



# St Leonard's (CofE) Primary School (VC)

## Inspection Report

**Unique Reference Number** 134173  
**Local Authority** Devon  
**Inspection number** 294114  
**Inspection dates** 21–22 November 2006  
**Reporting inspector** Denise Morris

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

<b>Type of school</b>	Primary	<b>School address</b>	St Leonard's Road
<b>School category</b>	Voluntary controlled		Exeter
<b>Age range of pupils</b>	4–11		EX2 4NQ
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01392 666570
<b>Number on roll (school)</b>	410	<b>Fax number</b>	01392 666485
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Lucie Benchouiha
		<b>Headteacher</b>	Geoffrey Williams
<b>Date of previous school inspection</b>	Not previously inspected		

<b>Age group</b> 4–11	<b>Inspection dates</b> 21–22 November 2006	<b>Inspection number</b> 294114
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## **Introduction**

This inspection was carried out by three Additional Inspectors.

## **Description of the school**

This is a new school. It opened following the amalgamation of two local schools just over a year ago in September 2005. The number of pupils with learning difficulties and disabilities is below average, as is the number of pupils with English as an additional language. Attainment on entry to the Reception Year is broadly at the level expected although it is below average in early reading and writing.

## **Key for inspection grades**

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

## Overall effectiveness of the school

### Grade: 2

The school rightly judges its effectiveness as good. Its key strength is the curriculum, which is outstanding. The curriculum provides high quality experiences that pupils are keen to engage with, and ensures that they make good gains in their learning and personal development. The wide range of extra-curricular activities, such as clubs, are exceptionally good and are very well attended by pupils. Because pupils enjoy school, the attendance rate is above the national average. They behave well and work well together. Their personal development and well-being are good. The care, guidance and support that pupils receive are good particularly in the contribution they make to pupils' personal development. Although there are some strengths in the academic guidance, pupils do not always know what their individual targets are. As a result they sometimes do not know clearly enough what they need to do to improve their work.

Standards are broadly average at the end of Year 6 although they are significantly above average in reading and writing. These standards represent good achievement for pupils in Year 6 whose starting points were lower than those of pupils now beginning in Reception. Pupils' achievement is good. Pupils throughout the school are making good progress and they make particularly significant gains in English. Although pupils move on well in mathematics and science they do not progress as rapidly in these subjects as in English. Pupils achieve well in information and communication technology (ICT) and music as a result of the very stimulating activities provided. In the Reception Year, children make good gains in their learning.

The quality of teaching and learning is good and this is the main reason why pupils make good progress. Lessons are well organised and well managed. Tasks are effective in capturing pupils' interest so that they achieve well. The high levels of staffing in many classes, ensure that pupils of all abilities are well supported, including those with learning difficulties and the most capable ones.

Leadership and management are good. Since the school opened, leaders have worked very hard and in a very clear-sighted way to establish good provision and ensure that pupils do well. In the short time that he has been in the post the headteacher has established a strong staff team and developed very effective links with many other providers. These links, such as those with the local secondary schools are having a very positive impact on pupils' learning and personal development. Links with parents are good. The school has adopted a consultative approach, but a significant minority of parents do not feel that their views are listened to well enough. The school is already working with the newly established parents' group to start to address this concern. The school recognises the areas for development that this inspection has highlighted and has begun to accelerate pupils' progress in mathematics.

### What the school should do to improve further

- Improve pupils' progress in mathematics and science to match that in English.
- Ensure that pupils know what their targets are and understand clearly enough what they have to do to improve their work.

- Develop strategies to improve communication with parents to ensure their views are listened to and appropriately responded to.

## **Achievement and standards**

### **Grade: 2**

Achievement is good across the school, and is very good in English. Standards are above average in Year 6 in reading and writing and broadly average in mathematics and science. Pupils in all years are making good progress, with the most significant gains made in reading and writing and standards across the school are rising.

In the Reception class children get off to a good start. Last school year, almost all children reached the standards expected for their age in all areas of learning and about a fifth of them exceeded these standards. They did particularly well in the creative and practical aspects of their learning. Although their progress was good in early reading and writing, standards were still a little below the level expected at the end of the school year.

In 2006, standards in reading, writing and mathematics were broadly average at the end of Year 2. The school's records show that these pupils had moved on well from their starting points, which were quite a lot lower than those found nationally.. These pupils made particularly significant gains during Year 2.

Good progress continues throughout Years 3 to 6. The pupils now in Year 6, and those who took the national test in 2006, had below average starting points into Year 3. Pupils do not make as much progress in mathematics and science as they move up through the school as they do in English. Nevertheless, the more capable pupils achieve well in both subjects. Pupils with learning difficulties achieve well as a result of the good support provided for them. Pupils achieve well in ICT, and a high percentage achieve well in music, many playing instruments.

