

East Worlington Primary School

Inspection report

Unique Reference Number	113147
Local Authority	Devon
Inspection number	311124
Inspection date	27 March 2008
Reporting inspector	Michael Barron

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	50
Appropriate authority	The governing body
Chair	C Mills
Headteacher	Anne Ladbrook
Date of previous school inspection	15 March 2004
School address	East Worlington CREDITON EX17 4TS
Telephone number	01884 860567
Fax number	01884 860567

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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: • Do pupils make similar progress in all year groups? • Is the standard of teaching and learning consistent throughout the school? • Is the quality of pupils' personal development and well-being and care, guidance and support as good as the school suggests? The inspector gathered evidence from discussions with pupils, staff and representatives of the governing body, observations of teaching and of pupils at work and at play, scrutiny of school documentation and self-evaluation, samples of pupils' work and an analysis of parent questionnaires. Other aspects of the school's work were not inspected in detail, but the inspector found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in this report.

Description of the school

This is a very small primary school situated in an isolated hamlet. About 30% of pupils attending the school come from outside East Worlington and the surrounding areas. Very few pupils have a first language other than English and none is at the early stages of English language acquisition. The number of pupils with learning difficulties and/or disabilities is above the national average, as is the percentage of pupils with statements of special educational need. Children enter school at the age of four with skills which usually meet expectations for their age, although their language and communication skills are often less well developed. Ongoing building work to improve the accommodation is presently taking place.

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. It has a welcoming, inclusive ethos and prepares pupils well for the next stage of their education. Parents are overwhelmingly positive about the school and value the good level of care and support it provides for their children. This was reflected in comments in parents' questionnaires such as, 'I cannot sing the praises of East Worlington highly enough.'

Children get off to a good start in their Reception year and continue to make good, if sometimes uneven, progress throughout the rest of the school. Standards in Year 6 vary from year to year owing to the often small number of pupils in this year group. Standards in Year 6 are presently above average and pupils are on course to reach the challenging targets set for them by the school. However, pupils' achievement in writing, whilst still good, lags behind other aspects of their work in all year groups. The school is aware of the need to develop pupils' ability to complete longer pieces of writing successfully if standards are to be improved further.

Pupils have very good attitudes towards learning and say they enjoy lessons because teachers make learning fun. Teachers and teaching assistants work well together to ensure that pupils are usually given the support they need in order to make good progress. Teachers use a variety of approaches to make learning interesting. Pupils achieve well because teaching usually meets their different needs effectively. However, whilst the quality of teaching is good overall, it varies in different year groups and, as a result, pupils do not make the same consistently good progress in all classes. There are occasions in lessons when the pace of learning slackens and, when this happens, pupils sometimes lose interest and this can affect their progress.

Pupils' work contains evidence that the school's cross-curricular approach to learning is encouraging the use of numeracy, literacy and information and communication technology (ICT) skills in other subjects. The curriculum is good and meets the needs of all pupils well. It is broad and balanced and takes full advantage of the school's rural location. Pupils have developed a good understanding of the importance of protecting the environment. Several are active gardeners and enjoy keeping the school grounds attractive for the benefit of both the school and the village.

Pupils' health and well-being are safeguarded securely and child protection procedures meet current government requirements. Staff provide a good level of care, guidance and support for pupils, placing their needs first at all times. This is reflected in pupils' very good personal development and well-being. The quality of academic guidance is strong and used well to help pupils make good overall progress. The quality of teachers' marking is good and usually provides pupils with ideas about how to improve their work. Care and support for pupils with learning difficulties and/or disabilities is of a high quality. It reflects the inclusive ethos of the school and the dedication of well-trained teaching assistants and effectively enables this group of pupils, including those with physical disabilities, to make the same good progress as others.

