	4 to 11		Devon EX14 9SA
Gender of pupils	Mixed	Telephone number	01404 831417
Number on roll	105	Fax number	01404 831417
Appropriate authority	The governing body	Chair of governors	Mrs C Bell
Date of previous inspection	18 October 1999	Headteacher	Mrs Helen Teare

Age group 4 to 11	Inspection dates 17 October 2005 - 17 October 2005	Inspection number 279151
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Introduction

The inspection was carried out by two additional inspectors.

Description of the school

This small school has four mixed age classes. Numbers have increased substantially since the last inspection. Pupils come from the village of Offwell, neighbouring villages and, increasingly, the nearby town of Honiton.

The proportion of pupils with learning difficulties and disabilities is around the national average. Many of these pupils have significant and complex needs. Almost all pupils are from White British families with only a few individuals from minority ethnic groups. A small minority speak English as an additional language and need additional support.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

This excellent school has some outstanding practice. Despite relatively high costs per pupil, it gives good value for money. It has a clear and accurate view of its strengths and few relative weaknesses and good systems for evaluating its performance. It needs to make better use of information and communication technology (ICT), for example, in managing data about pupils' progress, producing and sharing curriculum plans and reporting to parents. It has improved well since the last inspection and is well placed to continue this trend. There are several factors which contribute to the excellent provision. The headteacher's outstanding leadership and commitment to high standards are made even more effective by her very successful team approach in which all adults are highly motivated and effective in their roles. The school is successful in promoting equally the pupils' academic and personal development.

From arrival in reception, children achieve very well indeed as a result of excellent teaching and curriculum experiences. This excellent provision is maintained throughout the school so that pupils of all abilities achieve very well, particularly those with learning difficulties and disabilities and those who are very able. By the end of Year 6, standards are frequently well above the national average in English, mathematics and science. Pupils' behaviour and personal development are exceptional, as are the range of curricular experiences and the care offered by the small staff team.

What the school should do to improve further

- make better use of information and communication technology to improve efficiency in managing such things as information about pupils' performance, curriculum planning and reports to parents.

Achievement and standards

Grade: 1

With few pupils in each year group, standards vary considerably from year to year.

Children entering the school in reception have a particularly wide range of abilities but, in most years, the average attainment is close to what is found nationally. Children in reception achieve well in all areas of learning, with many of the older ones reaching standards above national expectations by the end of the year.

The school's data and inspection evidence show that pupils achieve very well indeed during their time in the school. This is a further improvement on the good achievement previously reported. Test results at the end of Year 2 have been consistently above the national average in reading, writing and mathematics for the past three years. At the end of Year 6, test results have frequently been well above the national average in English, mathematics and science. Progress by the most able pupils is excellent, with some achieving very high standards, including those who speak English as an additional language. Almost all pupils achieve the realistically challenging targets set and, in 2005, almost half exceeded these targets. A substantial proportion of pupils

joined the school after Year 2, some of whom have complex difficulties. These pupils and others with learning difficulties and physical disabilities make excellent progress as a result of some outstanding provision and almost all attain standards expected of 11-year-olds of average ability.

Personal development and well-being

Grade: 1

Pupils' personal development, including their spiritual, moral, social and cultural development, remains excellent. This is a result of a very effective programme for personal development to which the whole staff team successfully contributes. All adults have high expectations of pupils and this helps ensure behaviour throughout the school day is always of a very high standard. Pupils have a very good understanding of what is right and wrong and act very considerately towards one another and towards members of their local community. Outstanding opportunities, such as the Offwell Crime Crackers initiative, which has gained regional recognition, promote exceptional social skills and awareness of safety within the community.

The very effective programme for pupils' personal development ensures they develop a very good knowledge of how to secure their own safety and adopt a healthy lifestyle. The number of pupils taking part in a wide range of extra-curricular sporting activities is exceptionally high.

Attendance rates are good. The school's caring ethos, the rich curriculum and the excellent teaching all result in pupils enjoying their learning very much. There is an excellent focus on making learning relevant to their experiences. These are major factors in explaining why pupils make such good progress in all aspects of their education, including the development of basic key skills needed as they grow older.

