



# Farway Church of England Primary School

Inspection Report

**Unique Reference Number** 113432  
**LEA** Devon  
**Inspection number** 279172  
**Inspection dates** 1 November 2005 to 1 November 2005  
**Reporting inspector** John Carnaghan RISP

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

<b>Type of school</b>	Primary	<b>School address</b>	Church Green
<b>School category</b>	Voluntary aided		Farway
<b>Age range of pupils</b>	4 to 11		Colyton, Devon EX24 6EQ
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01404 871239
<b>Number on roll</b>	38	<b>Fax number</b>	01404 871464
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mrs Tara Huffman
<b>Date of previous inspection</b>	18 October 1999	<b>Headteacher</b>	Mrs Angela Potter

<b>Age group</b> 4 to 11	<b>Inspection dates</b> 1 November 2005 - 1 November 2005	<b>Inspection number</b> 279172
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## **Introduction**

The inspection was carried out by one inspector.

## **Description of the school**

The school is much smaller than most primary schools. It serves the small Devon village of Farway and surrounding rural area. When children start at school they have similar skills to those normally found in children of their age. Slightly more pupils than usual have special educational needs. Entitlement to free school meals is about a third of the national average. All pupils are of White British origin and are fluent in English.

## **Key for inspection grades**

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

## Overall effectiveness of the school

### Grade: 3

The school believes that it provides a satisfactory education and inspectors agree. There are a number of good elements. The school builds on the benefits of being small by fostering warm, constructive relationships. Children's attitudes and behaviour are very good and they are enthusiastic about school. Adults provide good care and support in a calm and safe environment. Staff know a great deal about each child and record their progress thoroughly. The quality of education, including teaching, is satisfactory. As a result, pupils make satisfactory progress, particularly in their personal, social and emotional development. The school provides satisfactory value for money.

The headteacher works well to ensure that the school is self-critical and she seeks ways for the school to improve and to overcome the potential for isolation. Improvement since the previous inspection and capacity for further improvement are both good. Staff and governors have identified sensible priorities for the future and work well as a team towards achieving these. The school has strong links with the wider community as well as with parents, who have a high regard for it.

On entry, most children have average standards. Provision in the reception year is satisfactory and standards are average, providing a sound start for learners' education. The school works effectively to improve learners' standards in all subjects, and test results over recent years have risen alongside national improvements. However, writing standards lag behind those in other areas.

Pupils' personal development and well-being are good. The school assesses learners' academic progress well, leading to clear targets being set to help individuals improve. Attendance is above average. Teaching and learning are satisfactory but the pace of lessons can sometimes be too slow.

### What the school should do to improve further

- continue efforts to raise standards of writing across the school
- ensure all lessons are conducted at a brisk pace.

## Achievement and standards

### Grade: 3

Standards are average and all pupils make satisfactory progress in their time at school. Children enter the Foundation Stage with similar skills to those normally found in children of their age. The secure environment and sound teaching ensures that their achievement is satisfactory and they start Key Stage 1 with standards that are average. Throughout the school, teachers promote the basic skills of information and communications technology (ICT), literacy and numeracy in all subjects so that learners make the expected progress in these areas. There is no significant variation in achievement between different groups of pupils. The support given to learners enables all of them to progress equally. In particular, there is an interesting range of extra activities offered to more able learners.

The school has recognised that standards of literacy, especially writing, tend to lag behind those in science and mathematics. It has worked hard to promote learners' writing skills and is making some headway but both handwriting and presentation of work remain untidy at times.

The school's national test results have fluctuated with variations in the very small groups of pupils who sat the tests. The school has analysed these variations and has successfully demonstrated that, despite these ups and downs, results over recent years have kept up with national improvements. The school uses assessment information well to set challenging targets.

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

### **Grade: 2**

Parents report that pupils' experience of school is extremely positive. Behaviour in lessons and around the school is very good. Learners listen politely to teachers and to one another. They attend school very regularly. Pupils enjoy their education, want to come to school and adopt safe practices. They learn to follow rules and to take on responsibility. They are well prepared for further study or work and for their wider role as young citizens.

Pupils' personal development is good. For such a small school, there is a wide range of cultural experiences through participating in music and other arts. This is reinforced by developing an understanding of other cultures, helped by the close links the school has with a school in Uganda. The school council is effective and all children understand how it works. Pupils respond well to opportunities to contribute to the wider community, such as helping run a village tea dance. Learners also work well together in teams and groups. They enjoy playing in all age 'family groups' where the older ones look after and organise younger children.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Teaching and learning are satisfactory. Teachers are well informed, confident and manage the classroom well. Lessons are well planned and teaching assistants offer well judged support to ensure that those with learning difficulties or other specific needs can progress as well as their peers. Well established routines enable the pupils to settle down to their work quickly. The pupils are keen to work, relate well to their teachers and listen attentively. However, the pace of lessons can sometimes be too slow and this lack of urgency means that progress over time is no better than sound. Learners enjoy lessons and gradually become good independent learners as they grow up.

