



Feniton Church of England Primary School

Inspection Report

Unique Reference Number 113433
LEA Devon
Inspection number 279173
Inspection dates 12 September 2005 to 13 September 2005
Reporting inspector Michael Burghart RISP

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

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|------------------------------------|--------------------|---------------------------|-------------------------|
| Type of school | Primary | School address | Station Road |
| School category | Voluntary aided | | Feniton |
| Age range of pupils | 4 to 11 | | Honiton, Devon EX14 3EA |
| Gender of pupils | Mixed | Telephone number | 01404 850303 |
| Number on roll | 227 | Fax number | 01404 850939 |
| Appropriate authority | The governing body | Chair of governors | Mrs L Kennaway |
| Date of previous inspection | 31 January 2000 | Headteacher | Mr Graham Rowland |

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Introduction

The inspection was carried out by two additional inspectors.

Description of the school

This is an average sized primary school with 218 pupils in seven single age classes. All pupils are white British. A below average proportion of pupils have learning difficulties or disabilities and the proportion of children eligible for free school meals is well below average. Children start school with about average levels of attainment but standards are weaker than often found in reading and writing. A higher than average proportion of pupils joins the school other than at normal times.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a good school with a variety of outstanding features. Standards are much above average in mathematics and science, and above in English when pupils leave. The reason for this difference in English is that some boys did not do quite so well at the higher levels. Overall this represents very good progress from when children first arrive. Progress is good in Years 1 and 2 and very good in Years 3 to 6. In Reception progress is good but provision, currently being addressed, has been limited by the range of resources and suitable accommodation. The school takes excellent care of pupils and enjoys substantial success in promoting pupils' academic and personal development. This is due to good, and sometimes outstanding teaching and very good management. The headteacher's outstanding leadership ensures that the school's ethos is excellent and that improvements are constantly sought. The school's self-evaluation is excellent and provides governors and staff with an accurate view of strengths and weaknesses. The track record of successful development shows that the school's capacity for improvement is outstanding. The school gives good value for money.

What the school should do to improve further

- The school is already aware that the following two issues will help it to be even better:
- Continuing to improve resources and the quality of accommodation for Reception to further develop the richness of the Foundation Stage curriculum;
- Ensuring that higher attaining pupils, especially boys, achieve the higher levels in English tests for 11-year-olds, as they regularly do in mathematics and science.

Achievement and standards

Grade: 2

Standards are well above average by the time pupils leave and this represents very good progress from when they joined Reception. Children start school broadly average but there are more children with below expected levels in reading and writing skills. Reception children make good progress and most reach all the goals expected before joining Year 1. They do especially well in personal, social and emotional development and in mathematical development.

For several years Year 6 pupils have achieved much better than average in mathematics and science. However, higher attaining pupils (especially boys) did not do as well in English in 2004 and, although there was an improvement, the same happened in 2005. The school has identified this as a weakness and has improved levels of challenge and this is making a difference. Standards at the end of Year 2 are above average with pupils achieving well. This is an improvement on the previous year when standards and progress were satisfactory and there were signs that some pupils might have underachieved. The improvement was brought about through a sharp, critical review of provision and better use of teachers' assessments to set challenging targets.

Throughout the school those with learning difficulties make good progress.

Personal development and well-being

Grade: 1

Pupils enjoy learning and are happy to come to school. Their behaviour is outstanding. Pupils really appreciate that the school listens to them and values their ideas. For example, the school council's request for pupils to be allowed to walk sensibly into class instead of lining up was taken seriously and has been a resounding success. Pupils are treated fairly and know what is expected of them. They value house points and earning 'golden time'.

Pupils' spiritual, moral, social and cultural development is outstanding and much improved. It has been greatly enhanced by pupils' increased participation in assemblies. Pupils get on very well together. They know what is right and wrong and are very clear that bullying is unacceptable. Opportunities, such as the school's Ugandan links, help pupils to appreciate different lifestyles.

Pupils feel very safe at school. Relationships are excellent because all staff take time to get to know pupils. Pupils make healthy eating choices at lunchtime and benefit from regular exercise in the Huff-and-Puff Club. They are keen to organise clubs and fund-raising activities to help others. Pupils' high standards in numeracy, enthusiasm for computing, combined with good discussion skills, make sure they are well prepared for everyday life.

Quality of provision

Teaching and learning

Grade: 2

Teaching is good and this is one of the reasons why standards are high. Sustained, effective teaching throughout ensures that by the time they leave, pupils have achieved well. Work is well planned and the performance of pupils is accurately assessed and tracked. Because teachers and teaching assistants question pupils in ways that challenge them to reason before answering, pupils make good progress in speaking and listening and in drawing conclusions. This helps pupils with all their work.

Pupils with learning difficulties are supported very well and make good progress. The school's commitment to the ASPIRE programme (Assisting Pupils in Reaching Expectations) provides effective guidance for those pupils who may not otherwise do as well as they could.

