



Newton Ferrers Church of England Primary School

Inspection Report

Unique Reference Number 113413
Local Authority Devon
Inspection number 289616
Inspection date 8 March 2007
Reporting inspector Michael Barron

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

Type of school	Primary	School address	Dillons
School category	Community		The Green, Newton Ferrers
Age range of pupils	4-11		Plymouth PL8 1BE
Gender of pupils	Mixed	Telephone number	01752 872630
Number on roll (school)	78	Fax number	01752 873907
Appropriate authority	The governing body	Chair	Caroline Taylor
		Headteacher	Claire Sealey
Date of previous school inspection	7 February 2005		

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

Newton Ferrers C of E Primary School is a small village school located on the south coast of Devon.

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 some outstanding features, where the inclusion of all learners is central to the school's ethos.

The headteacher leads the school with dynamism and has gained the confidence of staff, governors and parents. Her vision and determination were key factors in the school coming out of special measures in 2005 and, since then, she has continued to ensure that the school has focused strongly on maintaining improvements and on raising standards and achievement by providing pupils with a stimulating and enjoyable curriculum.

Children enter the Foundation Stage with broadly average attainment, although their calculation skills are often below average. Good teaching enables them to make good progress and achieve well. Pupils' progress and achievement are good throughout the rest of the school and so, by Year 6, standards are above average overall and especially high in science. However, the school is aware that standards in mathematics are lower in comparison to English and science throughout the school and has identified the need to improve pupils' problem-solving abilities.

Personal development and well-being are outstanding and this is reflected in pupils' excellent behaviour, their attitudes to learning and their outstanding community spirit. Pupils say that they feel safe and well looked after. They have very responsible attitudes and have an outstanding regard for the safety and well-being of others. Parents are overwhelmingly positive in their appreciation of the outstanding way in which the school cares, guides and supports their children and this was reflected in their very positive comments in parents' questionnaire replies.

The quality of teaching is good and ensures pupils are eager and enthusiastic learners. Lessons are briskly paced and enjoyable and pupils work well because they find learning interesting. The quality of teachers' marking is very good and helps pupils to improve their work.

Leadership and management are good. The headteacher and her staff work well as a team. They are well supported by the governing body, which fulfils its statutory duties effectively and offers a good level of challenge and support. As a result, the school has developed an accurate idea of its strengths and weaknesses and recognises the work it has to do to bring about improvement. Its success demonstrates the school's good capacity to improve.

What the school should do to improve further

- Improve pupils' achievement in mathematics, especially in regard to problem solving.

Achievement and standards

Grade: 2

Pupils achieve well throughout the school. Children's standards when starting school in the Foundation Stage are broadly average overall. However, their calculating skills are usually less well developed. Pupils make good progress in all year groups because of good teaching and a curriculum which meets their individual needs well. Pupils with learning difficulties and disabilities make the same good progress as other pupils because of the good support they receive. Standards in Year 6 are above the national average. However, the school recognises that standards in mathematics are not as high as those in English and science in all year groups. The school recognises the need to improve pupils' achievement in this subject, especially in developing problem-solving skills, and has developed a range of improvement strategies focusing on this.

Personal development and well-being

Grade: 1

Pupils are articulate, confident and exceptionally well behaved and have developed excellent relationships with other pupils and adults. Incidences of misbehaviour are rare. Pupils' understanding of the importance of keeping safe is outstanding and they show genuine concern for the welfare of others.

Pupils really enjoy school and their attendance is good. Their attitudes to school are excellent and they are extremely enthusiastic about learning and work very hard with a determination to succeed. They are proud of their school and say it is an 'exciting place' and that they always feel wanted. Their contribution to the community is outstanding. The school's open-door policy to families and village residents means that pupils feel an important part of an extended community and get used to meeting and working with a wide range of adults from all walks of life.

Pupils have developed a good understanding of the need to keep fit and healthy and many take part in the wide range of after-school clubs on offer to them. The introduction of a healthy eating menu for school lunches, often making use of vegetables grown by pupils in the school's own allotment, have raised pupils' awareness of the importance of making informed choices about what to eat. Pupils' economic well-being is good. Mini-enterprise activities are planned into the design and technology curriculum with, for example, older pupils taking part in projects such as making and selling framed photographs of the local area in order to raise funds for the school.

Spiritual, moral, social and cultural education is good. Pupils have an outstanding understanding of right and wrong and their perception of the wider world is enhanced through a range of interesting visits and visitors to the school and also through the use of the school's increasing links with schools in The Gambia and Hong Kong.