The way the school checks how on how well pupils are doing is good. Pupils' work is assessed thoroughly and regularly. This ensures that teaching builds well on what pupils already know and can do and takes full account of individual learning needs.

Comprehensive record keeping enables learners' progress to be carefully followed as they move up the school. Teachers use this information to set helpful individual targets to promote progress.

## **Curriculum and other activities**

### **Grade: 2**

The curriculum is good and is varied and interesting. ICT, which was criticised at the last inspection, is now very well promoted and learners enjoy many opportunities to work on computers. French is taught to pupils in Years 3 to 6. Outside visitors, such as professional musicians, enliven pupils' education. The school places a strong emphasis on improving basic skills and on the benefits of working collaboratively. In this way, learners are well prepared for their future life. The outstanding accommodation provides a very pleasant working environment for pupils and staff. Another strong feature is the personal and social education programme, which pupils enjoy.

In this quiet rural area, the school is aware of the need to broaden learners' experiences. To meet this, there are a number of visitors to the school as well as trips to places such as National Trust properties and historical and scientific sites. The range of clubs and societies in areas like sport and ICT enrich learners' experiences.

## **Care, guidance and support**

### **Grade: 2**

Parents and carers regard the school as warm and caring and the inspection team agrees. Pupils feel very secure, describing teachers and other staff as approachable and keen to help. In this tiny school, teachers know pupils very well and relationships are very positive. One pupil summed it up when she said 'Here, everyone is your friend.' Arrangements for the safety of learners are good. The well understood routines of school life create an orderly and safe community. Bullying is very rare, and should it start, the school is quick to act to remedy the situation.

Pupils have a range of healthy options from which to choose at lunch, partly because they have influenced the menu offered. They take plenty of exercise, including a daily exercise routine for the whole school at the start of each day. Thorough risk assessment ensures that learners and staff work in a safe environment.

Well trained non-teaching staff focus well on individual learners' needs. Regular analysis and updating of the needs of more able learners ensures that they are given interesting challenges to keep them at full stretch. For those with learning difficulties, additional needs are identified quickly and external help is provided where it is most required.

From the first term in the reception class through to Year 6, pupils receive very helpful individual targets for improvement. These are mainly, but not exclusively, in English, mathematics and science. They are discussed with parents and pupils know them well.

## Leadership and management

### Grade: 3

Leadership and management are satisfactory, and on the brink of being good. Relatively modest changes that are well within its grasp could ensure that the school takes another step forward. Through monitoring, the school makes regular and thorough checks on how well it is doing. The school's close links with parents and governors ensures that self-evaluation is thorough and ongoing. In this way, planning for the future is good. All the issues from the last inspection have been resolved.

The headteacher works closely with all staff and there is a shared commitment to overcoming problems. She promotes educational visits, links and a variety of visitors to help ensure that the school is not isolated from the wider world. Parents feel welcomed into the school and have easy access to meet staff at the start and end of the day. Governors are committed to the school and speak highly of the way in which they feel a part of school life. Checks on the quality of lessons are regular and planned to ensure that teaching strengths are developed but the pace of learning has not improved as a result.

The school has a good knowledge of its strengths and weaknesses, which is based partly on assessment. It has acted energetically on this information to address weaknesses, particularly in pupils' writing. Previous shortcomings in English teaching have depressed pupils' standards but, through energetic action, these are starting to be overcome. Leadership and management ensure that the school has a good capacity for further improvement.

Accommodation has improved considerably since the last inspection. ICT equipment is much better and standards in this subject have risen. All resources, including staff, are used well to promote achievement for all learners.

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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>	3	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	3	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	Yes	NA

### Achievement and standards

<b>How well do learners achieve?</b>	3	NA
The standards <sup>1</sup> reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	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>	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	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	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>	2	NA
<b>How well are learners cared for, guided and supported?</b>	2	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	2	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	3	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**

Thank you very much for welcoming me when I visited your school. I really enjoyed visiting Farway, talking to you, looking at your work and coming into assembly.

These are some of the things I liked best:

- your behaviour is very good and you get on very well with your teachers and one another
- we know how much you like your school, because you and your parents told us
- the school cares for you very well and works hard to give you all the help you need
- you have an interesting variety of topics to study and things to do.

There are some ways in which the school can get even better:

- some lessons can be a bit slow and should be more energetic
- you need to keep working to improve your writing skills.

Once again, thank you for helping me during the inspection.

Best wishes for the future.

John Carnaghan

Lead Inspector