

Filleigh Community Primary School

Inspection report - amended

Unique Reference Number	113148
Local Authority	Devon
Inspection number	311125
Inspection date	16 September 2008
Reporting inspector	John Carnaghan

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Community
Age range of pupils	4-11
Gender of pupils	Mixed
Number on roll	
School (total)	91
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Sarah Muirhead
Headteacher	Stephen Mellor
Date of previous school inspection	7 June 2004
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Filleigh Barnstaple EX32 0RS
Telephone number	01598 760295
Fax number	01598 760295

Age group	4-11
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Amended Report Addendum

Report amended due to administration error

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

Filleigh Community Primary School is a small school. Almost all pupils are White British and all speak English as their first language. The school has an average proportion of pupils with learning difficulties and/or disabilities, most of whom have speech, language and communication difficulties. The school has above average pupil mobility. Children enter the Early Years Foundation Stage (EYFS) on two occasions a year. At the time of the inspection, there were six children in this group. The school holds the Healthy Schools, Activemark and Artsmark awards.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

Filleigh Community Primary School provides a satisfactory education. Recent improvements mean that it is poised to move forwards. The EYFS provides a satisfactory education, but curriculum planning is insufficiently precise. Current standards at all stages are average and achievement is satisfactory, but there are indications that they are starting to improve.

Parents are very happy with the school, correctly regarding it as a safe and friendly environment in which children can develop and learn. None of those who responded to the survey had any concerns. One typical comment was, 'Our school is a special place where youngsters feel safe and valued. Filleigh School has a family atmosphere, where everyone cares for each other and everyone matters'.

Teaching and learning are satisfactory but there are some inconsistencies. Good planning and a mixture of interesting activities to meet pupils' needs is common practice and leads to strong pupil engagement. The positive classroom atmosphere means that pupils relish learning, concentrating hard and behaving well. Improved assessment enables teachers to target support to pupils who need it, but not all pupils know the next steps in their learning. The curriculum is good, with great strengths in the arts and sport.

The school cares for pupils well. All requirements are met and pupils recognise that they are safe and well cared for. They receive satisfactory academic support and guidance but there are some inconsistencies. Effective provision ensures pupils' personal development is good. They enjoy school hugely and can think of little they would like to change. Their good attitudes make a positive contribution to learning. Pupils know how to stay healthy, eat well and participate keenly in physical exercise.

The school has a developing view of where its practice is less effective and plans well to address these concerns. It is ambitious to improve, putting structures in place to eliminate weaknesses. These are starting to have an effect, for example in improving teaching and raising achievement in mathematics, but these still lag behind other subjects. The headteacher, staff and governors work harmoniously to provide for the pupils and meet the school's goals. Governors visit the school regularly, offering valuable support and advice. The school has made satisfactory improvement since the previous inspection and, based on its track record, its capacity for the future is satisfactory.

Effectiveness of the Early Years Foundation Stage

Grade: 3

The personal development of children in the EYFS is good, with good gains in confidence and self-esteem. They have opportunities to use larger equipment in the outside area, which ensures children develop their physical abilities and cooperative skills.

The care and well-being of children is good and staff work sensitively with parents to ensure all children settle quickly at the start of the day. Children quickly form good relationships with their peers and with school adults. The management of behaviour is effective and children behave well as a result. Achievement is satisfactory, given their capabilities and starting points, which are variable but similar to expectations for their age. At the end of the EYFS, children's standards are broadly average.

Leadership and management of the EYFS are satisfactory. All adults are suitably qualified and work well together, using stimulating resources. Careful observations record children's progress. The planning of pupil-initiated activities is not yet thorough enough and the school does not provide a sufficient breadth of opportunities to ensure all children are fully challenged by the learning experiences provided.

What the school should do to improve further

- ?
- Build on the good practice in mathematics teaching to raise standards and achievement in the subject. ?
- Plan more effectively in the EYFS to provide a fully rounded learning experience and to meet individual needs more completely.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection

Achievement and standards

Grade: 3

Children enter the EYFS with a level of skills expected for their age. Pupils leave school with broadly average standards, although the small numbers involved mean that these vary year on year. Pupils' overall achievement, including for those with speech, language and communication difficulties, is satisfactory. Standards were average and achievement satisfactory in 2007.

Standards in national assessments in mathematics at the end of Year 6 consistently lag behind those in English and science. The school correctly identified that weaknesses in teaching were the underlying reason for this. It instituted a number of changes to improve classroom practice, such as adopting a new scheme of work and ensuring that teachers challenge and support all pupils appropriately. These reforms have been in place for less than a year, but evidence from the school's assessment records indicates that mathematics achievement is starting to improve.

Personal development and well-being

Grade: 2

Pupils are polite, friendly and articulate, freely expressing their views about their work and school life. They behave well and respect each other, their teachers and the environment. Their enjoyment of lessons is outstanding and they show this by their attentiveness and positive work ethic. Attendance is above average. Spiritual, moral, social and cultural development is good overall. Cultural education is weaker because pupils do not have enough opportunities to develop an understanding of life within other cultures.

