

Tedburn St Mary School

Inspection report

Unique Reference Number	113123
Local Authority	Devon
Inspection number	311114
Inspection date	1 November 2007
Reporting inspector	Malcolm Greenhalgh

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School	109
Appropriate authority	The governing body
Chair	John Shinn
Headteacher	Louise Treadwell
Date of previous school inspection	1 January 0001
School address	School Lane Tedburn St Mary Exeter EX6 6AA
Telephone number	01647 61338
Fax number	01647 61343

Age group	4–11
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Introduction

The inspection was carried out by one Additional Inspector. The inspector evaluated the overall effectiveness of the school and investigated the following issues: achievement of girls and achievement in writing throughout the school, achievement in the Foundation Stage and Key Stage 1 and the effectiveness of the school's processes of self-evaluation. Evidence was gathered from lesson observations, analysis of pupils' work, discussions with pupils, meetings with the headteacher and governors, an analysis of the school's tracking and assessment data and scrutiny of school documentation. The views of parents were gathered from the returns of the Ofsted questionnaire. Other aspects of the school were not investigated in detail, but the inspector found no evidence to suggest that the school's own assessments, as given in its self-evaluation form, were not justified, and these have been included where appropriate in this report.

Description of the school

Attainment on entry is in line with the national expectation. The proportion of pupils with learning difficulties and/or disabilities is in line with the national average. A very small number of pupils are from minority ethnic backgrounds but none is at an early stage of learning English. The headteacher came to her post in April 2007 following 12 months as acting headteacher. There have been significant staffing changes in recent years and, at the time of the inspection, there were two temporary teachers in the school.

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. The good quality teaching and good curriculum enable pupils to attain high standards and achieve well in English, mathematics and science by the time they leave school in Year 6. Pupils with learning difficulties and/or disabilities also achieve well because they receive good additional support. The new headteacher has built an effective team involving staff and governors and this means the school is in a good position to improve further. Key areas identified for improvement in the school development plan are already making a positive difference to the quality of teaching and the progress pupils make. A particular example of this is in the Foundation Stage where improvements in the teachers' knowledge of the curriculum are ensuring the delivery of more practical activities which are meeting the children's needs more effectively. Governors have a very good understanding of the school's strengths and weaknesses. They are well informed and keep a close eye on improvements by monitoring and evaluating the impact of actions effectively. A new development, attaching governors to each of the key priorities for improvement, is a good example of their forward thinking.

Pupils achieve satisfactorily in the Foundation Stage in all areas of learning, except for the pupils' personal, social and emotional development, which is good. Much effort by staff at the start of term goes into ensuring children feel confident within their new environment. As a result, children are settled and confident in tackling the practical activities they are given. In Key Stage 1, pupils build effectively on the skills they have and make satisfactory progress in reading, writing and mathematics. Attainment in each of these subjects by the end of Year 2 varies considerably from year to year because of the fluctuating differences of ability in each of the small year groups. In 2007, attainment was significantly above the national averages. Overall, progress in Years 1 and 2 is satisfactory rather than good because assessment information is not used well enough to enable teachers to always meet the specific needs of the pupils.

In Key Stage 2, pupils make good progress and achieve well in reading and very well in mathematics. By contrast, pupils only make satisfactory progress in writing because there are not enough opportunities for them to complete long pieces of writing or write about things that thoroughly interest them.

The pupils' personal development is good. This is a direct result of the good care, guidance and support provided by the school. The Healthy Schools Award, recently achieved, has helped to ensure that the pupils have an excellent knowledge and understanding about how to eat healthily and why regular exercise is necessary. The school conducts regular health and safety checks and the tight procedures ensure the safety of the pupils. In a survey during the last academic year, pupils felt that lunchtime behaviour was not as good as it should be. However, the help and support of the Year 6 playground leaders have contributed to a considerable improvement. Pupils now feel more comfortable in the playground and believe that behaviour is good, which was very evident in and around the school during the inspection. Pupils enjoy school a great deal and are very appreciative of the many additional activities provided for them at lunchtimes and after school. Attendance is broadly in line with the national average and pupils are punctual. The pupils have a growing role in how the school is led and managed. The school council is starting to play an active part in the decision-making process and members have made effective contributions to whole school discussions. Members have also written articles for the school's newsletter. Pupils are effectively involved in the life of the local community, for example leading church services and entering exhibits at the local flower show.

They also help to raise funds for charities by organising such things as stalls for the Tedburn fair.

The curriculum is well organised and enriched with the provision of French in each year group and specialist teaching in art and design, religious education and music. Further improvements are, however, needed in the Foundation Stage, Key Stage 1 and in writing throughout the school. Additional activities, such as residential visits to Bude, clubs such as gardening, crafts and arts, ICT and sports also ensure that the pupils receive a rich diet of opportunities. There is a strong emphasis on the personal, social and health education as well as the cultural development of the pupils, which make very effective contributions to their good personal development. Improvements for a more creative curriculum are under way and the themed topics such as the 'friendship' week at the start of the school year are very popular and successful in developing key personal and learning skills.

Overall, the school is making good progress. It is well supported by the parents who believe that the pupils are happy and make good progress. It is in a good position to improve further and to continue to attain the high standards achieved in the past.

Effectiveness of the Foundation Stage

Grade: 3

Children settle into school quickly. The quality of teaching, the curriculum and leadership and management are satisfactory and improving. These contribute effectively to the satisfactory progress the children make in all areas of learning except their personal, social and emotional development, which is good because of a strong initial focus on the teaching in this area. Ongoing staff training is having a positive effect, mainly because it is increasing the teachers' knowledge and understanding of the new curriculum. The pupils are now starting to make good progress in their learning because the practical activities have clear learning objectives which are closely matched to the needs of the children.

What the school should do to improve further

- Improve the progress in writing by increasing the opportunities for pupils to write longer and more sustained pieces of writing relevant to the pupils' interests.
- Improve progress in the Foundation Stage by increasing the teachers' knowledge and understanding of the new Foundation Stage curriculum.
- Improve progress in Key Stage 1 by ensuring that accurate assessments are used effectively in lesson planning.

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?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	3
The capacity to make any necessary improvements	2

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 extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	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?	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 leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	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

2 November 2007

Dear Pupils

Inspection of Tedburn St Mary School, Tedburn St Mary EX6 6AA

Thank you for welcoming me to your school. I was impressed with how friendly you were and I particularly want to thank the members of the school council for spending part of their lunchtime with me.

Your school is a good school. By the time pupils leave, they have made good progress in English, mathematics and science and attained high standards. Writing is satisfactory and not as good as your reading and mathematics. You need to work harder to write longer pieces of work. I have asked the school to give you more opportunities to be able to do this. The progress made in the Foundation Stage and in Years 1 and 2 is satisfactory. To help to improve this I have asked the school to ensure there is plenty of staff training to help build up the knowledge of the new curriculum for the Reception class and to improve how the teachers assess your work so that they provide activities for you that help you to make faster progress.

Your personal development is good and this is due to the good care, support and guidance provided by the school. You have an excellent understanding of how to live healthy lives and much of this is because of the school's efforts to gain the Healthy School Award. You enjoy the activities you are given to do in lessons, during lunchtimes and after school, and you make good contributions towards how the school is improving through the work of the school council. You make good contributions to village life by managing stalls at the local fair and entering such things as the flower show.

The headteacher, staff and governors are working well together. They know the strengths of the school and the areas that need improving. They have a good plan in place to ensure the school does improve.

I wish you every success for the future.

Yours sincerely