



Stoke Canon Church of England Primary School

Inspection Report

Unique Reference Number 113367
LEA Devon
Inspection number 279153
Inspection dates 7 February 2006 to 8 February 2006
Reporting inspector David Clegg AI

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

Type of school	Primary	School address	Stoke Canon
School category	Voluntary controlled		Exeter
Age range of pupils	4 to 11		Devon EX5 4AS
Gender of pupils	Mixed	Telephone number	01392 841279
Number on roll	167	Fax number	01392 841279
Appropriate authority	The governing body	Chair of governors	Mr David Santillo
Date of previous inspection	4 October 1999	Headteacher	Mr M Hunt

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

The school serves a predominantly rural community, although it also takes pupils from the edge of Exeter. There is a higher-than-average proportion of pupils with specific learning difficulties and disabilities. There is also a higherthan- usual turnover of pupils.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

The school provides a good quality education and gives good value for money. The school is in a small village but it has a global perspective. The good teaching results in pupils achieving well and reaching the standards they should. Some teaching is outstanding. Occasionally, the teaching is not sufficiently demanding and this hinders the rate of progress for a few pupils. The high priority given to pupils' personal development ensures that they move on to the next stage of their education with a good range of personal attributes as well as a good base of knowledge and skills. Pupils appreciate the extensive range of opportunities the school provides. The curriculum is rich and diverse and gives pupils a lust for learning. The good provision in the reception class ensures that children get off to a good start. By the time they enter Year 1, most children have reached the expected standards and many exceed them. The good leadership and management have maintained the successes noted in the previous inspection and successfully made several improvements to the facilities. Pupils' progress is carefully tracked as they move through the school but the checking up on teaching is not sufficiently rigorous. The headteacher has an accurate view of the school's effectiveness.

What the school should do to improve further

- Make sure that lessons are always sufficiently demanding and that all pupils are given work that challenges their current level of understanding.
- Ensure that checks on teaching are sufficiently rigorous to help teachers plan work for all pupils that is at the right level for their capability.

Achievement and standards

Grade: 2

Pupils achieve well. The school has a well-established track record of pupils attaining above-average standards at the end of Year 6. The high proportion of pupils with learning difficulties in some year groups distorts the picture of results in some years. However, these pupils achieve as well as other pupils. Children make a good start in the Reception class. By the time they start Year 1 most children have reached the standards expected. They have well-established literacy and numeracy skills and positive attitudes to learning. They arrive in Year 1 well equipped, personally and academically, for the next stage. As pupils move through Years 1 to 6 they make particularly good progress in reading. Progress in writing and, to a lesser extent, in mathematics is steadier. This is because a few lessons in these subjects are not sufficiently challenging. However, by the time they leave school, the majority of pupils have made good progress and often reach above-average standards in English, mathematics and science. Progress is consistently good, and pupils achieve well, across a wide range of subjects. Work in art and design, information and communication technology (ICT), history and geography is much better than is often found. Pupils are particularly good at applying key learning skills in different subjects and this helps them to achieve well and reach good standards.

Personal development and well-being

Grade: 2

This is a strong feature of the school. Pupils are well behaved and get on well with all adults and with each other. The older pupils commented that there was no bullying 'because we all know each other'. In lessons, pupils are attentive and they work hard. Just occasionally, attention wanders when the teaching is not as engaging as it should be. Nevertheless, pupils are very enthusiastic about learning and are eager to participate in lessons. Attendance is above average. Those pupils new to the school are very positive. One young boy, who has only been in his class since September, commented on how quickly he was helped to settle into school and made to feel part of the class. The school successfully gives pupils a very firm set of values. They have a sharp sense of right and wrong and have a strong sense of their responsibility towards others. The expansive curriculum gives pupils a genuine interest in the wider world, both in terms of what is going on, and how they might help those who are vulnerable. Cultural development is outstanding. Pupils are actively involved in supporting overseas charities, learning about the range of cultures in Britain and immersed in a rich experience of art and artists. Pupils have a deepening understanding of how they might relate to different communities, both local and global. Pupils have a sharp understanding about what living a healthy lifestyle means. They are clear about how to eat healthily and know that they need plenty of exercise. They are particularly safety conscious as they regularly walk – with great care and supervision – on the main road, to get to the games field. Pupils have a good range of skills that will serve them well in the future.