Pupils adopt safe practices and feel safe in school. Average standards in numeracy and literacy help pupils' preparation for the next stage of their education and their future lives. Pupils know the importance of contributing to the wider community and participate in local and national charities. The school council is elected democratically and helps pupils to gain an insight into the responsibilities of adult life. The school council has its own budget and has provided a wildlife and gardening area for the school and a covered seating area.

Quality of provision

Teaching and learning

Grade: 3

Regular monitoring has improved teaching in recent months. Pupils report that they enjoy learning. This is because lessons are usually engaging and brisk. Tight deadlines and brief activities maintain interest. Thorough planning ensures that most pupils have work to suit their aptitudes and needs. This is not the case in the EYFS, where planning is insufficiently precise. Teaching assistants are well briefed about lessons, and know what is expected of them and how to help pupils learn.

Pupils make a great contribution to their own progress. They behave well and act with maturity when, for example, the classroom has to be rearranged. This saves valuable time. Pupils get on very well, collaborating keenly in pairs and small groups and listening respectfully to one another.

Marking is inconsistent. Good marking helps older pupils to improve, but some younger ones do not receive the same quality advice. Assessment is developing useful information about progress and is used increasingly to target those who require intervention to help their learning. Staffing uncertainties in the EYFS means that assessment was sketchy last year. The school recognises this and has good plans to ensure that the progress and standards of current children are fully recorded.

Curriculum and other activities

Grade: 2

The curriculum is broad and well planned. Its great strengths in the arts and physical education have been recognised by national awards. The varied experiences are much appreciated by pupils. The splendid outdoor environment, particularly the garden, offers many opportunities for pupils of all ages to learn out of doors. Plans are in place to improve outside learning opportunities for the youngest children in the school.

The curriculum is considerably enriched by a variety of extra activities and clubs, including trips such as theatre visits. Visitors to the school are numerous and contribute to overcoming potential rural isolation and to broadening pupils' horizons.

Care, guidance and support

Grade: 2

Pupils and parents alike recognise the school's strengths in caring for and nurturing individuals. Pupils feel listened to, know where to go if they need extra assistance and have confidence in those who care for them. Procedures to ensure pupils' safety are thorough and risk assessments are comprehensive and regularly reviewed. Teaching assistants provide sympathetic and effective support, particularly for more vulnerable individuals.

Pupils all receive some good academic support and guidance but there are some inconsistencies. Generally, they receive clearer information and advice on how to improve in English than in mathematics and this is reflected in Key Stage 2 standards. The school is improving assessment information and has convincing plans to use this to set clearer targets for pupil improvement.

Leadership and management

Grade: 3

Better self-evaluation is giving the school an improving understanding of its strengths and areas for development. These are reflected in the school improvement plan, which identifies appropriate areas of concern and pertinent actions to tackle weaknesses. All staff have areas of responsibility and time to monitor them. These activities feed into their future plans. Monitoring information is used to set challenging targets so that the school develops an upward trajectory.

The headteacher, staff and governors work closely together to improve the school. Non-teaching staff are deployed creatively to help run the school day to day. The school recognises that further professional development is required to ensure that the EYFS runs more effectively.

The school makes a satisfactory contribution to community cohesion. The curriculum promotes shared values, and good support helps remove barriers to learning. The school has good links with local schools, but none with schools further afield and abroad.

Governors offer strong support and regularly monitor school activities, giving them an independent view of the school's qualities. This enables the governing body to challenge the school when required and to make effective contributions when considering priorities for the future. Resources are very good and financial planning is of a high order.

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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?	3
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?	3
The capacity to make any necessary improvements	3

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	3
How well do children in the EYFS achieve?	3
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	3
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	3

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	3
How well learners with learning difficulties and/or disabilities make progress	3

¹Grade 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.

Personal development and well-being

How good are 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	2
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	1
The attendance of learners	2
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	3

The quality of provision

How effective are teaching and learning in meeting the full range of learners' needs?	3
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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	3
How well does the school contribute to community cohesion?	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	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

Annex B**Text from letter to pupils explaining the findings of the inspection**

Dear Pupils

Inspection of Filleigh Community Primary School, Barnstaple EX32 0RS

Thank you very much for welcoming us and contributing to the inspection when we visited Filleigh School recently. You told us how happy you were at school and how, in your view, little needs changing. We found a number of good things but, like many schools, some areas could be improved.

The school cares for you well, and this gives you the confidence you need for good personal development. You really enjoy your education and behave very well and this helps you learn. The mixture of areas you study, called the curriculum, is good and we were impressed by very good opportunities you have to take part in the arts and sport.

Teaching is satisfactory and improving and most lessons are lively and interesting. Some work is well marked but this is variable, so that sometimes you do not get enough good advice about how to improve. The standards of work are similar to most schools in the country and your achievement is satisfactory. However, mathematics lags behind other subjects and is only just starting to improve. The leadership and management of the school is satisfactory and the school is starting to use the information it has about your progress to raise standards. I have asked the school to make improvements in two important areas:

- ?
- make sure mathematics teaching improves to help you do better in this subject; you can help by trying extra hard in maths lessons; ?
- plan more carefully in the Reception class so that children get more individual attention and always have worthwhile things to do.

Once again, many thanks for your help during the inspection. It was nice meeting you.

Yours sincerely

John Carnaghan Lead Inspector