

# Widcombe-in-the-Moor Primary

## Inspection report

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<b>Unique Reference Number</b>	113235
<b>Local Authority</b>	Devon
<b>Inspection number</b>	311166
<b>Inspection date</b>	18 October 2007
<b>Reporting inspector</b>	Colin Lee

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4-11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	67
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Brian Hibbert
<b>Headteacher</b>	Nick Banwell
<b>Date of previous school inspection</b>	17 February 2003
<b>School address</b>	Widcombe-in-the-Moor Newton Abbot TQ13 7TB
<b>Telephone number</b>	01364 621261
<b>Fax number</b>	01364 621261

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## Introduction

The inspection was carried out by one Additional Inspector. He evaluated the overall effectiveness of the school and investigated how the school is improving pupils' achievement and standards in writing and science, the quality of the curriculum and why pupils' personal development and well-being are particularly good. Evidence was gathered from discussions with the headteacher, staff, pupils and the chairperson of the governing body, and from the parental questionnaires. Lessons were observed, school self-evaluation, and other documentation and samples of pupils' current and previous work were examined. Other aspects of the school's work 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

This small primary school takes pupils from a very wide area and half of them travel a considerable distance to school by minibus. Nearly all pupils are of White British heritage and all speak English fluently. Children's attainment on entry is broadly average. The proportion of pupils with learning difficulties and/or disabilities is above average and the proportion with a statement of educational need is well above average. Pupils are taught in three mixed age classes, and all teaching staff are part-time, apart from the headteacher.

## 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 with some outstanding features. The pupils are proud of their school and enjoy all that they do there. They achieve well academically and show many excellent features in their personal development. These outcomes are due to good teaching and the example set by the headteacher, both as a teacher and leader. As a consequence, pupils behave well, work hard to meet the high expectations of them, and respond enthusiastically to the many responsibilities they are given. Leadership and management as a whole are good and the headteacher's impact on school improvement is excellent. He ensures that the school sets itself challenging targets. The school has a good capacity for improvement in the future. This is shown by the effective way in which it addressed issues arising at the last inspection. The headteacher and staff have an accurate awareness of the school's strengths and areas for development. All staff work closely together, forming a strong, supportive team continually striving to improve the school. There is a similarly effective partnership between school and home. Parents and carers say how much they appreciate the school's efforts to fully involve them in their children's education.

Pupils' achievement is good and rates of progress are consistent in all year groups. Standards in English and mathematics are generally above national averages by the end of Year 6 and science is average. There is fluctuation in the national assessments and tests at the end of both Year 2 and Year 6 due to varying proportions of pupils with learning difficulties and/or disabilities in each year group. This is the reason for standards being below national averages in the Year 2 assessments in 2006 and the Year 6 test results in 2007. Children in the Foundation Stage achieve well in many areas but in the last two years have not done so well in writing and aspects of personal development. There is a quick response whenever pupils are found to be making less progress than expected, or assessment shows that standards in aspects of a subject could be higher. This has led to a whole-school focus on improving writing, mental calculation in mathematics and curriculum development in science. As a result, achievement in writing and mathematics is improving throughout the school. It is too soon to evaluate the effect of the strategies introduced in science. Achievement and standards in speaking, listening and reading are consistently good. Pupils with learning difficulties and/or disabilities in reading make excellent progress due to the high quality of the additional support they receive. This helps them to catch up quickly with their peers.

Pupils' personal development is outstanding as a result of high quality provision for their personal, social, health and citizenship education. They enjoy strong relationships with one another and contribute well to both the school and wider communities, for example, by raising funds for charities. Pupils put on enterprising events such as bring and buy sales, auctions and car washing. The candlelit restaurant planned for an evening later this term is eagerly awaited by parents and villagers. Pupils of all ages tidy elderly residents' gardens and areas around the village. In all these ways, pupils make an excellent contribution to the community and at the same time are developing a wide range of skills that will contribute to their future economic well-being. Such co-operative ventures epitomise the school's family atmosphere, which pleases parents and carers as much as the good progress their children are making.

