

Chudleigh Knighton Church of England Primary School

Inspection report

Unique Reference Number	113393
Local Authority	Devon
Inspection number	298551
Inspection date	12 June 2007
Reporting inspector	Paul Sadler

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School	76
Appropriate authority	The governing body
Chair	Bob Alford
Headteacher	Paul Jones
Date of previous school inspection	11 May 2006
School address	Chudleigh Knighton Newton Abbot TQ13 0EU
Telephone number	01626 852314
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Age group	4–11
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

The school serves the village and surrounding area. The proportion of pupils with learning difficulties or disabilities is about average. At the time of the inspection there were no pupils from minority ethnic backgrounds and none who spoke a language other than English at home.

In September 2006 the leadership and management of the school was combined with that of a nearby larger primary school in 'The First Federation'. Leadership of both schools is the responsibility of a single governing body and an executive headteacher. Day to day management of this school is the responsibility of a person designated the head of teaching and learning. There has been considerable change within the teaching staff since September 2006.

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 which has improved rapidly since its previous inspection in May 2006. A need for significant improvement was identified in the achievement of pupils and in the long term stability of leadership and management. In accordance with section 13 (5) of the Education Act 2005, HMCI is of the opinion that the school no longer requires significant improvement. The improvement is widely recognised by parents. 'Every area within the school has improved one hundred percent' is a typical comment by a parent.

This rapid improvement has occurred because of the outstanding leadership and management resulting from the federation with a nearby primary school. The executive headteacher and head of teaching and learning have brought positive change to every aspect of the school. Children start school with average skills and knowledge. By the end of the Foundation Stage, most attain the goals set for children of their age and some exceed these. Although attainment in national tests in 2006 was average, current pupils are attaining higher standards. At the end of Year 2 standards in reading, writing and mathematics are a little above average. By the end of Year 6 standards in English, mathematics and science are above average. This is good achievement at all stages within the school and the school has very good evidence that pupils' recent progress is even better than this. This is yet to be confirmed through external test results, but inspectors' scrutiny of the work of current pupils confirmed the school's view of recent rapid progress. Pupils are on course to meet challenging targets in the near future.

Pupils' personal development and well-being are good. Pupils behave well and report that there is little bullying. They greatly enjoy school, especially the stimulating teaching and excellent improvements to the resources and environment. Having rightly focused on improving pupils' achievement in English, mathematics and science, the school is turning its attention to areas in need of further development, such as encouraging healthy eating. In particular, it has recognised the need to improve pupils' understanding of the range of cultures in modern society.

Teaching is good and has some outstanding features. These include assessment and its use to plan challenging work for all pupils which reflects teachers' high expectations. There are also particular strengths in the marking of work and the use and quality of the teaching assistants. The curriculum is good. Children in the Foundation Stage have a good range of indoor and outdoor activities. There is an excellent range of additional activities, especially in sport, which older pupils enjoy greatly. The school rightly plans further improvements to ensure pupils appreciate the links between subjects and the relevance of the work to their lives. Care, guidance and support are good. Academic guidance is outstanding, giving pupils an excellent understanding of how to improve their work and of how its quality relates to national standards. Pupils are cared for well, but the rapid pace of change has led to a situation where some of the legal requirements and staff training for child protection are not fully in place.

Leadership and management are outstanding. The visionary decision by governors to enter a federation with another school has led to major improvements in the quality of teaching. Resources, such as those for information and communication technology (ICT), have also improved and the playground has become an exciting place with murals, a climbing wall, and markings for playground games. Pupils have contributed well to planning for this through the school council. The school has excellent partnerships with other schools and professionals, and

with parents and the local community. The federation has led to very rapid improvement and has ensured outstanding potential for these improvements to continue.

What the school should do to improve further

- Ensure that legal requirements for safeguarding children are fully in place and that all staff have up to date training in this field.
- Improve pupils' understanding of the range of cultures present in modern society.
- Ensure that time in lessons is always used to best effect

Achievement and standards

Grade: 2

In national tests and assessments in 2006, pupils at the end of Year 2 attained average standards in reading, writing and mathematics, and at the end of Year 6 they also attained average standards in English, mathematics and science. However, the school has very good evidence from its tracking of pupils' progress that current pupils are attaining standards that are above average. This was confirmed by inspectors' scrutiny of their work. Children in the Foundation Stage make good progress and, by the end of the Reception Year, most can read and write a simple sentence. By the end of Year 2, pupils write at length in paragraphs and can solve simple mathematical problems. Pupils in Year 6 write imaginatively and at length in a wide range of styles. They speak with confidence, accuracy and sophistication. A high proportion is predicted to have attained above average standards in the recent national tests and progress in the current school year has been outstanding. This is good achievement overall. Pupils of all abilities, including those with learning difficulties and disabilities, achieve equally well.

