



Salcombe Church of England Primary School

Inspection Report

Unique Reference Number 113405
LEA Devon
Inspection number 279163
Inspection dates 11 July 2006 to 11 July 2006
Reporting inspector Graeme Bassett AI

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

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|------------------------------------|----------------------|---------------------------|-------------------|
| Type of school | Primary | School address | Onslow Road |
| School category | Voluntary controlled | | Salcombe |
| Age range of pupils | 4 to 11 | | Devon TQ8 8AG |
| Gender of pupils | Mixed | Telephone number | 01548 842842 |
| Number on roll | 70 | Fax number | 01548 843921 |
| Appropriate authority | The governing body | Chair of governors | Mrs Mary Fletcher |
| Date of previous inspection | 26 June 2000 | Headteacher | Miss Sue Warne |

| 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 smaller than most schools and serves the village of Salcombe. Most children are White British and none speak English as an additional language. The economic circumstances of the local area are similar to most and an average proportion of pupils have learning difficulties and disabilities. The school has gained a Healthy School award. Following the recent changes and disturbances in staffing, the acting headteacher will take over the permanent headship of the school in September 2006.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 4

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. This school requires significant improvement in relation to standards and achievement and teaching and learning.

The school's effectiveness is inadequate. The school's view is that it is satisfactory, but this is based on an over-generous assessment of the quality of teaching. Considerable changes in staffing have had a detrimental impact on this aspect of provision. However, most of these problems are now resolved and the new headteacher has confidently set the school on course to improve. Pupils enter the school with average standards. In the Foundation Stage satisfactory provision means that children make satisfactory progress in most of the areas of learning and their social and personal development is good. The picture is similar in Years 1 to 3. However, in Years 4 to 6, teaching is unsatisfactory, resulting in most pupils underachieving and leaving the school with below-average standards. Overall, care, guidance and support are satisfactory. The care and personal support given to all pupils are good and as a result they are well behaved and have a good understanding of how to stay safe and healthy. However, whilst pupils' progress is tracked effectively, insufficient use is made of this information and of marking to accurately judge each pupil's progress and to set and share targets with them so that they know how to improve. The curriculum is satisfactory, and has strengths in the arts and in the provision for spiritual, moral, social and cultural development.

Leadership and management of the school are satisfactory and are improving under the good leadership and clear guidance of the headteacher. She has identified appropriate priorities to raise standards and achievement and this is already having a marked effect in the younger classes. Whilst the school has good capacity to improve, its value for money is currently unsatisfactory.

What the school should do to improve further

- Improve teaching to raise standards in English, mathematics and science, especially in Years 4, 5 and 6, by making better use of information and marking to plan more challenging tasks to ensure that every pupil can do their best.
- Set and share with each pupil more precise targets that identify what each one needs to learn next.
- Make more accurate judgements about the amount of progress made by each pupil in order to raise standards by identifying those who need extra help and those who need extension tasks.

Achievement and standards

Grade: 4

Standards and achievement are unsatisfactory overall. On entry to the Foundation Stage the children's standards are broadly average and by the time they enter Year 1 most have made satisfactory progress and are on course to reach the goals set for them. Changes in staffing in the Foundation Stage have resulted in recent improvements in the children's progress in lessons. Personal development is good.

By the end of Year 2, achievement is satisfactory. Standards in reading, writing and mathematics are average, but the results of the recent national tests show they are improving. The quality of art work is particularly good.

By the end of Year 6, most pupils are not achieving as well as they should. Standards in the national tests 2005 were below average and results for 2006 are similar to those in 2005. Targets set for English in 2006 were met, but not those for mathematics, even though a few more pupils reached the higher Level 5. The work seen in class is below average and in many instances pupils in Years 4 to 6 do not complete enough work in lessons because tasks do not challenge them sufficiently. Pupils, including those with learning difficulties and disabilities, do not make enough progress.

Personal development and well-being

Grade: 3

Pupils' personal development and well-being are satisfactory. Pupils are happy and most enjoy their lessons and coming to school. Behaviour is good and pupils show maturity as they co-operate with each other and with their teachers. For some older pupils, the work is not matched well enough to their needs and when this occurs they become restless. Nevertheless, all pupils are courteous and show good respect and tolerance for each other. Attendance is satisfactory.

Pupils have a good understanding of how to stay safe and that it is important to eat healthily and to exercise regularly. Pupils' spiritual, moral, social and cultural development is good. Pupils enjoy visits and a succession of residential trips, including sporting and arts activities, gives them good experiences of the wider world. Pupils make an effective contribution to the local community, particularly with the local nurseries. The school council plays a vital role in involving pupils in making decisions. However, limited achievement in basic literacy and numeracy skills constrains the pupils' future economic well-being.

