

# Meavy Church of England Primary School

Inspection report

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<b>Unique Reference Number</b>	113480
<b>Local Authority</b>	Devon
<b>Inspection number</b>	311290
<b>Inspection dates</b>	12–13 March 2008
<b>Reporting inspector</b>	Mark Lindfield HMI

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>	Voluntary aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	92
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Michael Parle
<b>Headteacher</b>	Susan Blair
<b>Date of previous school inspection</b>	26 January 2004
<b>School address</b>	Meavy Yelverton PL20 6PJ
<b>Telephone number</b>	01822 853270
<b>Fax number</b>	01822 853270

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## Introduction

The inspection was carried out by one of Her Majesty's Inspectors.

## Description of the school

Meavy Church of England Primary is a small village school. Most pupils come from the village and surrounding area and from a broad range of social and economic backgrounds. Few pupils are from minority ethnic backgrounds. The percentage of pupils with learning difficulties and/or disabilities, including statements of special educational need, is well above average.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

Meavy School is currently providing a satisfactory level of education. The recently appointed headteacher has set a clear direction aimed at raising standards whilst maintaining the particular qualities of this friendly school. In a short time, she has acted on several critical areas to ensure that the school is developing rapidly. By increasing the use of data to track the progress that individual pupils are making, the school is more able to evaluate the effectiveness of teaching and learning.

Pupils make an outstanding contribution to the local community and to the school. They are involved in a range of events that directly benefit the village, none more so than the popular and colourful Meavy Oak Fair. Links with parents are strong and supportive and the school is increasingly involving parents in their children's education. Parents appreciated the opportunity to attend a mathematics evening, which helped them to develop a greater understanding of teaching approaches. Pupils are encouraged to develop their personal and social skills and, as a result, they build good relationships with adults and other children. They enjoy school, as shown by their considerate behaviour and positive attitudes in lessons.

Children's attainment on entry is in line with national expectations and they make satisfactory progress across the Foundation Stage. By the time pupils reach Year 2, standards in reading and writing are above average. Pupils make satisfactory progress across Years 3 to 6 in English so that by the time they leave the school standards are average. Progress in science is good; pupils in Year 6 achieve results that are well above average. Mathematics is as an area for improvement across the school. Individual targets for pupils exist for English and mathematics aimed at increasing levels of progress. These are not regularly referred to in lessons or when pupils' work is marked and so are not fully effective in raising standards.

Teaching is satisfactory across the school. Classes are managed effectively and teachers use praise and encouragement well, helping to raise pupils' confidence. In several lessons, the lack of pace and challenge contributes to pupils making only satisfactory progress. Teachers do not consistently set work that matches the needs of all learners and expectations of what pupils can achieve are not set high enough.

A knowledgeable and committed governing body meets regularly and governors have good links with teaching staff. They share with all levels of leadership a strong commitment to using highly focused training courses to ensure all staff develop professionally. Subject leaders have responded well to training, drawing up action plans and more actively monitoring their subject, although this has yet to bear fruit in terms of impact. The school has made good progress since the last inspection, particularly in developing robust tracking procedures for pupils. Given the clear improvements achieved in a short time, it is well set to improve further.

## Effectiveness of the Foundation Stage

### Grade: 3

Children in the Reception Year benefit from a caring environment where staff know them very well. Parents are supportive of the school and recognise the care and encouragement that their children receive. These good relationships help children to settle in and make a smooth transition to school. Reception children are encouraged to develop by the presence of older pupils who help them to improve their personal and social skills. The outdoor area has helped to increase children's enjoyment and physical development as they play with the apparatus. The Foundation

Stage leader is aware that this area currently lacks opportunities for creative development through role-play activities. Children are encouraged to be independent and select from a range of suitable activities. This helps them to develop their confidence and make good contributions in lessons.

