



Sampford Peverell Church of England Primary School

Inspection Report

Unique Reference Number 113362
Local Authority Devon
Inspection number 295620
Inspection dates 29–30 November 2006
Reporting inspector Peter Way HMI

This inspection was carried out under section 8 of the Education Act 2005 which gives Her Majesty's Chief Inspector of Schools the authority to cause any school to be inspected. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary	School address	Higher Town
School category	Voluntary controlled		Sampford Peverell
Age range of pupils	4–11		Tiverton EX16 7BR
Gender of pupils	Mixed	Telephone number	01884 820284
Number on roll (school)	98	Fax number	01884 820284
Appropriate authority	The governing body	Chair	Elizabeth Bevan
		Headteacher	Paul Walker
Date of previous school inspection	10 October 2005		

Age group 4–11	Inspection dates 29–30 November 2006	Inspection number 295620
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Introduction

The inspection was carried out by two of Her Majesty's Inspectors of Schools.

Description of the school

This village school serves the rural area of Sampford Peverell to the east of Tiverton. The site has a variety of buildings and outdoor spaces which recent improvement and refurbishment have considerably enhanced. Very few pupils were removed after the school was judged to be in need of special measures in October 2005, and the roll is now growing. Almost all the pupils are of White British heritage and the percentage with learning difficulties or disabilities is well below the national average. The proportion of pupils with a statement of special educational needs is above the national average.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

In accordance with section 13(4) of the Education Act 2005, it is the opinion of HMCI that the school no longer requires special measures. Since the inspection of 2005, many improvements have been made and the school now provides a satisfactory quality of education with some good features. The standards which pupils reach are satisfactory and showing clear signs of improvement, although the standards at the end of Key Stage 1 are still variable. The school is well led and managed and the headteacher provides a clear vision for school improvement. Staff deployment and teaching group sizes have not yet been fully reviewed. Self-evaluation is accurate and performance is closely monitored and analysed. This is leading to more appropriate work being set for most pupils, but there are some groups who could be doing better. The standard of teaching is generally good and the staff are working more closely together as a team. Good practice in giving pupils feedback on how to improve their work is not yet embedded throughout the school. The Foundation Stage classroom is well organised for early years' experiences and is more engaging for children; standards are now satisfactory for children in the Reception Year. Throughout the school, pupils are more interested in the quality of their learning environment because they are more actively involved. The school's curriculum has been extensively reviewed and developed during the last year and is now better matched to pupils' interests. Pupils enjoy their work and are enthusiastic about the new curriculum days which have been introduced. Opportunities for personal development are good. Pupils behave well in lessons and around the school. All aspects of pupils' spiritual, moral and social development are well supported through the Christian ethos and the good relationships which exist between staff and pupils. The school has good capacity for continued development.

What the school should do to improve further

- Ensure that pupils understand how to make improvements to their work by providing detailed oral and written feedback.
- Review the deployment of teachers and teaching assistants to ensure appropriate adult support for classes and teaching groups.

Achievement and standards

Grade: 3

By the time they leave the school, pupils are now reaching the standards which are expected, but there is some variability in attainment throughout the school. Standards are satisfactory in the Foundation Stage and the children are now making better progress. Attainment at the end of Key Stage 1, in the 2006 assessments, was lower than the previous year but most of the pupils had made good progress since the Reception. Although progress is uneven in Key Stage 2, nearly all the pupils achieved the expected Level 4 or better in English, mathematics and science in the 2006 tests. For some pupils the amount of progress was very good; for example, a third of pupils who had achieved below the expected level in the Key Stage 1 assessments in reading

went on to achieve above the expected level in the Key Stage 2 tests in 2006. There is, however, room for improvement in the number of pupils who achieve the higher Levels 3 and 5 at the end of Key Stages 1 and 2 respectively and also in the amount of progress made by pupils identified with learning difficulties.

Over the last year, there has been much improvement in the standard of pupils' work in their books. It is now mostly well presented and progress from week to week can be more readily seen.