Quality of provision

Teaching and learning

Grade: 2

Good teaching contributes to pupils' good levels of achievement. Some teaching towards the top of the school is outstanding. Lessons are well planned and teachers imaginatively and inventively bring together different aspects of learning. The way that literacy, numeracy and ICT skills are used in different lessons makes learning both fascinating and relevant to pupils. Several pupils commented how interesting they found their lessons. Teachers' good levels of subject knowledge and enthusiasm are behind much of the good achievement in subjects such as art and design and ICT. One girl commented, when talking about how much she enjoyed ICT, 'our teacher is into gadgets'. Expectations of pupils are high in most lessons. For instance, exploring how artists convey a 'sense of place' through their work was a demanding task that all pupils found challenging. Occasionally, in a few lessons, the level of challenge given to pupils is not high enough. The result is that pupils work comfortably within their capacity and are not learning as fast as they might. As one young girl commented, 'I would like it (the work) to be harder to push me more'. Pupils are very well managed and the ways in which teaching assistants are used are beneficial. They are particularly

effective in helping those pupils who are finding learning particularly problematic to make some good progress.

Curriculum and other activities

Grade: 1

The outstanding curriculum provides pupils with a rich and varied range of activities that meets their needs. The school is alive with ideas that extend pupils' experiences and stimulate their interest in the things that happen around them. This includes lively and contemporary topics such as the environment, world disasters and local news and events. Pupils are involved in activities as diverse as recycling, exploring the difficulties encountered by Traveller families and designing Christian churches for proposed new towns. These topics are explored through art and design, design and technology, ICT and literature. The work in history and geography is rich and varied and makes use of the local environment to give meaning to lessons and bring the subjects to life. The school has forged worthwhile links with schools in Uganda, France and the USA. The school works as a successful co-operative community where each individual has some responsibility for others. Pupils' personal development and the attention given to how they grow up are embedded in much of the curriculum. There is a seamless web between learning about life and learning for life.

Care, guidance and support

Grade: 2

for ensuring pupils' safety and well-being are secure. Key members of staff are trained and have a clear understanding of how to spot and deal with any potentially vulnerable pupils. Good links with other agencies ensure that pupils who need extra help get it. The school copes particularly well with any new arrivals. As a result, the pupils rapidly feel welcomed and part of the school. One recently arrived pupil commented on how friendly and welcoming all the adults had been. The school tracks each pupil's progress as they move through the school. The assessment information is used to set targets and these are shared with both pupils and their parents. However, not all pupils are as familiar with their targets as they should be. This is weakening the impact of how the targets help pupils to have more insights into their own learning.

Leadership and management

Grade: 2

The school benefits from good leadership and management that provide a strong sense of direction and purpose. There is a clear and tangible ethos within the school that promotes good 'all-round' education. This results in the varied and interesting curriculum. The leaders have an accurate view of the school's strengths and weaknesses. The information gained from how well pupils are doing is used to review the curriculum and make some adjustments where necessary. This has resulted, for example, in identifying that more emphasis needs to be given to problem solving in mathematics. However, there is not enough rigour in checking on lessons to make sure that they

are consistently demanding of all pupils. Pupils are fully involved in how the school operates. The results of regular consultations with parents are taken into account in deciding how the school develops. The most recent building programme was part of the school's response to parental concerns about the facilities at the school. The governors are fully involved in the school. They are knowledgeable about the way the school is progressing and play their full part in its strategic development. Since the last inspection the facilities have been improved considerably and the good quality of education has been maintained.

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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?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	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?	2	NA
The standards ¹ reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	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	1	NA
The behaviour of learners	2	NA
The attendance of learners	2	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	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	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?	2	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?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	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	2	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

Dear School Council Thank you very much for welcoming us to your school. We thoroughly enjoyed our visit and were particularly grateful to those children who came to talk with us about their work. We found that there are a number of things that your school does well, including the following:

- You enjoy school, work hard and make good progress in how much you learn.
- You find your lessons interesting, although one or two said occasionally the work was too easy.
- You particularly enjoy the different things that you do, for instance, many of you like ICT, art and history lessons.
- You appreciate how well all the adults in the school look after you to ensure that you all feel safe and secure. To get even better we have asked the teachers to do two things:

- Make sure that the work you are given is at the right level all the time.
- Check up more to make sure lessons are encouraging all of you to do your very best.

Yours sincerely David Clegg Lead Inspector Alexandra House 33 Kingsway London WC2B 6SE
T 0207 421 6800 F 0207 421 6707 www.ofsted.gov.uk