

Webber's Church of England Primary School

Inspection report

Unique Reference Number	113434
Local Authority	Devon
Inspection number	289623
Inspection date	22 May 2007
Reporting inspector	Clive Lewis

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School	79
Appropriate authority	The governing body
Chair	Shaun Eampier
Headteacher	Deborah Eveleigh
Date of previous school inspection	5 February 2001
School address	Holcombe Rogus Wellington TA21 0PE
Telephone number	01823 672510
Fax number	01823 672510

Age group	4–11
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This is a smaller than average school. Pupils are taught in three mixed-age classes with year groups as small as five in number. There is significant movement of pupils in and out of the school other than at the usual times of joining and leaving. All pupils are White British and few qualify for free school meals. The school had been without a substantive headteacher for a prolonged period before the current headteacher was appointed a few weeks before the inspection, after a term as 'acting head'.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

Webber's Church of England Primary is a satisfactory school with some good aspects to its work. The school has an accurate view of its current strengths and weaknesses and realises that it could improve further on the satisfactory education it currently offers. Leadership and management are satisfactory. After a period without a substantive headteacher, the new headteacher, while she was still 'acting head', introduced a number of initiatives with considerable energy and enthusiasm. These include sharper monitoring by subject leaders, although they still do not have sufficient grasp of overall standards and progress in their subjects, and governors gaining a better understanding of their role. It is, however, too early in some cases to evaluate the full impact of these changes. One of the most significant changes is the improvement to how the school tracks individual pupils' academic progress. This has led to an improvement in the speed with which intervention strategies, such as those designed to support pupils making less than expected progress, are employed. However, there is a need to make the tracking system more user friendly and accessible to all staff. Because of the way the information is presented, it is not enabling all teachers to make the most effective use of it when planning future learning. As a result of new group targets, pupils are successfully beginning to develop an understanding of their own learning which is helping them to improve. The school works well in partnership with others to promote pupils' progress and well-being. The majority of parents are very supportive of the school, one writing: 'In the short time my son has been at Webber's, his confidence has grown and his reading is rapidly improving; he is a much happier child'.

Achievement is satisfactory. Levels of attainment on entry are typically average. Children make good progress in the Reception class and in Years 1 and 2 so that standards are above average by the end of Year 2. Although the school accurately identified some recent underachievement in Years 3 to 6, this has largely been eradicated. Standards throughout Key Stage 2 are steadily improving so that by the time pupils leave the school at age 11, standards are in line with the national average. Progress is now satisfactory. The previous slow-down in the rate of progress was due to a number of reasons. There were some weaknesses in teaching that resulted in pupils not always being sufficiently challenged but also the movement of pupils into and out of the school and the increase in the number of pupils who find learning more difficult has also contributed to a decline in levels achieved in Years 3 to 6. The current standards ensure pupils develop satisfactory skills that will contribute to their future well-being.

Personal development and spiritual, moral, social and cultural development are good. Pupils learn how to be safe and healthy and take responsibility for themselves and others. They enjoy coming to school, as evidenced by the above average levels of attendance and their good behaviour, and they make a good contribution to the local community. The curriculum is satisfactory and is currently undergoing some changes, the impact of which are not yet apparent. Teaching and learning and care and guidance are satisfactory. Staff care for the pupils well and there is a strong ethos of inclusion.

Effective steps have been taken to promote improvement since the last inspection and the school has a satisfactory capacity to make the necessary improvements.

What the school should do to improve further

- accelerate progress in Years 3 to 6 by ensuring that lessons are consistently challenging for all pupils and are well-paced

- strengthen the monitoring roles of middle managers
- improve the use of data in order to make it more accessible to all staff. A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Achievement and standards

Grade: 3

Pupils achieve satisfactorily and attain average standards. They make good progress in Reception and continue to achieve well in Years 1 and 2 because of the good teaching and support. As a result, standards by the end of Year 2 are above average. Standards at the end of Year 6 are currently average. This is for a number of reasons. The high proportion of pupils leaving and joining mid-way through their education mean that half of the current Year 6 did not start in Reception. Standards also fluctuate due to the very high proportion of pupils with additional learning needs in some year groups. However, it has also, to some extent, been due historically to some less effective teaching. There are indications that progress is now improving in Years 3 to 6 and is satisfactory due to improvement to teaching. The school predicts much improved results in the latest Year 6 national tests. Pupils with learning difficulties or disabilities make good progress because the school includes them fully in all aspects of school life.