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

### **Grade: 2**

Pupils' personal development and well-being, including their spiritual, moral, social and cultural development, are good. The school's clear values of care, respect and co-operation are practised well by the pupils. They enjoy their time at school and participate with enthusiasm and enjoyment in the wide range of activities provided for them. Pupils make comments about school such as, 'We have lots of fun and do lots of exciting things'. Children in the Reception class behave and respond well and quickly settle into school. Pupils represent their classes well on the School Council and willingly take responsibility. Through these and other activities, such as fund raising events and the harvest festival, pupils make a good contribution to their school and wider community. Pupils gain a secure awareness of the diversity of modern multi-ethnic society. They show an outstanding understanding of what constitutes a healthy lifestyle and do their best to live up to this. Attendance is good. Pupils' behaviour is good overall but just occasionally a small minority of pupils do not concentrate as well as

they might in lessons, for example, if a whole class session goes on for too long. This results in some minor disruptions to learning. Pupils develop the skills necessary for the next stage of education well, such as working together and using ICT. They are well prepared for the next stage in education.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

The quality of teaching and learning is good. Good relationships and effective management of pupils help to create a quiet and productive atmosphere that is supportive of learning. Lesson intentions are shared well with pupils. Teachers use a varied range of teaching methods, which inspire and challenge pupils, although sometimes whole-class sessions can be rather long. On a very few occasions a small minority of pupils are inattentive and this affects the pace of their learning and impacts negatively on the learning of others.

Work is pitched at the right level to meet the needs of all pupils and especially the most able. Teaching in the Reception class is good and well matched to the young children's needs. Support for pupils with learning difficulties is good. Teaching assistants and parent helpers are also used well to provide support for all pupils including those who do not speak English as their first language.

Assessment is thorough and helps to ensure that teachers meet pupils' needs. Marking is used effectively to help pupils understand what they need to do next. The tracking of pupils' progress is effective. Targets are set for improvement, but pupils are not always aware of what these are. This means that even though marking is helpful, pupils do not always know clearly enough what they need to focus on improving in the longer term. Homework is used well to reinforce work done in lessons.

### **Curriculum and other activities**

#### **Grade: 1**

The curriculum is outstanding. One of the particularly exceptional features is the exciting range of extra-curricular opportunities and residential activities about which pupils talk enthusiastically: 'We have a great time', they say; 'there are so many things to do.' The school curriculum is carefully planned. It meets the needs of all pupils very well and is especially good at challenging those who have particular gifts or talents. For example, a residential course in North Devon extends the skills of the highest attaining pupils particularly well. The curriculum in the Reception class is good. It is closely linked to the recommended areas of learning for children of this age.

Learning opportunities are planned well to rectify weaknesses in pupils' performance. For example, there has already been effective action to improve boys' standards in writing and the school is now doing much to improve progress in mathematics. Through work across other subjects, there is particularly effective development of skills in English and ICT. The needs of pupils with learning difficulties and disabilities are well

met. The strong personal, social and health education programme plays an important role in the development of pupils' excellent understanding of how to lead healthy lifestyles and how to keep safe. The school is particularly good at using specialist visits and visitors to engage and inspire pupils, particularly in the arts and physical areas of the curriculum.

## **Care, guidance and support**

### **Grade: 2**

Care, guidance and support are good. Most parents speak highly of the level of personal care their children receive. Teachers and support staff develop caring relationships with children that promote a positive atmosphere. Child protection and anti-bullying procedures are robust and rigorously applied. Pupils feel safe and secure at school. They are sure that they have an adult to whom they can turn should the need arise and say that their views are listened to. There are good links with agencies who, when necessary, support pupils and parents effectively.

Although there is not always enough done to ensure that pupils understand their individual targets, there are some good aspects to the academic guidance. Pupils are increasingly being involved in reviewing their progress and they get good feedback through marking.

## **Leadership and management**

### **Grade: 2**

Leadership and management are good. The new headteacher has successfully developed a strong staff team and put good systems in place to ensure that the school can move forward. Senior managers support the headteacher well and are aware of the school's strengths and weaknesses. There is a strong management team who ensure that the school provides a welcoming and supportive ethos in which pupils thrive and make good progress. The school has a good awareness of its own strengths and has already identified mathematics as an area for development. Although the school works well in local partnership to increase opportunities for pupils, some parents are unhappy with the way they are consulted. This was clearly evident in the school's own survey as well as in the inspection survey and during discussions with parents. A newly formed parents' group with which the school is working is providing a basis for improving communication.

Governors support the school well and have a clear idea of its strengths and areas for improvement. It has come a long way in a short space of time. The school's track record of development shows that it has a good capacity for further improvement.

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## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<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>	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	NA

### Achievement and standards

<b>How well do learners achieve?</b>	2
The standards <sup>1</sup> 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

<b>How good is the overall personal development and well-being of the learners?</b>	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	1
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

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2
<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>	2

<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.

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	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**

Thank you for welcoming us to your school recently. We enjoyed our time with you, talking about your school and the things you enjoy doing. You were very helpful to the inspection.

Your school is doing a good job. The headteacher, staff and governors are working hard to make it even better. The school helps you develop into caring and responsible young people. You work well together and help each other. Your teachers make sure that you are happy and safe. You make good progress and you almost always behave well in your lessons. You come to school regularly and really enjoy the very good range of activities provided for you. Teaching is good and teachers mark your work well so that you know how well you are doing.

We have asked the school to do a few things to help it improve further:

- Make sure that you all do as well as possible in mathematics and science.
- Make sure that you know what your targets are so that you know what you need to do to improve your work.
- Work with your parents to find better ways of listening to their views.

Thank you once again and good luck for the future.