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

- Ensure that the process of setting individual pupil targets in English and mathematics is consistent and sufficiently built into teaching and learning to raise standards.
- Ensure that work is matched closely to the needs of all learners and that expectations of what pupils can achieve are high enough.

## **Achievement and standards**

### **Grade: 3**

Most children arrive in school with attainment in line with national expectations. Reception children make satisfactory levels of progress and their communication, language and literacy skills develop well. By the end of Year 2, children are reaching standards in reading and writing that are above average. The standard in mathematics has declined over a number of years and is now slightly below average. The progress pupils make across the school from Years 3 to 6 is satisfactory overall but varies according to subject. Progress in science is good and pupils achieve above average standards by the time they reach Year 6. In comparison, progress in English was only satisfactory with pupils achieving average results in 2007. Recent school-based data confirm that the current Year 6 are making better progress in English. Pupils achieve above average results in national tests in mathematics. However, the progress they make from their starting point in Year 3 is only slightly above average. The school's individual pupils' analysis confirms this judgement and identifies mathematics as an area for improvement across the school. The school has reacted to this with the introduction of staff training and by providing an informative mathematics event for parents. Pupils with learning difficulties and/or disabilities receive satisfactory support and encouragement and this results in their satisfactory progress.

## **Personal development and well-being**

### **Grade: 2**

Pupils make an extremely valuable contribution to the community and the village. The school has strong links with the local church and the fortnightly school newsletter includes village events and local news. The school council is an increasingly strong voice, making a number of positive changes. The vast majority of pupils are confident and articulate speakers and this contributes towards pupils' satisfactory development towards their future economic well-being.

Pupils' social development is good, as expressed through their positive relationships with staff and other pupils. They show satisfactory spiritual and moral development and have a clear sense of right and wrong. Pupils' cultural development is satisfactory with the school intent on building on teachers' recent international links. Pupils adopt a good attitude to healthy exercise and are rightly proud of their recent Healthy Schools award; they are less committed to the benefits of healthy eating. Pupils enjoy school and appreciate the opportunity to attend after school clubs that further enhance their fitness levels. Attendance is satisfactory and the school enlists the support of the education welfare office in monitoring all pupils. Generally, pupils feel safe in school; they regard their friendships as a contributory factor. Behaviour around school is good and pupils' polite and caring approach to each other helps to create a

warm and friendly atmosphere in the school. Pupils display a positive attitude in lessons; this is particularly apparent where work accurately matches the differing abilities of learners.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Teaching is satisfactory in the school and teachers have established good relationships which increase pupils' confidence. Pupils appreciate the opportunity to contribute in lessons and, when encouraged to do so, the pace of learning is high and they make greater progress. Generally, teaching assistants provide good support to pupils and offer encouragement, helping pupils to stay on task and make progress. Teachers manage the classes effectively and pupils respond by behaving well and showing good attitudes to their work. Teachers know their pupils well but this information is not used consistently to plan suitable tasks for all groups of pupils. Teachers are aware of the specific needs of pupils with learning difficulties and/or disabilities and higher ability pupils, but do not always provide suitably matched activities. Teachers' expectations are not set high enough for all groups of learners, a judgement shared by a significant number of parents.

### **Curriculum and other activities**

#### **Grade: 3**

Parents and pupils recognise that the provision for physical education is a strength of the school. The wide range of opportunities to participate in extra-curricular games and gymnastics clubs adds to pupils' enjoyment of school and enhances the curriculum. There is satisfactory provision for numeracy and literacy with good provision for reading. Teachers use a structured phonics programme across the first few years of school. Training and monitoring are in place to ensure a consistent approach beyond Year 1 aimed at improving pupils' reading and writing skills. The school recognises the need to provide further information and communication technology (ICT) resources to enable pupils to use their good ICT skills to enhance their learning in other subject areas. The school has responded to the needs of pupils by developing a topic-based curriculum that extends beyond the core subjects. Parents recognise and appreciate the way staff use the surrounding moor and village as part of the learning environment.

