

Aveton Gifford CofE Primary School

Inspection report

Unique Reference Number	113387
Local Authority	Devon
Inspection number	311244
Inspection date	28 March 2008
Reporting inspector	Stephen Lake

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School	71
Appropriate authority	The governing body
Chair	Michael Tagent
Headteacher	Valerie Moody
Date of previous school inspection	1 December 2003
School address	Fore Street Aveton Gifford Kingsbridge TQ7 4LB
Telephone number	01548 550262
Fax number	01548 550262

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: attainment and achievement in mathematics at Key Stages 1 and 2 and in science at Key Stage 2; the involvement of subject leaders and governors in school self-evaluation; the effectiveness of mathematics teaching; and the degree of challenge in targets set for pupils. 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, were not justified and these have been included where appropriate in this report.

Description of the school

This smaller than average school serves a largely rural area. Although the proportion of pupils with learning difficulties and/or disabilities (LDD) is broadly average, no pupils have statements of special educational need. The proportion of pupils entitled to free school meals is well below average. Many more pupils than average enter or leave the school part way through their school career. The headteacher is retiring one week after the inspection.

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. Pupils enter school with skills in line with those normally found in children of that age and leave with standards that are above average because of the good teaching that they receive. The good leadership of the headteacher has created a school where pupils are cared for and made to feel they belong. Most parents are very pleased with the 'good family atmosphere'. As one wrote, 'This school is a very happy caring environment where my child has had some wonderful experiences.'

Pupils achieve well. Children make good progress in Reception to start Year 1 with skills that are above those normally found at this age. Progress is good in Years 1 and 2. By the age of seven, standards are above average overall although average in mathematics. Progress in Years 3 to 6 is good and standards at age 11 are above average. This is mainly because standards in English and particularly science have improved as a result of initiatives put in place by the school. English has improved because of a greater emphasis on improving standards in writing. Science has improved a lot recently because the subject leader has identified the aspects of science in which pupils needed to improve and received good support from the local secondary school in addressing these. Standards in mathematics at ages seven and 11 are improving slowly and the slow fall in mathematics standards, at age 11, of the last few years has been halted. Nevertheless, achievement in mathematics is not as good as in English or science. Standards in art are above average because of the good provision for this in the curriculum.

The good quality teaching is a key reason why pupils make good progress in English and science. The school is particularly good at teaching pupils to read and the teaching of writing is improving. The quality of teaching in mathematics, although satisfactory, is not as good as in English and science. The school has recently introduced better ways of checking on the progress that pupils make, but the information gained is not used effectively enough by teachers, especially in mathematics, to plan lessons that challenge all pupils to do the very best that they can. The use of information and communication technology (ICT) to support learning has improved significantly since the last inspection. Pupils have satisfactory opportunities to use ICT in lessons and attain average skills by the age of 11.

Pupils' good personal development and well-being are because of the strong provision for this within the good quality curriculum. The very good provision for sport reflected in the recent award of the 'Activemark' enables all pupils to develop a good understanding of how to stay fit and healthy. Pupils know which foods are good for them and are keen to discuss this. Pupils really appreciate the wide range of interesting activities provided within the curriculum. They say that teachers make learning fun and that they thoroughly enjoy school. Pupils make a good contribution to the school through the active school council and through the many responsibilities that they undertake. The skills that they gain, together with the good standards achieved, prepare them well for their future economic well-being. Pupils' spiritual, moral and social development is good. Their strong understanding of what is right and wrong and the respect they show for themselves and each other contribute well to their good behaviour. Pupils' cultural development is satisfactory. Although they learn about other cultures in different countries, too few opportunities are available for them to develop a good understanding of the rich diversity of cultures found in Britain.

Care, guidance and support are good. The school looks after its pupils well. Pupils say that they feel safe and know how to stay safe because of the good guidance that they receive. Pupils

with learning difficulties and/or disabilities receive good support, especially from the teaching assistants. This enables them to make the same progress as other pupils. The revised procedures for checking on how well pupils are doing are used to support learning by involving pupils in setting targets for their own learning. Although whole-school targets are sufficiently challenging, these individual targets are not always robust and precise enough to guide pupils in knowing how they can do better. Marking often contains helpful comments on how to improve and pupils say that teachers will always help them when they ask, but this is not linked closely enough to the individual target setting, especially in mathematics.

Leadership and management are satisfactory. Although the current headteacher provides good leadership, especially in pastoral matters, the school's systems for checking on itself are satisfactory. Governors are very supportive of the school and manage the budget well, but they are not sufficiently involved in checking on the work of the school or in identifying what works well and what needs improving. Subject leaders are starting to be involved in this process but the school has identified that monitoring by subject leaders is an area for development. Governors do not work sufficiently closely in partnership with the headteacher and subject leaders to check on the effectiveness of strategies to raise achievement. Considering this together with the satisfactory improvement since the last inspection, the school has a satisfactory capacity to improve further.

Effectiveness of the Foundation Stage

Grade: 2

Provision is good. Most children reach above expected standards at the end of the Foundation Stage in most areas of learning, especially in communication, language and literacy and mathematics. This represents good achievement from children's attainment on entry. The quality of teaching is good. All areas of learning are covered adequately. There is a suitable balance between direct teaching and opportunities for children to learn through purposeful play especially in the improved outdoor area. Children settle in quickly, have positive attitudes and learn to relate well with others. The care provided by adults is good and helps children to feel secure and confident. All adults working in the Foundation Stage are particularly effective in promoting children's language skills, ensuring children start Year 1 well prepared for learning.

What the school should do to improve further

- Improve achievement in mathematics to match that in English and science.
- Make better use of the information available on pupils to set individual targets and plan lessons, especially in mathematics, that challenge all pupils to do the very best they can.
- Improve the way in which governors check on the work of the school and work with the headteacher and subject leaders to identify areas for improvement.

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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	3

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	2
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?	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	3
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	3
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

28 March 2008

Dear Pupils

Inspection of Aveton Gifford C of E Primary School, Kingsbridge, TQ7 4LB

Thank you for making me so welcome when I came to visit your school. You were very polite and friendly and told me a lot about your school. Here are some of the things that I liked:-

- Yours is a good school where you attain standards that are better than in many other schools, especially in English and science.
- I agree with you that the school gives you many interesting things to do and can see why you enjoy school so much.
- You know how to stay fit and healthy and especially enjoy all the sport that you can do.
- You make a good contribution to the school through the school council and the jobs that you do.
- You feel safe because the school looks after you well and helps you know how to stay safe.
- Your behaviour is good and you look after each other well.

I have asked the school to do a few things to make it even better. They are:

- To help you achieve as well in mathematics as you do in English and science.
- To use the information that they have on you to set more challenging targets for you and to plan lessons, especially in mathematics, that challenge you all to do your very best. You can help by telling your teachers when the work is too easy.
- To improve the way in which the governors are involved in finding out how well the school is doing and the way in which they work with the headteacher and subject leaders to improve the school.

Thank you again for all of your help.

Yours sincerely

Stephen Lake Lead inspector

28 March 2008



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Stephen Lake
Lead inspector