

# Withycombe Raleigh Church of England Primary School

Inspection report

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<b>Unique Reference Number</b>	113355
<b>Local Authority</b>	Devon
<b>Inspection number</b>	289596
<b>Inspection date</b>	14 June 2007
<b>Reporting inspector</b>	Alexander Paul Baxter

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

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	486
<b>School</b>	
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	John Leigh
<b>Headteacher</b>	Malcolm Elliot
<b>Date of previous school inspection</b>	26 March 2001
<b>School address</b>	Withycombe Village Road Exmouth EX8 3BA
<b>Telephone number</b>	01395 263397
<b>Fax number</b>	01395 225496

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<b>Age group</b>	4–11
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## Introduction

The inspection was carried out by one Additional Inspector.

## Description of the school

This large primary school accepts pupils from the village and surrounding area. A below average number of pupils are known to be eligible for free school meals. An above average proportion of pupils have a statement of special educational need. The number of pupils from minority ethnic groups is low and very few pupils speak English as an additional language. Children's attainment on entry generally matches the level expected for their age.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 1

This is an outstandingly successful school that seeks the best in all that it does. It has a distinctive caring Christian ethos. This is especially seen in the way all pupils, including an above average number with substantial learning difficulties and disabilities, are warmly welcomed and included into the school. Under the wise leadership of the headteacher, staff work extremely effectively as a team to establish a joy of learning in the pupils. As a result, pupils apply themselves diligently to their work, standards are well above average and pupils' achievement is outstanding. Standards have been sustained at an above average level in Year 6 for several years, and they continue to improve, despite an increasing number of pupils with complex needs. Pupils' personal development and well-being are also outstanding. Pupils adopt very healthy, safe lifestyles. When they leave the school they are very well equipped for the future. Parents are most appreciative of the school, one writing, 'We really couldn't be more pleased with our child's progress thanks to the supportive role played by the school.'

Teaching and learning are outstanding. Teachers and their assistants assess pupils' needs accurately and use this information effectively. Relevant challenges in reading and homework to extend learning typify this approach, which ensures that pupils build on previous learning. Excellent links with parents, outside agencies and others, including pre-school groups, have a beneficial impact on the pupils' well-being and support the outstanding quality of care, guidance and support they receive. This enables all pupils to flourish both academically and personally. An excellent curriculum, with enriching and often innovative learning opportunities in reading, mathematics, music and physical education, has a similar impact on the pupils' personal qualities as on their academic skills. Most pupils have very good opportunities to learn through practical activity, especially outdoors. At times, though, opportunities for pupils to learn more independently through practical activity, is limited by the lack of space in the mobile classrooms.

Children have an outstanding start in the Foundation Stage (Reception), especially in developing the confidence needed to succeed in a large school. Children are taught extremely well and make excellent progress as they move through the school. Standards are well above average in reading and writing and in mathematics and science by the end of Year 2. Pupils continue to make excellent progress in Years 3 to 6 and attain well above average standards in English, mathematics and science by the end of Year 6. Many pupils attain even higher levels of skill in speaking and listening, reading, music and physical education.

Leadership and management are outstanding. Self-evaluation is very effective and ensures continued improvement. This is evident in the consistently high quality of teaching and learning across the school.

### What the school should do to improve further

- Seek improvements to the accommodation so that pupils can learn even more successfully through independent practical work.

## Achievement and standards

### Grade: 1

Pupils, including higher attainers and pupils with learning difficulties and disabilities, achieve outstandingly well in relation to their capabilities. This is because of consistently good and better teaching that has a cumulative impact on their learning. By Year 6 standards are well

above average. Attainment is broadly average when children start school. Children make excellent progress in Reception. Most children do extremely well in reading and in their personal, social, emotional and mathematical development. By the time they enter Year 1 most exceed the expected learning goals. Good and often better teaching, and therefore excellent progress, continues through Years 1 and 2. By the end of Year 2, standards are well above average in reading, writing, mathematics and science. Standards are rising as an increasing number of pupils attain above average standards in mathematics and writing. Very effective teaching ensures that excellent progress continues through Years 3 to 6. By the end of Year 6, standards are very high in reading and in speaking and listening. Standards are well above average in English, mathematics and science. Although improving, some middle attaining pupils, mostly boys, do not always write as neatly as they could. Across the school, a large number of pupils demonstrate considerable skills in music and sport.

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

### **Grade: 1**

From the moment they enter school in Reception, children respond wholeheartedly to the warm relationships and stimulating opportunities offered to them. This was seen when some members of the school choir sang in beautiful harmony for the inspector. They gave of their best and showed a high regard for each other and a sense of pride in their school. Pupils say, 'We make sure there are no sad faces in our school.' The vast majority of pupils are extremely well behaved. A very small number of pupils with emotional needs react well to very effective support. Attendance is excellent and shows the pupils' great enjoyment of school.

The pupils' spiritual, moral and social development is excellent. Pupils have a good knowledge of world cultures, but their awareness of multicultural Britain is relatively weaker. On the day of the inspection the school was granted the 'Devon Healthy School Award'. The pupils live up to this accolade and adopt healthy, safe lifestyles. Pupils make outstanding contributions to the Church and local community by participating in choral, musical and charitable events. The school council takes a lead role in several initiatives, especially charitable fund raising and recycling, for example. The pupils' well developed academic and personal skills, including their self-confidence and social awareness, prepare them fully for their future lives.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 1**

Teaching has a consistent and very positive impact on pupils' achievement. Teachers set a lively pace and often use interactive whiteboards in a visually interesting way. This was seen in pupils' high levels of enjoyment, for example in Year 6, when writing imaginative 'nonsense poems'. Teachers and their assistants promote excellent relationships with pupils and encourage high expectations for attainment and behaviour.

