



# Chudleigh Knighton Church of England Primary School

## Inspection Report

**Unique Reference Number** 113393  
**LEA** Devon  
**Inspection number** 279159  
**Inspection dates** 11 May 2006 to 11 May 2006  
**Reporting inspector** Tom Simpson AI

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

<b>Type of school</b>	Primary	<b>School address</b>	Chudleigh Knighton
<b>School category</b>	Voluntary controlled		Newton Abbot
<b>Age range of pupils</b>	4 to 11		Devon TQ13 0EU
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01626 852314
<b>Number on roll</b>	102	<b>Fax number</b>	01626 852390
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	
<b>Date of previous inspection</b>	7 February 2000	<b>Headteacher</b>	Mr Mark Fossey

Age group	Inspection dates	Inspection number
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## Introduction

The inspection was carried out by two Additional Inspectors

## Description of the school

This is a small primary school serving the village of Chudleigh Knighton near Newton Abbot in Devon. The pupils are all White British and none is at an early stage of learning English as an additional language. Attainment on entry is around average and fewer pupils than typical have learning difficulties and disabilities. The number entitled to free school meals is below average. The school has experienced considerable leadership difficulties in the recent past – there have been nine headteachers or acting headteachers in the past three years. It is included in the local authority's list of schools causing concern and is receiving extra support as a result of this.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 4

Chudleigh Knighton has a number of strengths but overall it is not effective enough and does not give value for money. In accordance with section 13 (3) of the Education Act 2005, HMCI is of the opinion that this school requires significant improvement because it is performing significantly less well than in all the circumstances it could reasonably be expected to perform. The school is therefore given a notice to improve. Significant improvement is required in relation to the achievement of pupils and the long-term stability of leadership and management. The acting headteacher, governors and staff agree that standards are not high enough. With the help of the local authority they have successfully set about putting things right. Teaching has been monitored and help given to support learning. Test data have been carefully analysed and the results put to good use in setting targets for pupils. Pupils' attitudes and behaviour have improved and they enjoy coming to school. Teachers have good relationships with the pupils and manage them well. However, sometimes work set is not closely enough matched to the needs of pupils with different levels of ability. There are particular strengths in the pupils' social and moral development and in the understanding they have about healthy lifestyles. Provision for children in the Foundation Stage is satisfactory. Overall improvement since the last inspection has been inadequate. It has been disrupted by uncertainty regarding the headship. However, significant effective improvements have been achieved by the acting headteacher over the past three terms and there are proposals in place to resolve the issue of the school's long-term leadership and management. The school, therefore, has the capacity to improve further.

### What the school should do to improve further

- Improve progress in English, mathematics and science at Key Stage 2.
- Secure substantive leadership and management of the school.

## Achievement and standards

### Grade: 4

Pupils enter the school with broadly average attainment. Their standards are around average at the end of the Reception Year and slightly above average overall by Year 2. At Year 6, however, they are below average. Results of the national tests of Year 2 pupils in 2005 were above average in writing but broadly average in reading and mathematics. In the Year 6 tests, standards were well below the national average in English, mathematics and science, and the progress the pupils had made since they were in Year 2 was exceptionally low. Under the leadership of the current acting headteacher, a number of strategies for raising standards have been successfully introduced. These include target setting and monitoring, the establishment of special support groups of pupils and extra homework. Teaching has been rigorously monitored and supported. The school has begun an intensive support programme run by the local authority. As a result of these steps, progress in lessons is now satisfactory and

standards in Year 6 have risen rapidly. However, they have not yet had time to fully impact and overall achievement is still insufficient – particularly for higher ability pupils. The needs of the small number of pupils with learning difficulties and disabilities are well appreciated by staff and these pupils make satisfactory progress towards the targets set for them.

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

### **Grade: 3**

Pupils make satisfactory progress in developing their personal qualities. In the Reception class, children make an enthusiastic start and throughout the school pupils enjoy their lessons. Many agree that 'there's always something interesting to do'. Behaviour in lessons and around the school is good. Pupils enjoy the opportunities they have to take responsibility – such as being 'peer mediators' or selling 'fair trade' produce. They successfully raise money for charities and take part in community and church events. Bullying is not a significant issue and on the rare occasions that it does occur, it is dealt with well. Satisfactory arrangements ensure pupils' safety and they have a good understanding of how to keep healthy. Attendance is satisfactory. Pupils' spiritual, moral, social and cultural development is satisfactory overall, while their social and moral development is good. They are encouraged to express their views – such as through the school council – and they understand that the adults in the school take their opinions seriously. They describe how the acting headteacher is 'very easy to speak to in confidence' and how 'the teachers listen to us'.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Extensive monitoring by the acting headteacher, local authority staff and some coordinators, has reduced the weaknesses in teaching which have in the past adversely impacted on pupils' progress. Teaching and learning are now satisfactory overall and there are strengths in some lessons. No unsatisfactory teaching was seen during the inspection. Teachers build good relationships with the pupils, so that the latter enthusiastically enjoy their lessons. They use modern technology such as interactive whiteboards to stimulate the pupils. Pupils are encouraged to contribute to discussions and teachers are firm but fair, which help to motivate pupils. However, assessment procedures are not always used effectively to support pupils' learning. For example, marking is inconsistent and does not always help pupils to move forward. The work set is not always closely enough matched to the needs of pupils with different levels of ability and there is sometimes a lack of challenge for the more able pupils.

