

Clyst Honiton Church of England Primary School

Inspection report

Unique Reference Number	113351
Local Authority	Devon
Inspection number	289594
Inspection date	3 July 2007
Reporting inspector	Martin James

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School	24
Appropriate authority	The governing body
Chair	Nigel Willmington
Headteacher	Heather Williams
Date of previous school inspection	1 May 2001
School address	Clyst Honiton Exeter EX5 2LZ
Telephone number	01392 367456
Fax number	01392 367456

Age group	4–11
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Introduction

The inspection was carried out by an Additional Inspector.

Description of the school

The school is much smaller than most primary schools. Whilst most pupils are of White British heritage, there is a small minority of pupils with a Traveller background. The number of pupils eligible for free school meals is well above average. The proportion of pupils with learning difficulties and/or disabilities is above average, as is the proportion of pupils with a statement of special educational need. In recognition of its work, the school has received the Healthy Schools award.

Plans are currently being drawn up for the school to be provided with new buildings on a new site.

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 and effective school where pupils achieve well. Pupils' personal development and well-being are good. They enjoy school and their behaviour and attitudes to school illustrate this. Their spiritual, moral, social and cultural development is good. The school's care, support and guidance for pupils are also good overall, with the safety of its pupils being a priority. Parents are very positive about all that the school provides.

Standards are broadly average and pupils achieve well. When children start in Reception, their knowledge and skills are below those expected, especially in relation to their language skills. During their time in Reception, the children achieve well, generally reaching the goals set for them. Pupils continue to achieve well in Years 1 and 2, with the result that standards are often above average. By the end of Year 6, standards are currently broadly average and this shows good overall achievement for this group of pupils.

Good teaching is an important factor in pupils' good progress. Relationships are strong, teaching assistants are used well, and teachers make good use of a variety of resources and strategies to make the lessons interesting, especially the interactive whiteboards. Whilst teachers provide some detail in their planning, it does not always make adequate allowance for the wide age range of the pupils in each class.

The good curriculum contributes well to both pupils' enjoyment of school and their learning. The curriculum is interesting and varied, and in particular helps to make the pupils very aware of the need to follow a healthy lifestyle. The school routinely reviews its curriculum, with a current emphasis being placed on the further development of speaking and listening skills, problem-solving and scientific enquiry. Pupils report that they greatly enjoy the range of visits and musical and sporting activities that the school provides.

Leadership and management are good. The headteacher and other members of staff are a dedicated team committed to doing the best they can for their pupils. Self-evaluation is effective in pinpointing where improvement is needed, and this has contributed well to the improvements seen in standards in the last year. The current initiative to improve the quality of marking and the setting of targets is well chosen, and is seen as another step towards improving standards. Governors support the school well, especially in relation to its planned move to a new site. Good use is made of outside bodies, such as the Traveller support service and special needs advisers, in supporting the work of the school. The improvements that have been made recently, the quality of provision currently being provided and the improvements since the previous inspection show that the school has a good capacity to improve even further.

What the school should do to improve further

- Ensure that teachers consistently provide challenging activities for all pupils, taking particular account of the different age groups in each class.
- Ensure that marking and the setting of targets help pupils understand clearly how to improve their work further.

Achievement and standards

Grade: 2

Standards are broadly average and pupils' achievement is good. Children make a good start in the Foundation Stage and by the end of Reception most attain the levels expected of them. In Years 1 and 2, pupils continue to achieve well and they often attain above average standards.

Present standards in Year 6 are broadly average, with the pupils having made good progress from their starting points in the school. In 2006, standards were below average. The school carefully identified the weaknesses in pupils' performance, particularly in mathematics and science, and successfully addressed them during the year, with the result that standards have improved.

The school makes good provision for pupils with learning difficulties and/or disabilities, and this is helping them make good progress towards the targets set for them. The support provided for Traveller children enables them to progress well also.

Personal development and well-being

Grade: 2

Pupils' personal development and well-being are good. They enjoy school and their behaviour is good, as are their attitudes to their work. Pupils feel safe in school and they say that bullying is not a problem. Pupils understand the need for a healthy lifestyle and they make healthy food choices at breaktime and lunchtimes. They also understand the need to carry out activities safely, such as when they handle items of school equipment carefully. Attendance is now satisfactory, with the school having taken effective measures to improve attendance figures in the last year.

Pupils' spiritual, moral, social and cultural development is good overall, although their understanding of the multicultural nature of society is limited. They have a strong sense of community and readily take on responsibility. For example, members of the school council have helped to improve the quality of playground equipment. Pupils also take part in a number of local and national fundraising events, as well as a range of events in the local village. The school develops in its pupils both confidence and independence, and the good progress pupils make in their basic skills prepares them well for their future economic well-being.