Quality of provision

Teaching and learning

Grade: 1

Teaching throughout the school is excellent, maintaining the quality previously reported. It leads to exceptionally good progress by many pupils. The most important factors contributing to the excellent teaching include the teachers' consistently high expectations of all pupils, the imaginative activities carefully matched to the needs of different ability groups in the mixed age classes and the accurate observations and assessment of all pupils during lessons. The pupils' very positive attitudes to their lessons and their readiness to work collaboratively help them to learn very well. Teachers make sure that pupils are clear about what it is they are learning and the pupils can explain about their short-term learning targets in English and mathematics. Their work is marked well with detailed comments about what they need to do to improve. Teachers use homework most effectively to extend the work in the classroom and pupils report their approval of this.

The trained and highly skilled teaching assistants make a very significant contribution to learning, especially with pupils who have learning difficulties and disabilities. In reception, the teaching assistants and teacher share responsibility for observing individual children, noting their responses and recording progress very systematically. This effective practice is maintained throughout the school with comprehensive assessment and recording of all subjects.

Curriculum and other activities

Grade: 1

The broad and exceptionally rich curriculum enthuses pupils. The Foundation Stage is well planned with good use made of outdoor areas to extend children's experiences. All subjects of the National Curriculum are covered well. Teachers should make more use of information and communication technology (ICT) to improve the efficiency in storing, sharing and retrieving their curriculum plans. The provision for personal and social development is excellent. The school's commitment to enabling the most vulnerable pupils to have full access to all experiences is outstanding and this is recognised by the parents. There is an extensive programme of visits and visitors to the school. Recently, all pupils in Years 3 to 6 took part in a residential trip. Provision for extra-curricular activities is outstanding. A very significant range of clubs held at lunchtimes is particularly well attended.

The school has worked hard to improve the accommodation. It makes innovative use of cramped and scattered buildings and outdoor areas to ensure that limitations do not diminish the quality of experiences offered to pupils. Recent additions to the building have helped the good improvement since the last inspection in the provision for ICT and there are imaginative plans to develop the new paddock acquired this term.

Care, guidance and support

Grade: 1

The school's caring ethos and high level of commitment from all staff help to make it a safe and happy place to be. This is also the view of pupils and their parents. Pupils are exceptionally well cared for. Very good procedures for ensuring their health and safety on a difficult site are effectively implemented at all times. Supervision of pupils at play times is very good and, at lunchtimes, supervisors carry out their roles very effectively. Adults' very good knowledge of individual pupils, together with comprehensive records, help ensure that pupils receive very good guidance and support in both their personal and their academic development. Teachers set discerning and challenging targets to motivate pupils and help them improve.

The support and guidance provided for pupils with learning difficulties and disabilities is of the highest quality and all do well in the school. The annual reports to parents provide detailed information on progress and next steps but, being handwritten, are very time-consuming to produce.

Leadership and management

Grade: 1

The excellent leadership has been maintained from the previous inspection. This view is endorsed by all parents who responded to the inspection survey. The headteacher provides outstanding leadership despite a very substantial teaching commitment. Her vision, energy and commitment are exceptional, with a strong focus on pupils' academic and personal development. Her colleagues carry out their leadership responsibilities very well. For example, provision for pupils with learning difficulties and the provision for children in the Foundation Stage are both excellent. All adults are clear about their roles and are well trained and highly motivated. This produces a highly effective team and leads to the excellent provision.

The school is well placed to improve even further. The improvement planning process is most effective, being securely based on the school's good systems for self-evaluation. The school knows its strengths and few relative weaknesses. It regularly consults parents about future developments and many respond. However, it does not always use ICT to best advantage. For example, all the data about pupils' progress is managed manually, making it difficult to collate, present and analyse. Other management systems are supported effectively by the skilled administrative assistant who is also clerk to the governing body. Governors work well in supporting the school and making strategic decisions. Their chairman leads them well. She has a good understanding of the school, enabling her to fulfil her role successfully as critical friend to the headteacher.

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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	2	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	2	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	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

As you probably remember, 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 decided that Offwell Primary School is an excellent school. Here are some of the most important things that we found to be really good:

- You work hard and all of you make very good progress indeed in your lessons.
- Your behaviour and the way you care for each other and things around Offwell are excellent.
- All the teachers plan very interesting lessons and make sure that your work is neither too easy nor too hard.
- The teachers and other members of staff provide lots of extra activities for you and arrange trips and visitors.
- Everyone helps to look after you very well in school and make sure you are given help when it is needed.
- Your headteacher works exceptionally hard and is helped by all the staff to make the school really successful.

We have asked the governors, headteacher and staff to work together to improve just one thing.

- The teachers should make better use of information and communication technology (ICT) in managing some of the information about the school.

Thank you for helping us with the inspection. We hope that you carry on enjoying your learning and helping each other.