### **Care, guidance and support**

#### **Grade: 3**

The school provides a supportive environment which encourages enjoyment and achievement in what a parent rightly describes as a 'caring, nurturing and flexible ethos'. Staff have recently updated arrangements for the safeguarding of pupils and these meet all requirements. Effective procedures are also now in place for health and safety, including a useful format for reporting accidents to parents. Teachers' marking is thorough and pupils report that they appreciate the guidance they receive on their next steps in learning. The school has recently introduced procedures to track individual pupils' progress and senior leaders are now more actively monitoring the effectiveness of teaching and learning. The special educational needs coordinator works closely with staff to identify learners at risk and the school makes satisfactory use of external agencies whenever necessary. Individual plans are in place for pupils with learning difficulties and/or disabilities but teachers are not consistently taking responsibility for keeping them up-to-date, limiting their impact on progress. Individual academic targets for mathematics

are not sufficiently specific nor are they an integral part of teaching and learning to be fully effective in raising standards.

## **Leadership and management**

### **Grade: 2**

The headteacher has set a clear direction for the school and has developed a good understanding of its strengths and weaknesses through effective self-evaluation. She has immediately introduced an extensive range of actions which are having a clear and discernible impact on the school. The school now provides regular training and development to all members of the staff and governors, linked to its self-evaluation and to specific priority areas. These are developing individuals' skills and knowledge and are having a clear impact on raising standards of teaching and learning. Senior leaders have recently improved the range of specialist resources, allowing support staff to provide greater guidance to pupils with learning difficulties and/or disabilities. The introduction of robust tracking procedures for pupils has created greater understanding and awareness of the progress pupils are making. Leaders at all levels are now more able to monitor and gauge the effectiveness of their actions.

Governors are committed and knowledgeable, recognising the steps put in place to raise standards. Their growing awareness of the school's data and tracking procedures ensure that they are more able to hold the school to account.

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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?	2
The effectiveness of the Foundation Stage	3
The capacity to make any necessary improvements	2

### Achievement and standards

How well do learners achieve?	3
The standards <sup>1</sup> 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 disabilities make progress	3

### 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	3
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	1
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 the learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	3

<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	3
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**

14 March 2008

Dear Pupils

Inspection of Meavy C of E Primary School, Yelverton, PL20 6PJ.

Thank you for the warmth of the welcome you gave us when we visited your school. We recognise the large part you play in making the school a friendly place to visit. We were very impressed by the ways in which you help others in your village. We saw photographs of your Meavy Oak Fair and heard from adults about how much they enjoy watching your pageant. You clearly enjoy coming to school and behave well in lessons. You speak confidently and clearly to each other and to adults in school. You know how to stay healthy by taking exercise but we heard how you do not like missing out on your chocolate and crisps. You clearly enjoy the chance to play sports and attend gymnastics club. Many of you have played in school teams against other schools and some of you have even gone on to play for your county. You and your parents told us how this helps you to grow in confidence and feel proud of yourselves.

Your teachers give you plenty of praise and encouragement and keep an eye on your work. They get to know you well and this helps you to relax and behave well in lessons. We have asked them to get better at setting the right level of work for all of you and to expect some of you to do work that is more difficult. Your results show that the progress that you make in school is satisfactory overall. You make good progress in reading in your first few years of school. As you move from Year 3 to 6, you do well in science but your results in English and mathematics are not as good as they could be. You have been set individual targets in these two subjects to try and help you to improve. These are not working quite as well as they could, so we have asked that these targets are clearer, shared with you so that you remember them and for teachers to use them much more often in lessons.

Your headteacher has only been at your school for a short time but is already working hard to make your school the best it can be. You told us that she was strict but fair and that she has helped the school council by listening to what they have to say and by putting their ideas into action to make the school better.

Thank you for making us feel part of your school.

With best wishes

Mark Lindfield HMI

**Annex B**

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Mark Lindfield  
HMI