Teaching assistants make a significant contribution to pupils' learning. They are clearly part of the teaching team and, like teachers, have outstanding relationships with pupils. The strong, constructive relationships encourage pupils to join in lessons without fear of making mistakes. The school makes good use of staff expertise especially in physical education and art. This has positive effects on learning. Staff have high expectations of work and behaviour and are successful in making learning fun.

Unsurprisingly pupils respond extremely well. In a good Year 6 drama lesson where pupils were encouraged to develop their own style a boy exclaimed, "I don't like poetry but I really liked chanting the poem with my group!" Staff are making good use of information and communication technology (especially the new ICT suite) to teach the subject and to support other curriculum areas. The large classes in Year 3 and Year 6 are well taught by staff working together as teams. The recently created extra space means pupils can now be taught in smaller groups.

Teaching for those in Reception is successful in helping children to make good progress. Giving staff opportunities to visit other schools to observe provision elsewhere could make it even better.

Curriculum and other activities

Grade: 2

The school plans its curriculum carefully and regularly checks that pupils do not miss out in any subject. The wide range of stimulating activities helps pupils to develop a joy for learning. The highly successful Arts Week, about which pupils spoke very excitedly, was devised in response to their requests for more art and drama. It used the skills of teachers and visiting artists effectively.

The curriculum is enriched by a wide range of additional activities which children enjoy and are keen to participate in. Pupils talk very positively about the choice of clubs, opportunities for sport, and visits, such as the one to Buckfast Abbey. Everyone greatly appreciates the new computer suite and classroom interactive whiteboards. All recognise the benefits these have had on the good standards achieved in ICT and in other subjects.

Care, guidance and support

Grade: 1

Pupils are cared for exceptionally well. Staff are very well trained in procedures for safeguarding children and reporting concerns. Pupils feel secure and know that they can always ask for help. "The teachers always listen to us," said one child. Pupils are confident that if any bullying should occur it would be dealt with immediately. Parents are very confident that their children are helped to settle in well at school. A parent described her first impression of this parent-friendly school as, "10 out of 10".

Through its effective, regular monitoring of pupils' work and progress, the school makes sure that pupils of all abilities receive the support and help they need. The appointment of extra teachers and well-trained teaching assistants and the development of new teaching areas enable staff to take groups out of classes for work focused on raising pupils' achievement. The school gives very effective support to pupils with learning difficulties and keeps parents well informed about progress.

Leadership and management

Grade: 2

The management of the school is good. The headteacher has high aspirations for the school and knows how to achieve success. The contributions of others are very effectively harnessed. For example:

The very good work of governors and parents in successfully improving accommodation and increasing staffing levels;

The impact of subject leaders in shaping the school development plan and in supporting pupils' progress.

The school continually evaluates its own performance extremely effectively. It has a very clear view of what is successful and what it needs to do to improve, and is honest and accurate in its judgements. A measure of how successful leadership and management are is that issues regarding potential underachievement in Years 1 and 2, and for higher attainers in Years 3 to 6 in English, were identified and are being addressed effectively. The track record of the school in terms of supporting learning is impressive and has ensured standards have been maintained at well above average at the end of Year 6 since the last inspection. The capacity for the school to improve is outstanding.

Parents consider the school is well run. "First rate" was an example of very positive comments with equally supportive views on communication and approachability. The headteacher's outstanding leadership ensures there is a very good team spirit, an understanding that everyone has a part to play, and that their contributions are highly valued. The school has an excellent ethos and its commitment to helping pupils to develop as people, as well as reach high standards, works.

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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? | 2 | NA |
| How well does the school work in partnership with others to promote learners' well-being? | 1 | NA |
| The quality and standards in foundation stage | 2 | NA |
| The effectiveness of the school's self-evaluation | 1 | 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? | 1 | NA |
| The extent of learners' spiritual, moral, social and cultural development | 1 | NA |
| The behaviour of learners | 1 | NA |
| The attendance of learners | 2 | NA |
| How well learners enjoy their education | 1 | 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 | 1 | 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? | 2 | NA |
| How well are learners cared for, guided and supported? | 1 | 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 | 1 | NA |
| How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review | 1 | 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

Feniton Church of England Primary School Station Road Feniton Honiton EX14 3EA

14th September 2005

Dear Children,

It was a treat to visit your school. Your excellent behaviour and eagerness to learn do you credit. We were very pleased with the way you welcomed us, how keen you were to explain what you were doing and how you are helping the school to be successful.

Yours is a good school. There are lots of things that are very good and that adults would call outstanding. These are some of the highlights:

Standards are high in mathematics and science and better than average in English. Children are making good progress.

The way children are helped to grow up is excellent.

The school takes extremely good care of all children.

Teachers and their assistants do their jobs well and they make sure children's learning is good. They do their best to make lessons interesting and fun.

The school is very well run and particularly well led. The headteacher, staff and governors are very good at picking out what works well and what still needs to be improved, before doing something about it. Everyone makes a very good team.

Here are two important things that the school already knows would make it even better:

Ensuring Year 6 pupils do as well in the English SATs tests as they do in mathematics and science;

Making the reception base more exciting and stimulating.

Thank you for your part in the inspection. I wish you all the best for the future.

Yours sincerely

Mike Burghart Lead Inspector