Personal development and well-being

Grade: 2

Pupils enjoy school. Relationships are good and, because of this, pupils' self-esteem is developed well and their behaviour in lessons and around the school is good. Pupils say they feel safe because they know that adults will help them if they have a problem. They are encouraged to take on responsibility and make a contribution to the life of the school, particularly through their involvement in the recently-formed school council which is beginning to make an impact. For example, the council are currently negotiating with 'The Friends of Webber's' for a coconut stall at their leavers' party. As a result of the good opportunities for spiritual, moral, social and cultural development, pupils learn about and respect the views, values and beliefs of others. Initiatives aimed at encouraging pupils to adopt healthy lifestyles show signs of success. Pupils contribute well to the community, raising sums of money for charities locally and further afield. They develop satisfactory skills that will contribute effectively to their future economic well-being.

Quality of provision

Teaching and learning

Grade: 3

Because of the small size of the school, Reception children and Year 1 and 2 pupils are all taught in the same class. Lessons are well planned and structured and meet the needs of the variety of ages and abilities. Classroom organisation is good and children are managed very well. Plenty of opportunities are provided for speaking and listening and for independent learning. Skilled teaching, for example in asking questions that develop children's curiosity, successfully extends their language and thinking skills. In Key Stage 2, lessons have clear objectives that are explained to the pupils and the classroom is well managed. However, on occasions, the pace of lessons

is still not always brisk enough and expectations about what pupils might achieve could be higher and pupils could make better progress.

Curriculum and other activities

Grade: 3

The curriculum is broad and balanced and national strategies and guidelines are used appropriately. There is an appropriate focus on English, mathematics and science, and a determination to improve standards in these areas. The Foundation Stage curriculum meets the needs of children well. Recent changes to planning have ensured that appropriate work is now provided for pupils of all abilities within the mixed-age classes in Key Stage 2, although it is too early at this stage to identify improvements in standards as a result of these changes. Pupils take part enthusiastically in a good range of after-school clubs and activities. For instance, they talk enthusiastically about the recent 'Evacuation Day' where, as part of their project on World War II, older pupils were 'evacuated' to a house in the village in the morning and joined the whole school for a 'VE Day' party in the afternoon.

Care, guidance and support

Grade: 3

Procedures to protect children are clear and secure. Care for vulnerable pupils and for pupils with additional learning difficulties or disabilities is good. Pupils say that they feel safe and know that they can always find an adult to talk to. Academic guidance is satisfactory and improving. The recently introduced assessment and tracking system allows the school to assess the progress of pupils on a regular basis. This has already led to class teachers becoming much more aware of the progress that individual pupils in their charge are making. However, the new system is still in its very early stages of implementation and the school understands the need to simplify the presentation of the data in order to allow easier analysis by the teachers and subject co-ordinators to allow them to plan the next steps in learning. Newly introduced group targets for English and mathematics go some way towards helping pupils to understand what they need to do to improve.

Leadership and management

Grade: 3

The new headteacher, with the effective support of the local authority, has rapidly introduced a series of initiatives designed to improve the progress of pupils in Years 3 to 6. However, the changes have been made so recently that their success has yet to be confirmed by improvements in achievement in national tests. Subject co-ordinators are beginning to develop an overview of their subjects although their monitoring role is still at a very early stage of development. Consequently, they have a very limited 'overview' of standards of work and teaching in their subjects throughout the school. The recently introduced termly tracking of pupils' progress is providing the school with secure, accurate data with which to monitor and assess pupils' progress. Subject leaders are beginning to understand how to use data to check on the school's performance, although there is still too much reliance on the headteacher to provide this analysis. As a result of this analysis, however, intervention strategies to support individual pupils are now being employed more rapidly and effectively. After undergoing what one governor described as 'a sharp learning curve', the governing body are now fully informed about the school's achievements and are beginning to develop their role in holding the school to account.

The new head teacher has had a positive impact on the school in a very short time. However, given the limited role of middle managers in monitoring standards and progress, the school currently has a satisfactory capacity to improve further.

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Annex A

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?	3
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	3
The capacity to make any necessary improvements	3
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

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

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	2
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	3

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	3

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?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
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

23 May 2007

Dear Pupils

Inspection of Webber's Church of England Primary School, Holcombe Rogus, Wellington TA21 0PE

I would like to thank you for your help during the recent inspection of your school. My colleague and I very much enjoyed our visit.

Webber's is a satisfactory school. Your headteacher and staff care for you well and give you good support to enable you to learn and enjoy your lessons. They make sure that you understand how to look after yourselves and keep safe and you do this well. You told us that you like school and there are lots of things to do and enjoy. I agree with you. Your behaviour is good and you work hard and try to succeed in all that you do.

I have asked your school to do a number of things to make it even better:

- make sure all lessons in the Junior school are challenging and well-paced
- improve the English, maths and science leaders' understanding of how well you are doing in these subjects
- make better use of information about how well each of you is progressing to plan lessons.

I am confident that, with your help, the school will improve still further.

I wish you well in your future education.

Yours sincerely

Clive Lewis Lead Inspector