



Sampford Peverell Church of England Primary School

Inspection Report

Unique Reference Number 113362
LEA Devon
Inspection number 279152
Inspection dates 10 October 2005 to 10 October 2005
Reporting inspector Lorna Brackstone RISP

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

Type of school	Primary	School address	Higher Town
School category	Voluntary controlled		Sampford Peverell
Age range of pupils	4 to 11		Tiverton, Devon EX16 7BR
Gender of pupils	Mixed	Telephone number	01884 820284
Number on roll	103	Fax number	01884 820284
Appropriate authority	The governing body	Chair of governors	Mr Richard Maltby
Date of previous inspection	5 June 2000	Headteacher	Mr Paul Walker

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Introduction

The inspection was carried out by two additional inspectors.

Description of the school

This small school is situated in the heart of the rural village of Sampford Peverell, a few miles to the east of Tiverton. Most pupils are of White British heritage and there are no pupils learning English as an additional language. The percentage of pupils with learning difficulties and disabilities is well below the national average. Children start school with standards that are as expected for their age group. At the time of the inspection, a new headteacher had been in post for one month.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 4

The school does not provide an adequate education for its pupils and gives unsatisfactory value for money.

Provision for personal development is good and pupils' understanding of healthy lifestyles is outstanding. The school collaborates within the local cluster of small schools and has close links with the church and the pre-school provision in the village. It is very much part of the local community.

Children start reception with skills that are as expected for their age. Pupils underachieve throughout the school and standards in all classes are below average. Teaching and learning are inadequate because expectations are too low and pupils are not provided with enough guidance on how they can improve their work. The curriculum is unsatisfactory and, despite a welcoming atmosphere, pupils are not sufficiently supported and guided in their learning.

The quality of provision for the Foundation Stage is inadequate. The curriculum does not match the needs or meet the entitlement of these young children. Teaching and learning are unsatisfactory because the teachers do not understand how these youngsters learn best. Consequently, the reception children do not make sufficient gains in their learning.

School leadership and management are inadequate. There has been a significant decline in the effectiveness of the school since the last inspection and this has not been checked by those responsible for leading it. The majority of weaknesses, identified for improvement in the previous inspection report, have not been rectified. Prior to September 2005, the school evaluated itself as satisfactory. However, the new headteacher recognises that the school needs to improve significantly and knows that its self-evaluation processes are inadequate. However, it is still very early days and, because there are no rigorous evaluation systems, strategic planning or robust monitoring, the school is not able to demonstrate that it is actually making the improvements required.

In accordance with section 13 (3) of the Education Act 2005, HMCI is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement.

What the school should do to improve further

- improve the quality of leadership and management at all levels
- raise teachers' expectations and ensure that suitable challenge is provided in lessons
- introduce robust procedures to monitor the quality of teaching and learning
- reorganise the curriculum to ensure it meets the needs of all its pupils
- review accessibility to the site
- ensure that pupils understand what they need to do to improve their work
- help to prepare the pupils to live and work in a multicultural society.

Achievement and standards

Grade: 4

Children start school with standards expected for their age group. Progress is inadequate through the school because teaching does not develop and improve learners' skills systematically. Expectations are not high enough and the targets set by the school are not sufficiently challenging. The results of the national tests show that standards have been declining in recent years and this has not been recognised by the management of the school.

There is widespread underachievement except for those pupils who have learning difficulties and disabilities. They progress satisfactorily because they are supported well during activities in class.

Personal development and well-being

Grade: 2

Personal development is good and is at the core of the school. Pupils attend regularly and enjoy coming to school to meet their friends. They behave well in class and outside in the playground. Pupils' spiritual, moral, social and cultural development is good. Many learners acquire a strong sense of community through the responsibilities they are given in the school council, their involvement in fund-raising events and through the 'playground squad', a system by which older children look after younger ones. Pupils learn about different traditions in countries such as Kenya, Germany and Poland but they are made less aware of the cultural diversity in contemporary Britain.

Pupils' understanding of the importance of keeping healthy is exemplary. In the summer months, all learners exercise regularly in the on-site swimming pool. Older pupils are involved in competitive sports with other schools and have successfully competed in an outdoor challenge on Exmoor. Learners know what makes for a healthy diet. Younger pupils take good advantage of a free daily portion of fresh fruit and the tuck shop encourages the eating of healthy snacks.

Pupils are developing positive work habits by attending school regularly and arriving on time. They adopt sensible habits when they work and play together. The good progress they make in developing their personal qualities enables them to prepare well for their future contribution as responsible adults within the community.