Quality of provision

Teaching and learning

Grade: 2

Children in the Foundation Stage make good progress because they are provided with work that matches their needs well and activities which blend independent learning with teacher directed tasks. The quality of teaching throughout the rest of the school is good overall. Teachers work well with other adults to make lessons interesting and enjoyable and to support pupils with their learning, especially those with learning difficulties and disabilities. As a result, pupils work hard, are keen to succeed, and make good progress. Lessons are well planned and well structured and activities are usually well matched to the needs of learners. However, there are occasions in lessons when pupils are not given enough time to answer teachers' questions or fully join in class discussions and this can affect their progress.

Curriculum and other activities

Grade: 2

The curriculum is broad and balanced and meets the needs and the interests of pupils well. There is a strong emphasis on developing the arts, especially art as a subject, and pupils also have opportunities to learn how to speak foreign languages such as German. A wide range of interesting visitors to school and visits for all age groups to places of interest increases pupils' enjoyment of learning. Pupils have opportunities to take part in residential trips to, for example, the Skern Lodge outdoor activity centre. Pupils also have opportunities to take part in the outstanding range of out-of-hours activities offered by the school including football, art club and sailing.

Provision in the Foundation Stage is good. Children make good progress because they are provided with interesting activities. Provision throughout the school for personal, social and health education is good and ensures that pupils become well aware of the importance of fitness and well-being. Provision for literacy, science and information and communication technology is good, although the school has recognised the need to develop provision in mathematics in order to improve pupils' achievement.

Care, guidance and support

Grade: 1

The quality of care, guidance and support for pupils is outstanding. The school promotes a family atmosphere which contributes to pupils' good progress, their enthusiasm and enjoyment of learning and their sense of well-being. Parents are overwhelmingly positive about the outstanding way in which the school supports their children and comment about the exemplary level of care the school provides. They are encouraged to take an active part in the education of their children in order to ensure they continue to make good progress.

Very robust child protection procedures are understood and followed by all staff. Pupils feel happy in this safe and caring environment and comment that there is always someone to turn to if they have a problem. They are encouraged to always try to do the best they can in lessons and are provided with the support they need to reach challenging targets.

Procedures to assess and keep track of pupils' progress are thorough and used well to ensure that any potential underachievement is tackled effectively. The quality of teachers' marking, criticised by the previous inspection, is very good and ensures that pupils always understand what they have to do in order to improve. Links with the local pre-school group and secondary school help pupils to transfer with ease to the next stage of their education.

Leadership and management

Grade: 2

The headteacher is an outstanding and inspirational leader, full of energy and enthusiasm, who has a clear vision for improving standards and achievement and promoting the personal development and well-being of pupils. She has created a common sense of purpose amongst both staff and governors, who support her well. Together they have ensured that the needs of individual pupils have been placed at the heart of school life and that inclusion has been central to the vision of the school.

The school has been thorough in checking and analysing its performance and, as a result, has developed a successful approach to raising achievement in nearly all subjects, with the exception of mathematics, which remains an area in need of improvement.

The governing body fulfils its duties well. Individual governors visit the school regularly and are fully involved in school life. The school works closely with parents, who appreciate that their views are taken into account, whilst the parents, teachers and friends association provides valuable resources and funds to help enrich the curriculum. Links with external agencies support pupils' learning well. Resources are used well and good use is made of the school's innovative building to enhance learning opportunities for pupils.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	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	2
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?	1
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	1
The attendance of learners	2
How well learners enjoy their education	1
The extent to which learners adopt safe practices	1
The extent to which learners adopt healthy lifestyles	2
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	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?	1

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.

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

We really enjoyed our day at Newton Ferrers C of E Primary School and especially enjoyed talking to some of you about how much you enjoy school. We would like to give a special thank you to the pupils who showed us around the school when we first arrived.

Here are some of the things we particularly like about your school:

- Newton Ferrers C of E Primary School is a good school which gives you a good start to your education and ensures you make good progress.
- Your personal development, including your behaviour and your attitudes to learning, is outstanding and you really enjoy learning.
- We were impressed by how friendly you were and by the outstanding way you all get on really well together and help each other when the need arises.
- Your headteacher, teachers and governors lead and manage the school well and ensure you are all given the best opportunities to be fully involved in school life.
- The quality of care, guidance and support you receive from the school is outstanding. We believe your headteacher and teachers can do something to make your school even better. We have asked them to:
 - Help you to improve your mathematics, especially your ability to solve problems. You can help your school by continuing to work hard in lessons.

We wish you the very best for the future.