

# Inverteign Community Nursery and Primary School

## Inspection report

<b>Unique Reference Number</b>	133780
<b>Local Authority</b>	Devon
<b>Inspection number</b>	316219
<b>Inspection dates</b>	1–2 October 2008
<b>Reporting inspector</b>	Mark Lindfield HMI

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.

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	179
Government funded early education provision for children aged 3 to the end of the EYFS	49
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mary Kenndy
<b>Headteacher</b>	David Clifford
<b>Date of previous school inspection</b>	21 June 2005
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Mill Lane Teignmouth TQ14 9BB
<b>Telephone number</b>	01626 772320
<b>Fax number</b>	01626 770524

<b>Age group</b>	3–11
<b>Inspection dates</b>	1–2 October 2008
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## Introduction

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

## Description of the school

Inverteign Community Nursery and Primary School is an average sized primary school. The present headteacher started in September 2008 and at the time of the inspection had been in post for three weeks. The percentage of pupils eligible for free school meals is well above that found nationally. The percentage of students identified by the school as having learning difficulties and/or disabilities is well above the national average. The range includes those who have social, emotional and behavioural difficulties; speech, language and communication difficulties and specific learning difficulties such as dyslexia. The percentage of pupils with statements of special educational needs is well above the national average. The majority of pupils are of White British ethnic origin. The school has gained the Healthy Schools award in 2006 and the Devon Activemark and Devon Pedpass Award in 2007. The school has an Early Years Foundation Stage (EYFS) comprising the Nursery and Reception classes, and provides part-time places for 52 Nursery children. The Inverteign Family Learning Centre is attached to the EYFS, but managed separately.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

Inverteign Community Nursery and Primary School provides a satisfactory education. The children and pupils who enter through its doors are treated with care and kindness and this has a positive effect on their personal development. As a parent commented, 'All staff really believe that every child matters.' The school's close partnership with the Inverteign Family Learning Centre and with other outside agencies provides outstanding support for pupils' emotional well-being. Through these excellent partnerships the school is successfully engaging parents and enabling them to support pupils at home. Parents are pleased with the positive effect the new headteacher has had on the management of behaviour through ensuring a consistent staff approach. This has helped in maintaining a calm learning environment around the school.

Pupils make valuable contributions to the life of the school, enjoying handing out books and sensibly managing the playtime equipment. They are developing an effective understanding of how to stay healthy and safe, and their spiritual, moral, social and cultural development is good. The school carefully monitors pupils' attendance but the systems in place, despite the involvement of an education welfare officer, are not sufficient to prevent term-time holiday absences and reduce the number of persistent non-attenders, with the result that overall levels of attendance are inadequate.

The overall academic progress that pupils make is satisfactory. The majority leave the EYFS with attainment well below average despite the outstandingly effective teaching and support they have received there. From this very low starting point, pupils make satisfactory progress across Key Stages 1 and 2. The school is aware that the standards that these pupils reach at the end of school are still extremely low and the new headteacher recognises rectifying this is the main priority. In the past, initiatives have had limited impact on raising standards. The school provides a wide range of support to a large number of pupils with additional learning needs, helping them to make good progress especially in their reading. Where these small steps in learning are not consistently followed up in class settings these gains are reduced and progress slows. Teaching, though satisfactory, is not consistently good enough to accelerate pupils' progress, and higher attaining pupils are sometimes not sufficiently well challenged. The guidance given to pupils to help them improve is variable. Some pupils have individual targets, but they are not clarified to help pupils understand what they need to aim for next in calculating, reading and writing.

The leadership and management of the school have experienced recent changes. In the three short weeks since his arrival, the headteacher has identified the main strengths of the school. Assessment data and tracking of pupils have allowed senior leaders and governors to identify areas for development and the impact of actions to address these areas has led to satisfactory improvements. The headteacher has acted quickly to outline clear priorities for the school within a realistic period. Governors have a secure knowledge of their school, are actively involved and provide strong support to staff, together with experienced senior leaders and the headteacher. The school has a satisfactory capacity to make further improvements. Previously a lack of clear and decisive subject leadership has led to frequent changes in the focus of targets for curriculum development before progress has been fully secured.

## Effectiveness of the Early Years Foundation Stage

### Grade: 1

The provision in the EYFS is outstanding and it is extremely well managed. Many children start Nursery with skills, knowledge and understanding that are far below what is expected, particularly in social, communication and language skills. They settle into the nursery routines quickly because staff very effectively ensure that boundaries are clear and consistently implemented and as a result children feel happy and secure. Provision for their well-being is outstanding. Relationships with parents and carers are excellent and they are encouraged to support their children's learning through the strong links with the Inverteign Family Learning Centre. There is a high level of focus on developing communication skills and staff very effectively model speaking and listening skills to support children's learning. Signing is used extremely well to encourage children less confident to communicate their thoughts and ideas. Many make very good progress and by the end of Nursery most speak in short sentences or phrases. The outdoor areas are used very effectively for all areas of learning and children are able to choose whether to develop their learning inside or outdoors. Children look forward to sharing learning with their friends, revisiting familiar surroundings and exploring new ones. In Reception children build on previous learning well and through excellent transition arrangements continue to experience learning through play in a safe, stimulating environment. Children in the nurture group make good progress and develop self-esteem, early literacy and social skills in a small group. Overall children in the EYFS make good progress in learning and development. However, because of the very low start points, by the end of the EYFS children's attainment remains well below average.

