

Stoke Fleming Community Primary School

Inspection report

Unique Reference Number	113220
Local Authority	Devon
Inspection number	311162
Inspection date	3 October 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	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School	171
Appropriate authority	The governing body
Chair	Simon Perry
Headteacher	Michael Rolls
Date of previous school inspection	6 May 2003
School address	Stoke Fleming Dartmouth TQ6 0QA
Telephone number	01803 770244
Fax number	01803 770808

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Introduction

The inspection was carried out by an Additional Inspector. He evaluated the overall effectiveness of the school and investigated the following issues: The extent to which the progress of pupils in Years Reception, 1 and 2 matches the outstanding progress of those in Years 3 to 6; whether teaching and the curriculum are excellent; and the quality of academic guidance that pupils receive. Evidence was gathered by observing lessons, scrutinising documents and pupils' work, and from discussions with staff and pupils. Other aspects of the school's work were not evaluated 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

The majority of pupils live in a rural area, almost all are of White British background and none speaks a language other than English at home.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

This is an excellent school in which pupils' achievements are outstanding. They start school with skills and abilities in line with those expected. When they leave at the end of Year 6, they attain exceptionally high standards in national tests in English, mathematics and science. For instance, in 2007 more than three quarters of Year 6 leavers attained the higher Level 5 in English, which is reached by about one third of pupils nationally. Leaders and managers have worked to ensure consistency in teaching quality, and pupils in all classes, and of all levels of ability, make equally excellent progress.

The success of the school is as a result of a number of factors. Even before the time they officially start school, children are encouraged to learn independently and in a variety of ways. Pupils in the Reception class and Year 1 share an outdoor learning area with children at the pre-school, so they play and learn to share and explore together. Expectations of behaviour are very clear so that, after less than a month in school, children listen carefully as the teacher explains the sounds of letters. Buddy systems, and family groups in which pupils of all ages learn together, ensure that younger pupils rapidly gain confidence and acquire skills by imitating older pupils. This has a tremendously positive impact on pupils' self-confidence, as demonstrated on more than one occasion. Year 6 pupils have participated in, and have won, a south-west regional 'Youth Speaks' competition intended mainly for pupils from secondary schools. These approaches ensure that pupils' spiritual, moral, social and cultural development is outstanding.

The excellence of the teaching and the curriculum is reflected in the fact that teachers plan work that uses an exciting range of opportunities for pupils to acquire and apply new skills. For instance, following a visit to part of Dartmoor, pupils in Year 2 undertook work in English, mathematics, geography, information and communication technology (ICT) and art. This work was planned carefully to ensure that each pupil was given a challenging task that they could achieve, if necessary with the support of the teacher or the skilled teaching assistants. This approach is evident throughout the school. Pupils in Year 6 worked on a diary as if written by a dog. This enabled them to explore events and emotions in a new context and resulted in work of a very high standard. In this way, the skills pupils will need in later life develop in an outstanding manner. The excellent outdoor environment of the school is used very well to teach pupils how to use and care for natural resources in a responsible manner. Pupils say that they particularly enjoy this aspect of their education, along with the many opportunities for sport and educational visits.

Pupils greatly enjoy the range of activities the school offers and the opportunities to share their learning with younger or older pupils. As a result, they work and play very well together and their behaviour is excellent. Their attendance is average. Many families work in farming or tourism and take holidays in term time, but the school does all it can to encourage good attendance. Pupils have an excellent understanding of how to keep healthy and safe and particularly enjoy exercise. They make an outstanding contribution to the community by taking responsibility within the school from an early age, and by activities such as looking after animals. Pupils are cared for very well and all the requirements for keeping them safe are in place. They get excellent guidance on how to improve their work, both through teachers' marking and advice and through the setting of appropriate targets.

The very high quality of education the school provides has come about through excellent leadership and management. There is a clear vision for the school and challenging targets are

set and achieved. Leaders and managers have a very good understanding of the school's numerous strengths and few weaknesses and focus their energies on eradicating the latter. National initiatives are evaluated carefully and are adopted or adapted to ensure that they best meet the needs of the pupils. Governors have effective systems to ensure that staff are both supported and challenged to achieve even greater success. This has led to major improvements since the last inspection and demonstrates that leaders and managers are in an excellent position to carry out further improvements.

Parents recognise the strengths of the school. Although a few feel their individual concerns might be dealt with more quickly, a typical comment is that it is 'A fantastically well organised and run school with excellent staff and superb leadership. The children are all motivated, enthusiastic and extremely happy.'

Effectiveness of the Foundation Stage

Grade: 1

The Foundation Stage makes excellent provision for the youngest children. Almost all attain or exceed the expected goals by the end of the Reception Year. An exciting curriculum in which particularly good use is made of the outdoor environment, supported by outstanding teaching and support from teaching assistants, ensures that children make rapid gains in their social and academic skills, leading to outstanding achievement. The governors rightly plan to make further improvements to the already stimulating environment in which the children work and play.

What the school should do to improve further

- Carry out improvements to the learning environment for the Foundation Stage, in order to ensure that children have access to the full range of resources in all weathers.

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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?	1
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?	1
The effectiveness of the Foundation Stage	1
The capacity to make any necessary improvements	1

Achievement and standards

How well do learners achieve?	1
The standards ¹ reached by learners	1
How well learners make progress, taking account of any significant variations between groups of learners	1
How well learners with learning difficulties and disabilities make progress	1

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
How well learners enjoy their education	1
The attendance of learners	2
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	1

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	1
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	1

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 leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	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?	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 Stoke Fleming Community Primary School, Dartmouth, TQ6 0QA

I very much enjoyed talking and listening to you and seeing your work when I visited your school recently. I want to thank those of you who took time to talk to me. I especially enjoyed attending one of your Family Group lessons where you were learning sign language.

Yours is an excellent school in which you make outstanding progress in your work. Some of the best things about the school are:

- Pupils do very well in the tests in English, mathematics and science at the end of Year 6.
- You are taught very well because teachers and teaching assistants know how you are getting on and give you interesting work to help you learn more.
- You are given very good help and advice on how to improve your work.
- You say correctly that there are lots of exciting things to do, especially outdoors.
- You look after each other and behave very well. The buddy system helps the younger children a lot.
- You know a lot about keeping healthy and safe.
- You are very confident and talk to adults in a mature and sensible way.
- You understand a lot about the importance of caring for the environment and about how to do this.

The school is led very well. The governors and staff understand how to make the school even better and are very good at doing so. I have asked them to improve the Reception classroom and outdoor area, so that the children can use all the equipment whatever the weather is like.

Thank you once again for your help and good luck in the future.

Mr Paul Sadler Lead inspector



12 October 2007

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TQ6 0QA**

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