Quality of provision

Teaching and learning

Grade: 2

The good quality teaching enables pupils to achieve well. Teachers provide interesting lessons for pupils, using a good range of resources and strategies. Classes are well managed and relationships are a strength. As a result, pupils are well behaved, keen to learn and ready to work hard. Teachers make good use of the interactive whiteboards to motivate pupils and develop their understanding. For example, clear graphics were used effectively in a mathematics lesson in Class 2. Teaching assistants are well deployed to promote learning, especially that of pupils with learning difficulties and/or disabilities. This ensures they are able to join in all class activities and make good progress. Teachers make good use of discussion to help pupils clarify their ideas. This develops their understanding of the work and also helps promote their language skills.

On occasions, teachers, in their planning, do not make adequate allowance for the wide age range in each class. As a result, the work is not always suitable for the pupils' differing needs and this then slows some pupils' learning. While marking is used well to praise and encourage pupils, it is generally used less well in providing them with advice on how they can improve the standard of their work.

Curriculum and other activities

Grade: 2

The good curriculum enables pupils to study a broad and interesting range of subjects and topics. Good links are made between subjects when appropriate, and information and communication technology is used well. Good use is made of the local environment. However, planning does not always make enough allowance for the varied needs of pupils in the mixed-age classes and, as a result, some pupils do not achieve as well as they might.

In the Foundation Stage, there is a good balance between independent learning and more directed tasks. Learning difficulties and/or disabilities are identified well, and pupils throughout the school are now provided with a most suitable range of relevant and interesting work. There is strong emphasis through the school on developing pupils' personal and social skills.

The curriculum makes a good contribution to pupils' safe and healthy lifestyles. There is also a range of educational outings and extra-curricular activities which the pupils support with enthusiasm.

Care, guidance and support

Grade: 2

The school's good care of its pupils contributes to both the good progress they make and to their enjoyment of school. Child protection procedures are good and staff are alert to signs that any pupil might be worried or anxious. The very few incidents of bullying are dealt with promptly and effectively. The good relationships between adults and pupils help pupils to feel secure and settled.

Pupils work in a safe environment, with teachers taking every care to ensure their well-being. Safety checks and risk assessments are carried out regularly. The school site is secure and pupils are routinely reminded about the need to take care, such as when handling equipment in physical education. The school actively promotes healthy lifestyles and physical activity.

Guidance and support in class are effective, and pupils are given the skills to become successful learners. Pupils are also provided with targets in literacy and numeracy. However, some of these are too broad and discussions with pupils show that they do not always understand what they need to do to improve their work further.

Leadership and management

Grade: 2

Leadership and management are good. All staff are committed to helping pupils achieve as well as they can. The headteacher leads with dedication and skill, and she is supported effectively by her staff colleagues and the governing body. They work together with a sense of purpose to develop the school even further. Through careful self-evaluation, senior leaders have a good knowledge of the school's strengths and weaknesses. For example, they recognised that

improvements were needed in standards in mathematics and science in Years 3-6, and work seen during the inspection shows that this issue is being tackled well. They are currently working to improve the quality of marking and the setting of targets. The school's judgement of itself as being good is confirmed as accurate by the inspection team.

The small number of teaching staff means that each has a considerable number of responsibilities to carry out. This has limited their chances to closely monitor work in their various subject areas, and to keep a close check on both the overall provision and the progress being made by all pupils. Plans are in hand to provide them with more time to carry out these activities.

Governance is good, with governors, for instance, being fully involved in planning and monitoring the budget and the school improvement plan. The school regularly obtains the views of both pupils and parents, and these are taken into account during policy reviews. The school greatly values the support of parents and they in turn are positive in their views of the school. The close links with the church, other schools and the local community also benefit pupils' learning.

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Annex A

Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall
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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
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	3
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

4 July 2007

Dear Pupils

Clyst Honiton C of E Primary School, Clyst Honiton, Exeter, Devon, EX5 2LZ

Thank you so much for welcoming me into your school and showing me your work. I enjoyed my visit, I enjoyed talking to you and I especially enjoyed joining you in assembly. I am writing to tell you what I found out about the school, what I think is good, and what I think needs to be made better. Overall, you are in a good school, where the teaching is good and you are doing well with your work.

These things are strengths of the school:

- You all behave well and you are friendly and polite.
- The staff know you well and take good care of you.
- You are sensible and thoughtful about making decisions to improve the school.
- You enjoy the range of clubs and outings that the school provides for you.
- You know all about how important it is to eat healthy food and take exercise.

These are things the school has been asked to improve:

- Make sure that you all get work that suits you and is hard enough for you.
- Provide you with clear targets and helpful comments in marking, to help you understand how you can improve your work further.

I am sure you will help your teachers by learning the targets they give you and carefully reading the comments they put in your books.

I wish you all good luck for the future and I hope you enjoy your summer holidays.

Best wishes.

Martin James Lead Inspector