Teaching and learning are consistently good, with lessons planned well so that the varying needs of pupils of different ages and abilities in each class are met successfully. In literacy and numeracy, teachers' continuous checking of pupils' progress and setting of specific targets for the next stage in pupils' learning are important factors in pupils' good achievement. These

procedures are not sufficiently established in science. The teachers sharing responsibility for each class work effectively together, ensuring continuity in teaching methods and maintaining the good quality of learning. Pupils know their targets and teachers' marking of work gives clear guidance on how it can be improved. Pupils are involved in reviewing their progress by periodically completing a survey on their attitudes to learning. They are not sufficiently challenged to consider lesson by lesson how well they think they are doing. This aside, care, guidance and support for pupils are outstanding. Academic guidance is of the highest quality and pastoral care is a real strength of the school, being at the heart of the ethos that permeates all aspects of its work. There is a current focus on improving what is already a good curriculum. This is being achieved by linking subjects together and using activities in other subjects to further develop pupils' skills in literacy, numeracy and information and communication technology. Many additional learning opportunities are provided for pupils outside the school day. The curriculum is also enhanced by a very good range of visits and visitors. This provides first hand experiences for pupils and has a significant impact on their learning. One effect is the excellent understanding that pupils have of cultures other than their own. This makes them very well prepared for living in a multi-cultural society.

Those teachers with responsibilities for leadership and management of subjects or other aspects of the school's work carry them out very effectively by gathering evidence on what works well and what can be improved. This contributes well to the improvement of pupils' achievement. Staff and pupils benefit from the excellent collaboration with other local schools. This develops staff's expertise and pupils' social skills, and enables good practice to be shared. The good governing body works closely with staff and parents and plays an effective role in the school, for example, in securing the recent improvements to the school's accommodation.

## **Effectiveness of the Foundation Stage**

### **Grade: 2**

Children in the Foundation Stage are taught with pupils in Years 1 and 2. They have a curriculum that is well planned for their specific needs and this helps them make good progress. A feature of the good provision is the creative organisation of a slightly cramped classroom in order to provide designated areas for different types of learning activity. The small but stimulating outdoor area is used well. Good teaching results in children starting Year 1 at higher levels than those expected nationally in their mathematical, physical and creative development and knowledge and understanding of the world. In contrast, progress in writing and aspects of personal, social and emotional development is slower. These are the comparatively weaker areas when children start school and standards by the end of the year have been in line with expectations for the last two years.

### **What the school should do to improve further**

- Improve achievement and standards in science by using assessment of pupils' learning to inform the next stage in their learning.
- Increase opportunities for pupils to carry out self-assessment of their learning in lessons.

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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?	1
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 <sup>1</sup> 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?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	2
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	2
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?	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?	1

<sup>1</sup> 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**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	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

Dear Children

Inspection of Widecombe-in-the-Moor Primary School, Newton Abbot, TQ13 7TB

Thank you for making me welcome in your school and for talking with me so willingly. I thoroughly enjoyed joining you in lessons and seeing you at work. You told me how much you enjoy going to school and I think you have a good school that is doing a good job in helping you to learn. The school does many things well. This is what I particularly appreciated.

- You are making good progress in your work.
- By the time you reach Year 6, many of you are reaching good standards, especially in English and mathematics, but science standards could be higher.
- You behave well and this makes your school a friendly, pleasant place where everyone helps one another.
- Your projects to raise money for charities and help people in the village are impressive
- You are taught well and teachers work hard at planning interesting things for you to do in your lessons and on trips, and this helps you to learn.
- All the adults look after you extremely well and make sure that you are safe and get help whenever you need it.
- The school is led very well by the headteacher, and all the adults, including the governors, work well together to improve it.
- I think your school could get even better if:
  - You work hard to improve your standards in science.
  - You have opportunities to talk about how much you have learned in each lesson.

I hope you will carry on enjoying learning and helping your teachers to make Widecombe-in-the-Moor Primary School to be an even better school.

Yours sincerely

Colin Lee Lead Inspector

19 October 2007

Dear Children

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TQ13 7TB**

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- You have opportunities to talk about how much you have learned in each lesson.

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Yours sincerely

Colin Lee  
Lead Inspector