Personal development and well-being

Grade: 2

Pupils' personal development is good. They behave well and have positive attitudes towards learning; it is evident that they very much enjoy their time at school. Many pupils say how much they enjoy lessons now that they are given more interesting tasks. They show good levels of respect for others and say that the rare incidents of bullying are properly dealt with. Their spiritual and moral development is good and reflects the school's Church of England status. Pupils' understanding of cultures in other countries is adequate and the revised curriculum provides more opportunities for raising their multicultural awareness. The school council enables pupils to manage a budget, organise fundraising and participate in decision making with the confidence that their views contribute to their community. Their concern for others is evident; a member of the school council said, 'My job is to try and encourage the little ones to contribute.' Pupils feel safe in school and understand the need for healthy eating and taking regular exercise.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching is generally good. During this inspection no lessons were less than satisfactory and some outstanding teaching was seen. This is a significant improvement since the school was inspected a year ago. Lessons are carefully planned and teachers are clear about what they expect the pupils to learn. Progress is more systematically reviewed and planning more regularly takes account of pupils' attainment. The school improvement leader provides an excellent role model and helps to disseminate good practice throughout the school. There are strengths in making links with what pupils learn in other lessons, and in encouraging pupils to be more self managing. Teachers' questions do not always give pupils the opportunity to explain their understanding and occasionally the teachers' explanations are not as clear as they should be. There has been continuous and substantial improvement in the staff's use of assessment techniques and this is significantly contributing to the improvement in the quality of teaching and learning. Good techniques are used effectively in the Foundation Stage, and pupils in Years 5 and 6 are particularly knowledgeable about their individual targets. The school has rightly recognised that this practice is not yet

embedded across the school, especially in pupils' understanding of their own learning needs. Pupils' progress is being carefully monitored, recorded and analysed. This is leading to more appropriate work being given in lessons and is a factor in securing the better progress which pupils are now making. Support which the teaching assistants provide to individuals and groups of pupils throughout all four classes is well managed by the teachers; clear targets are set for the groups with which they work.

Curriculum and other activities

Grade: 2

As a result of the recent revision, the curriculum is now well planned and provides a suitably wide and balanced experience for pupils; it is much better matched to the needs of all learners and provides good variety. A particularly good innovation is the introduction of 'Day 16' when the timetable is suspended to allow creative use of cross-curricular links and the development of key skills. The use of vertical groupings such as house groups on some of these days, gives pupils an excellent opportunity to mix with, and learn from, those of different age groups. Pupils enjoy the interesting things they learn on these days and working closely with children from the other classes. The school provides a good range of lunchtime clubs and after school activities which are well attended.

Care, guidance and support

Grade: 3

The school looks after the pupils well. Relationships throughout the school are good and staff are evidently very committed to the welfare of the pupils. Those pupils with learning difficulties, disabilities or emotional needs are treated sensitively by staff and pupils so that they are involved in what the school offers. Processes for identifying pupils with special educational needs are secure. Individual learning targets are set for all pupils. Constructive and thorough marking provides good guidance to older pupils so that they can use these targets effectively and take greater responsibility for their own improvement. These systems are not yet fully embedded throughout the school and so have less impact below Years 5 and 6. The school has identified this as a priority for development.

Leadership and management

Grade: 2

Since his appointment just before the school was judged to require special measures, the headteacher has shown outstanding leadership qualities in steering the school through difficult times. He has ensured that the staff focus on necessary improvements to the quality of educational provision. Through the careful planning of actions and the good management of resources he has supported the staff in accomplishing a transformation of the learning environment. Staff are now more confident in working together as a team to share good practice and implement new ideas. Pupils' progress is improving significantly as a result. There is now scope for the delegation of greater

responsibility to other staff members; for example, the special needs coordinator does not yet have full responsibility for monitoring the progress and attainment of pupils who receive extra support. With the current disparity in the number of pupils in each year group the school has not yet reviewed the effectiveness of teaching and support staff deployment. The school improvement leader is very effective in monitoring the quality of teaching and learning. The school is receiving additional support through the Primary Leadership Programme and has chosen the right priorities on which to work. Staff development, which includes support staff, is well grounded in an analysis of the school's needs; links with other schools are providing further opportunities. The governing body, under the good leadership of a newly appointed, well informed chair, is becoming more actively involved in the improvement planning process but does not yet play a large enough part in monitoring the quality of educational provision or the outcomes 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?	3
How well does the school work in partnership with others to promote learners' well-being?	3
The quality and standards in the Foundation Stage	3
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?	3
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	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	1
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	3
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?	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?	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.

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	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

A colleague and I visited you recently to see how much your school has improved since it was inspected just over a year ago. I have now visited you three times since 2005 and I'm pleased to tell you that I think your school is now giving you a better standard of education. For this reason you'll be pleased to know that your school no longer requires 'Special Measures'. The teachers, the governors and your parents will be very pleased about this and you have probably heard them say so.

This news is especially pleasing for your headteacher who has been leading the school through these improvements. He is doing a very good job and you should congratulate him. Your teachers have been working especially hard to follow his guidance and one of the best things about your school is how well everybody works together.

Your school now has many good points: you are working hard and making good progress, the teachers are providing well planned lessons, and the school is well led and managed. Above all, you enjoy what the school has to offer, you contribute to the life of the community, and you are beginning to lay a sound foundation for your future education.

We have asked the staff to look at two areas for improvement: first, to help you improve your work by giving you better feedback, and second, to look at the way in which they put you into groups and then provide those groups with adults to work with you. We hope these two things will help you to be even more successful in your achievements.

With my very best wishes for your continuing enjoyment of school