Pupils say they are always keen to come to school, although this is not reflected in their attendance rates which, whilst improving, are presently average, with no unauthorised absences. They are eager to learn and describe school as a happy and friendly place where they feel wanted and where everybody knows each other. As one younger pupil put it, 'It only took me two days to get to know everyone's name'. Whilst this might be a slight exaggeration, it sums up the family atmosphere of the school. Pupils of all ages are very friendly. They play and work together extremely well and say they feel very safe and well looked after. They are all confident there is always someone to turn to if they have a problem. Whilst the quality of pupils' spiritual,

moral, social and cultural development is good overall, their moral and social development is excellent and this is reflected in pupils' outstanding behaviour and their high regard for the safety and well-being of others. Pupils are very courteous and confidently engage in conversations and discussions with other pupils and adults. They fully understand the importance of making sensible and healthy choices, and grow and eat their own vegetables

Pupils play a very full and active role in the life of the school and the local community and are keen to explain that the school is at the heart of village life. Members of the school council, for example, have made successful representations on behalf of the school at meetings of the local parish council. A variety of visitors to the school and visits to places of interest, for example a mosque in Exeter, help pupils build up their knowledge of the wider world, as do the school's links with similar age-range schools in Ghana and Poland. Even so, pupils' appreciation of the multicultural nature of modern British society is not as well developed as other aspects of their cultural education.

This is a school which displays a good capacity to improve. The quality of leadership and management is good. The headteacher, staff and governors have worked well to ensure that the concerns of the previous inspection have been fully addressed and that the school has focused on raising pupils' achievement. In such a small school, teachers have several management responsibilities and their roles are still developing. Even so, the headteacher and staff have been thorough in regularly analysing the school's performance and in implementing improvements where needed. They have been well supported in this by the governing body, which offers the school a good level of support and challenge and fulfils its duties well. As a result the school has developed good procedures to track pupils' progress and uses these well to set challenging targets for improvement. Staff and governors have built up good relationships with parents, who are proud of the school and appreciate that their views are regularly sought and acted upon. Links with external agencies are good and support pupils' learning well, particularly those with learning difficulties and/or disabilities.

Effectiveness of the Foundation Stage

Grade: 2

The small number of children in the school's Reception year share a class with Year 1 and Year 2 pupils. Good teaching, linked effectively to a well-planned curriculum, ensures that their needs are usually met well, even though there are occasions when Reception year children work on similar tasks to older pupils. They make good progress, especially in the development of their language skills. The teacher and teaching assistants work effectively to ensure that Reception children are usually provided with appropriate activities which blend independent learning with adult-directed tasks. Those requiring extra support receive the help they need to make the progress they are capable of. The classroom is a colourful, exciting place. Children enjoy lessons and happily engage in learning, whether working by themselves or as part of a small group, sometimes with older pupils. Many attain or exceed the goals they are expected to reach by the time they enter Year 1. An outdoor covered area is used well to help children build up the skills associated with outdoor play.

What the school should do to improve further

- Ensure pupils make consistently good progress in all year groups.
- Raise achievement in English by improving pupils' writing skills, especially their ability to write longer pieces of work.
- Improve pupils' attendance.

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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?	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	2
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	1
How well learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	1
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

27 March 2008

Dear Pupils

Inspection of East Worlington Primary School, East Worlington, EX17 4TS

Thank you for welcoming me to your school. Everyone was really friendly and I soon realised why you really like your school so much. I enjoyed talking to you about your favourite activities, seeing you all working in lessons and listening to some of you learning to play musical instruments.

Here are some of the things I particularly like about your school:

- This is a good school which prepares you well for the next stage of your education.
- Teachers make most of your lessons interesting and this helps you all to make good progress.
- You enjoy coming to school and your behaviour is excellent.
- You get on really well together and you have an excellent understanding of how to live healthily and safely.
- Your headteacher, teachers and governors are good at leading and managing the school well and all staff look after you very well.

I believe your headteacher and teachers can do something to make your school better and I have asked them to:

- Help you to improve your writing, especially the way you write longer pieces of work.
- Make sure that you all make the same good progress in every year group.

You can help your school to get even better by attending as often as you can and by continuing to work hard.

I wish you the very best for the future.

Yours sincerely

Michael Barron Lead inspector

27 March 2008

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Michael Barron
Lead inspector