## **Curriculum and other activities**

### **Grade: 3**

The national literacy and numeracy strategies are fully established and the complete range of National Curriculum subjects is in place, helping to prepare pupils satisfactorily for their future economic well-being. The school makes suitable arrangements for pupils in the mixed-age classes through a two-year rolling programme of work. The curriculum is enriched by a range of visits and visitors and by a number of extra-curricular activities encompassing both sporting and artistic pursuits. Music tuition is offered on a voluntary basis. The school provides appropriately for pupils' personal education through personal, social and health education (PSHE). Pupils are encouraged to express their ideas and views, which helps them to contribute positively.

## **Care, guidance and support**

### **Grade: 3**

Staff have good personal knowledge of the pupils and there are trusting relationships between pupils and staff. This results in the pupils being confident and happy in school and promotes their personal development. Staff act quickly to support pupils when they are in difficulty – whether in lessons or at play. Health and safety procedures have a high priority and suitable child protection arrangements are in place. The majority of parents consider that the level of care provided by the school is good, while the pupils themselves speak sensibly about why they feel safe in school. There are satisfactory assessment and tracking procedures in place and pupils in Years 3 to 6 are set targets for improvement. Pupils with learning difficulties have individual action plans and are supported well on a day-to-day basis. However, there is no substantive member of staff responsible for ensuring that their overall needs are met which means that opportunities are occasionally missed to provide skilled and systematic support.

## **Leadership and management**

### **Grade: 3**

The school has lacked consistent substantive leadership and management for a number of years. This has resulted in a lack of morale and collegiality among staff and has consequently led to poor achievement by the pupils. However, the acting headteacher, who has been in place since September 2005, has worked closely with the local authority, the governors and other stakeholders to identify what is needed to improve the school and to raise standards. The school's selfevaluation and action plan for improvement are an accurate reflection of its needs. It is receiving effective support from the local authority in its drive to raise standards further. Analyses of test results and other data are rigorous and this has formed a good basis for the academic improvements which have been achieved over the past year. Various initiatives to improve attitudes and behaviour have also proved successful. Teaching has been thoroughly monitored by the acting headteacher and others, with written guidelines for improvement shared with those involved. Lesson observations have appropriately

had a specific focus – on literacy and numeracy, for example – as well as a more general focus on the overall quality of teaching and learning. Governance is satisfactory. The relatively new governing body is supportive and proactive. It is very involved in all aspects of the school's work and has recently established a new structure of activities which effectively reflects national initiatives. There has not yet been, however, enough time for this to fully impact on the school's work. Although the effect of the current leadership of the school has been positive, uncertainty about the future is still causing some concern among both staff and parents.

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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>	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	NA	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	No	NA

### Achievement and standards

<b>How well do learners achieve?</b>	4	NA
The standards <sup>1</sup> 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

<b>How good is the overall personal development and well-being of the learners?</b>	3	NA
The extent of learners' spiritual, moral, social and cultural development	3	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	3	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	3	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>	3	NA
<b>How well are learners cared for, guided and supported?</b>	3	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	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	4	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**

11 May 2006 Dear Pupils Thank you for making us so welcome at your school. We enjoyed meeting you and hearing about your work. You told us how much you like your school. We enjoyed our visit and now want to share with you what we thought about the school. These are the things we especially liked.

- You behave sensibly and care for each other, which ensure that the school is a safe and happy place.
- You enjoy your education and have a good understanding of how to maintain a healthy lifestyle.
- The school takes your views seriously.
- Staff care for you and the headteacher is working hard to help the school improve. However, we know everyone wants to do better and we have suggested some things the school must act upon.
- We think you could do better in English, mathematics and science.
- The future management of the school needs to be resolved.

I hope you continue to enjoy your time at the school. With best wishes Dr Tom Simpson Lead Inspector