Lessons are typified by the precise way teachers share learning intentions with pupils. Teachers encourage pupils to explain their strategies and use assessment accurately to match work to the pupils' needs. From Reception to Year 6, teachers use questioning very effectively to draw out pupils' ideas and to build new learning. Teachers enrich learning by encouraging pupils to evaluate their own and each other's work and to accept responsibility. All teachers emphasise practical learning as much as they can, for example in science, by using extensive outdoor areas very effectively. Occasionally, pupils in mobile classrooms lack the space to explore their ideas

more independently and practically. Although standards are improving, expectations of pupils' handwriting are not always high enough. The teaching of mathematics is a consistent strength because pupils learn through 'real-life' problem-solving activities. Reading is also taught very effectively because books are matched to pupils' abilities.

## **Curriculum and other activities**

### **Grade: 1**

The curriculum, including in Reception, is planned exceedingly well ensuring a sharp match to the pupils' differing needs and capabilities. It is enriched by an outstanding range of well attended clubs and events and by a well considered personal, social and health education programme. These are supported by excellent links with parents, the local community and outside agencies. These links enhance the pupils' academic learning and their personal development and well-being.

Numerous, and often outstanding, opportunities and pupils' performance in music and sport enhance the pupils' enjoyment of school. Teachers emphasise literacy, numeracy and information and communication technology (ICT) and develop these skills strongly within other subjects to sustain pupils' excellent academic progress. The school's innovative strategy for developing reading skills is a highly effective feature. Well designed outdoor areas encourage independent practical learning, although occasionally the limited space in some classrooms restricts this type of activity.

## **Care, guidance and support**

### **Grade: 1**

All adults who work in the school are very well trained, share their expertise and safeguard the pupils' well-being diligently. Staff work very effectively with parents, pre-school providers and other outside agencies. Together they sustain high quality pastoral care and academic guidance that enable pupils to flourish academically and socially. Parents are quick to praise the support given to their children, one writing, 'I feel very lucky that my children attend a school that really cares.'

Assessment procedures are used in a consistent and very effective manner to include pupils equally, to meet differing needs and to sustain excellent progress. These elements typify the support given to pupils with learning difficulties and disabilities and to children in Reception. Staff set pupils appropriately challenging academic and personal targets for improvement. Staff involve pupils with increasingly good effect by raising the expectations as they progress, for example in reading through the 'Library Fiction Challenge'. Teachers keep pupils well informed both orally and through informative marking. Significant improvements in pupils' reading, mathematics and behaviour illustrate this well.

## **Leadership and management**

### **Grade: 1**

The headteacher and associate headteacher work very closely together and lead in an inspirational manner. They emphasise a distinctive caring Christian ethos that underpins the pupils' successful learning. Leadership and management structures are extremely well considered. Teamwork enables outstanding classroom practitioners as well as colleagues with managerial roles to make excellent contributions. Governors give outstanding support. Together with the

headteacher, they have played a key role in appointing new staff with expertise. They set high expectations that skills are to be shared fully to meet pupils' needs. Parents and outside specialists are consulted regularly and their views are acted upon. Self-evaluation, especially the analysis of pupils' progress, is accurate and is used most effectively to promote continuous improvement. The school's success lies in this precise approach and knowing how to help pupils reach their full potential.

Leaders and managers ensure the best use of, in places, very limited accommodation. The school modestly judges its overall effectiveness as good, but it has an outstanding track record of bringing about improvements. These include, to list but a few, raising pupils' achievement in reading, mathematics and ICT and improving attendance and behaviour. These show that the school has an excellent capacity to improve even more.

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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>	<b>School Overall</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>	1
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	1
The effectiveness of the school's self-evaluation	1
The capacity to make any necessary improvements	1
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	1
The standards <sup>1</sup> reached by learners	1
How well learners make progress, taking account of any significant variations between groups of learners	1
How well learners with learning difficulties and disabilities make progress	1

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	1
The attendance of learners	1
How well learners enjoy their education	1
The extent to which learners adopt safe practices	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	1
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	1
<b>How well are learners cared for, guided and supported?</b>	1

<sup>1</sup> 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**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively performance is monitored, evaluated and improved to meet challenging targets	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
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**

15 June 2007

Dear Pupils

Withycombe Raleigh CofE Primary School, Exmouth, Devon, EX8 3BA

It was a privilege to visit your school and I would like to thank those of you who took the time to talk to me, particularly the school council. Thanks also to those members of the choir who sang so beautifully for me. I was very interested to hear what you think about the school. I agree with you and with many of your parents that Withycombe Raleigh is an outstanding school. These are the main things I found:

- You make excellent progress and the standards you reach in Year 6 are better than in most schools. Many of you do even better in reading, mathematics, music and physical education.
- You behave very well and try very hard in lessons.
- You are given an excellent range of learning activities and enjoy being at school.
- Your headteacher, senior staff and governors lead and manage the school extremely successfully.
- The teachers and their assistants work very closely with your parents and other people. Together they look after you exceedingly well. You respond enthusiastically and clearly understand how to keep safe and healthy.
- Teaching is excellent. The teachers and their assistants know you very well, treat you equally and make sure that you keep getting better.

To help the school to improve I have asked the headteacher and governors to try and bring about improvements to many of the school's classrooms so that you have the space and facilities to learn even more successfully through practical work.

Please keep your enthusiasm for learning and for your school and good luck in the future.

With best wishes

Alex Paul Baxter Lead inspector