Quality of provision

Teaching and learning

Grade: 4

Teaching and learning are inadequate. Pupils enjoy positive relationships with their teachers and good use is made of interesting resources. This was evident in a good lesson where pictures depicting the Battle of Trafalgar were used well to stimulate discussion. However, the progress they make over time is unsatisfactory. Teachers'

expectations are too low and learners are not presented with suitable challenge. For example, the work prepared is dull. It often includes copying from a central resource or completing uninteresting worksheets. The planned activities do not match the needs of the differing age groups and ability bands found in each class. Most teachers mark books regularly but learners are not given any advice on how they can improve their work. Poorly presented work is accepted too readily. Teaching assistants are too inactive when the whole class is being taught together, but generally provide good support for those pupils with learning difficulties and disabilities when they are working individually or in small groups. For example, in a mathematics lesson a teaching assistant was observed helping a group of pupils understand the difference between the 'x' and 'y' axis on a graph.

Curriculum and other activities

Grade: 4

The curriculum is inadequately matched to the pupils' needs and this means that they do not make sufficient progress in their learning. The school has failed to respond to new national initiatives and a systematic review of the curriculum is long overdue. Although the school feels that the planned curriculum is satisfactory, pupils confirm that it does not provide enough interest or challenge for the learners. However, they do feel that the special curriculum events, such as science and arts weeks, are much more stimulating because they bring learning alive by linking subjects together. In addition to this, the curriculum does not meet the needs of the more capable learners because it does not challenge them. A minority of parents is concerned about this.

Some areas of the curriculum are well supported by clubs and activities. For example, pupils enjoy a very good range of sport and this, combined with the school's emphasis on eating correctly, helps them to maintain a healthy life style.

Care, guidance and support

Grade: 4

Teachers establish very good relationships with pupils who get on well with each other. Pupils are very clear about whom to go to for help with their work or with personal problems and they feel happy and secure. Attendance is good.

The support and guidance received by most learners are inadequate. They do not have targets to help them improve their work and do not know what they need to do next to get better. Teachers do not use the information they gain from assessments to guide planning and further the pupils' learning. Those experiencing learning difficulties are supported and guided well in class and progress satisfactorily. Their individual education plans have focused targets and parents and outside agencies are fully involved.

Most parents agree that the level of general supervision during lunch and play times is high and child protection procedures are properly in place.

Leadership and management

Grade: 4

Over the past few years, the leaders and managers of the school have not recognised that standards have been in decline. Leaders and managers have not been sufficiently focused on achievement. Individual subject leaders lack an overview of the provision within their areas of responsibility and have not had the authority or drive to make a difference. The quality of the school's self-evaluation is inadequate and managers do not have a realistic view of its weaknesses. Systems for evaluating the quality of education and the performance of the pupils are not rigorous. Governors have not challenged the senior management or taken their share of responsibility for the declining standards.

Best use is not made of staff, and pupils do not receive a fair deal. Most of the teachers are part time. The school has not taken into account the additional care in planning and communication between staff that this situation demands. Overall, the leadership and management do not provide the school with the capacity to improve. The new headteacher is fully aware of the range of weaknesses that confront the school. He is determined and fully committed to rectifying its weaknesses. However, it is too soon to see any significant improvement in the key areas that require a radical change.

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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?	4	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	4	NA
The effectiveness of the school's self-evaluation	4	NA
The capacity to make any necessary improvements	No	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	4	NA
The standards ¹ reached by learners	4	NA
How well learners make progress, taking account of any significant variations between groups of learners	4	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	3	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	1	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?	4	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	4	NA
How well are learners cared for, guided and supported?	4	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?	4	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	4	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	4	NA
How effectively and efficiently resources are deployed to achieve value for money	4	NA
The extent to which governors and other supervisory boards discharge their responsibilities	4	NA
The adequacy and suitability of staff to ensure that learners are protected	No	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	No
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	No
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 Pupils

We very much enjoyed visiting your school. We were interested in watching how you learnt and enjoyed talking to you about your work.

What we liked most about your school: •you welcomed us warmly and greeted us with friendliness •you come to school regularly and are ready for the start of the school day •your new headteacher is keen that you all learn as much as you can and he knows that there are a number of things that need to be improved in school •you like your teachers and we know that you are able to approach them with a worry or concern •you are growing into sensible young people who work well together within the school community •you understand extremely well how important it is to keep fit and healthy. What we have asked your school to do now: •improve the way that it is led and managed; this has already started to happen with your new headteacher •make sure that you get the best quality teaching to help you achieve as well as you can •give you guidance on how you can improve your work and work to a higher standard •provide you all with interesting and relevant programmes of work where you will be able to link different subjects together and learn how to adapt your skills •help you to understand what it is like to live and work in a multicultural society.

We have asked that help and support are given to your new headteacher, staff and governors.

We wish you all the very best for the future.

Yours sincerely

Mrs Brackstone (Lead inspector)