Personal development and well-being

Grade: 2

Pupils' spiritual, moral and social development is good. Links with the church are used well and pupils learn and play well together. Their cultural development is satisfactory. Pupils have a good appreciation of music and art, but their understanding of the diversity of cultures in society is limited. They have a good understanding of the importance of exercise and a healthy diet and of how to keep themselves safe. Their enjoyment of school is outstanding and is reflected in their attendance, which is above average. Pupils make a good contribution to the community especially within school where many take on responsibilities, such as being librarians or helping younger pupils. Development of the skills needed in later life is good, including cooperating with others and using ICT.

Quality of provision

Teaching and learning

Grade: 2

All the teaching observed was at least good, with one lesson being outstanding. A major strength of the teaching is the outstanding use made of assessment and marking. This is used very well to show pupils how to improve their work and to plan work that is challenging and appropriate. Teachers have very high expectations of what pupils can achieve, as shown when Year 6 pupils, acting as characters in a novel, answered questions from classmates about their motives and emotions. Their attention was frequently drawn to the national requirements for English at the highest levels attained in primary schools. Children in the Foundation Stage are taught well.

All pupils, including those with learning difficulties and disabilities, receive excellent support from skilful teaching assistants. Occasionally, when carried away by their enthusiasm, teachers talk for too long and a few pupils become restless.

Curriculum and other activities

Grade: 2

Children in the Foundation Stage receive a good curriculum with a variety of activities that enable them to learn in a range of ways. The curriculum for pupils in Years 1 to 6 is broad and makes good use of ICT and of external expertise and visits. Teachers are beginning to make useful links between subjects and this has rightly been identified by the school as an area for future development, along with the introduction of a modern foreign language. There is an excellent range of additional activities, especially in sport and fitness. Plans are in hand to use the links within the federation to make new opportunities available to pupils, such as a club for those needing care after school.

Care, guidance and support

Grade: 2

Staff provide good care and welfare for pupils. However, rapid change of personnel and systems has led to a situation where some of the legal requirements for child protection are not fully in place and not all staff have received recent training. Academic guidance is excellent. Pupils have a very good understanding of the targets they have been set and of their purpose and can readily give examples of how they have improved their work. They also have an excellent understanding of how their work relates to nationally expected standards and of what is needed to reach higher levels.

Leadership and management

Grade: 1

Following the formation of the federation, leaders and managers have developed an excellent understanding of the school's strengths and weaknesses. Radical and successful action has been taken to improve pupils' achievement, teaching and the school's environment. This is recognised and applauded by parents and pupils. Outstanding use has been made of the extensive range of skills and expertise that exists within the staff of the two schools. In particular, leadership of English, mathematics and science across the schools is leading to a rapid rise in standards in these subjects. Very good use has been made of the expertise of external partners such as local businesses and the local authority. Performance is monitored very effectively and staff receive good professional development in areas where the school has lacked expertise in the past. Improvement since the last inspection in May 2006 has been outstanding and the potential for these improvements to continue is equally good.

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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>	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?	1
The quality and standards in the Foundation Stage	2
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

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?	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	2
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?	2

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?	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?	No
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

25 June 2007

Dear Pupils

Chudleigh Knighton CE Primary School, Chudleigh Knighton, Newton Abbot, Devon TQ13 0EU

My colleague and I very much enjoyed talking and listening to you and seeing your work when we visited your school recently. We want to thank you for spending time with us. We especially enjoyed hearing what you yourselves think of your school and how much it has improved recently.

Yours is a good school. You and your parents agree with us that it has improved a lot since inspectors last came in May 2006. These are some of the best things about it.

- You are making good progress and this means you are set to do well in tests and assessments.
- Teaching is good. Teachers are very good at marking your work in ways that tell you how to improve it. They make you work hard at work which is not too easy or too difficult. The teaching assistants are good at helping you.
- You have a good understanding of right and wrong and of how to keep healthy.
- You behave well and tell us there is little bullying.
- You enjoy school very much and your attendance is good.
- You do a lot to help other people, especially in school.
- You are given interesting work to do. There are lots of trips and clubs, especially for those in Years 3 to 6.
- You are cared for well and teachers tell you how to improve your work by setting you targets, which you understand very well.
- The executive headteacher, the head of teaching and learning, other staff and governors are excellent at leading the school and making good use of the federation with Blackpool School.

I have asked the school to improve two things. Whilst the staff are very good at caring for you, they need some training on all the laws and rules about this. I have also asked that you are taught more about the lives and beliefs of the different people that live in this country.

Yours sincerely

Paul Sadler Lead Inspector