Quality of provision

Teaching and learning

Grade: 4

Teaching and learning are unsatisfactory overall. In the Foundation Stage and in Years 1 to 3 the teaching is satisfactory and often good. In these classes, teachers plan

interesting and stimulating tasks that challenge all pupils well. This fosters good enjoyment and pleasure in learning. In Years 4 to 6, the teaching is unsatisfactory. Introductory instructions are often too long. Pupils are often faced by the same task for most of the lesson, resulting in many being bored and saying, 'It's too easy' or 'I don't understand.' Management of lessons is unsatisfactory and most pupils are not challenged enough to improve their achievements or to raise standards. Pupils work too slowly and assessment records are not used robustly enough to assess what each pupil needs to be taught next. Their targets are often imprecise and comments made when marking their work do not help pupils to understand how they can improve.

Pupils with learning difficulties and disabilities are supported well when in small groups throughout the school, but the class work set in Years 4 to 6 for these pupils is often too difficult.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory and has good features, such as the development of the arts and visits that enrich pupils' learning well. In the younger classes, where there are two age groups, themes and topics are well planned around a two-year cycle. In Years 4 to 6, where all pupils follow the same themes, the curriculum has not been fully adapted to cater for the wide range of abilities. The planning is not detailed enough to ensure that all pupils are taught skills and understanding that are relevant to their abilities and that build upon their previous learning. Creativity in the curriculum, however, brings enjoyment and interest and this is seen in the good opportunities to learn to play a musical instrument. It is also evident in the creation of pottery models, plaster models based on Barbara Hepworth's sculptures and in the good paintings around the school.

Care, guidance and support

Grade: 3

Care, guidance and support are satisfactory overall; care and personal support are good but pupils are not given enough guidance on how to improve.

The provision for pupils' pastoral development is strong. All pupils are fully included in all that the school does. Child protection and all health and safety procedures are well understood. Personal support for different groups of pupils, including those with learning difficulties and disabilities, is good. Many parents are fully involved in their child's education. The school promotes good opportunities for pupils to meet people from other countries and this widens their understanding of their customs and traditions. Whilst children's progress is now tracked effectively over the years, not enough use is made of this information when planning what should be taught next. Most books are marked regularly, though there is no common approach across the school to ensure that pupils understand what they need to do to improve.

Leadership and management

Grade: 3

The leadership and management of the school are satisfactory and are improving under the good guidance of the new headteacher, whose clear vision for future developments means that the school has a good capacity to improve. The recent school improvement plan builds successfully upon the headteacher's monitoring and accurate evaluation of the school's strengths and weaknesses. She has enlisted help from external advisers, including literacy and numeracy consultants, and has identified key priorities that are being pursued to raise standards and to improve pupils' achievements. For example, good tracking procedures are now used to plot each pupil's progress from one year to the next, and records are now established to predict the standards that each pupil should reach at the end of each year. The headteacher is aware that this information is not yet being used effectively, and training is planned to ensure that all teachers are more rigorous in ensuring that each pupil makes good progress and is aware of the expectations of their teachers. The work of the governing body is satisfactory. A good supply of information from the headteacher means that governors now monitor the work of the school more systematically. The governors and parents are now more fully involved in the evaluation of the work of the school. The subject leaders for mathematics and literacy are steadily developing their roles. Following the guidance from the headteacher and advisers, they now understand how they need to improve their subjects. The impact is already apparent in literacy, where the leader has begun monitoring and evaluating teaching and learning more rigorously.

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Inspection judgements

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|--|-----------------------|--------------|
| <i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i> | School Overall | 16-19 |
|--|-----------------------|--------------|

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? | 2 | NA |
| The quality and standards in foundation stage | 3 | 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? | 4 | NA |
| The standards ¹ reached by learners | 3 | 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 | 4 | NA |

Personal development and well-being

| | | |
|---|---|----|
| How good is the overall personal development and well-being of the learners? | 3 | 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 | 3 | 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 | 3 | NA |
| How well learners develop workplace and other skills that will contribute to their future economic well-being | 4 | 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? | 3 | NA |
| How well are learners cared for, guided and supported? | 3 | 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? | 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 | 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 | 3 | 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

Thank you very much for making us so welcome when we visited your school. We enjoyed talking to some of you and looking at your work. We particularly like your sculptures and paintings and the views from your school playground are wonderful.

We found your school to be a happy place and we were pleased with these things:

Your new headteacher is improving your school and gives you and your teachers good guidance and support.

You behave well and you are kind to each other.

You know how to remain healthy and understand how to stay safe.

Your teachers look after you well.

We want your school to improve and we have asked your headteacher and governors to:

Help your teachers to make better use of their marking and the information they collect about you, so that tasks they plan help you all to do your best in reading, writing, mathematics and science.

Help your teachers to set you clearer targets so that you understand exactly what you need to do to improve.

Help your teachers to make correct judgements about your progress so that they can judge more accurately who needs extra help and who needs more difficult work.