### What the school should do to improve further

- Ensure that all actions focus on raising standards and achievement.
- Improve teaching through consistently following up gains made during intervention activities and by raising expectations for higher ability pupils.
- Raise the levels of attendance through the use of more effective systems.
- Ensure individual and curricular targets are sharply focused on improving the basic skills of calculation, reading and writing.

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

The majority of children arrive in the EYFS with developmental levels exceptionally below national expectations. They make good progress during their time in the Nursery. On transition to Reception children build on these skills well. Despite this by the start of Year 1 over a third of the class are working well below national expectations in reading and nearly half well below expectations in writing. Work is appropriately adapted to match the needs of pupils in Years 1 and 2 with a strong emphasis on speaking and listening so that they continue to make satisfactory progress.

The support that pupils with additional needs receive is good. Well-focused and sharp sessions from teaching assistants and intervention teachers help these pupils to make good progress.

In some classes this learning is not reinforced so that the rate of progress slows and small gains are not consolidated.

Taking into account their starting points the progress that pupils make across the school is satisfactory. The high proportion of pupils who receive additional support in the school has a significant impact on lowering the school's results. Nevertheless, pupils' progress is not rapid enough to catch up their peers nationally, and standards remain very low by the time they leave the school to move on to secondary education.

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

### **Grade: 3**

Pupils in the EYFS make excellent progress in their personal development. Throughout the school the behaviour of pupils in the classroom and in the playground is good because of effective behaviour management. Most pupils have good attitudes to learning and say they find lessons interesting and enjoyable. Despite this, attendance at the school is very poor and although unauthorised absence has reduced, the current attendance rate is below 90%. The school has tried hard to improve this through a range of strategies with limited success. These strategies are unrealistic and attendance targets are unobtainable for those pupils with whom attendance is an issue.

Through personal, social and health education and with the help of parental workshops, pupils are developing a good understanding of the importance of healthy eating and keeping fit. They are also taught about the dangers of drug and alcohol abuse. Learners make a positive contribution to the school community through the school council and by taking on responsibility in their roles as play leaders and sports leaders. Pupils appointed as sports leaders are responsible for distributing play equipment sensibly and fairly. Pupils queue up and wait in line patiently and quietly which reflects the impact of the school's provision for developing social skills. Pupils take care of the equipment and have regard for the safety of others. This has a real impact on making the school a safe and friendly place and gives pupils a voice in their school. The residential trip for Year 6 pupils is particularly effective in developing self-confidence, team building skills and relationships which impact significantly on their personal development. The Special Educational Needs Coordinator is effective in organising outside agencies to support vulnerable pupils and help their personal development and emotional well-being. Pupils are well prepared for their future education in terms of improved self-esteem and confidence but not in terms of basic skills in literacy and numeracy.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

The quality of teaching across the school is satisfactory. Relationships are good and the care and attention to the individual emotional needs of each child is good. Pupils respond well and their personal development is seen in the extent that they offer encouragement to each other to persevere when they find answers hard to come by. The consistent management of behaviour is a strength within the school, with staff quick to react to minimise any disruption and ensure that the progress of other learners is not affected. Staff use interactive whiteboards with confidence and frequently use teaching strategies which help to engage learners. Classrooms are bright and spacious with colourful displays of pupils' work and on occasion music is used appropriately to create a conducive learning environment.

The school provides a wide range of well-planned small group sessions for pupils with additional needs. A committed and knowledgeable lead intervention teacher uses data to monitor the impact of these sessions on pupils' progress. These activities ensure that the majority of pupils have differentiated activities matched to their needs. Good teaching ensures that the time whilst these small groups of pupils are away from the class is well used to set appropriate challenge for higher ability pupils, but this level of challenge is not consistent across the school and expectations are set too low for some higher ability pupils. The school has started to link daily assessments of pupils' learning with short-term planning to meet the needs of all learners, but this too is inconsistently applied.

## **Curriculum and other activities**

### **Grade: 3**

The curriculum is broad and balanced and there is a strong focus on improving the acquisition of basic skills in literacy and numeracy. In partnership with the Inverteign Family Learning Centre the school places a strong emphasis on trying to engage parents and enabling them to support their children at home. Teachers focus well on the use of literacy, numeracy and information and communication technology (ICT) in other subjects. Pupils enjoy and appreciate the wide range of after school clubs offered by the school and this helps in their personal and social development. Visitors come into school to support literacy, topic work and the personal, social and health education curriculum. Provision for pupils with learning difficulties is matched to their needs. For example, staff have appropriately identified that few pupils are ready for more formal learning in Year 1, so lessons in this class have been carefully planned to enable them to focus on learning through play and as a result these pupils make satisfactory progress. A particular strength is that pupils with additional needs are identified at an early stage so that appropriate strategies can be put in place as early as possible. However, the organisation of small group sessions for pupils with additional needs does not always run smoothly. At its best, it fits precisely to time but sometimes pupils are asked to wait outside or arrive later than planned and they make less progress.

## **Care, guidance and support**

### **Grade: 3**

Pupils have excellent relationships with adults and this ensures they have someone to go to in confidence if they have a problem or concern. Staff and governors place a high priority on ensuring that pupils feel safe in school and are vigilant in completing regular health and safety inspections. Staff are highly committed to providing good care and strong support for all, and an example of this caring approach is seen in the way that all EYFS staff stay outside playing with children at break times. Child protection procedures, Internet security and criminal record checks are all in place and appropriate risk assessments made.

Whilst there are effective procedures in place to support pupils with learning difficulties to develop socially and emotionally through excellent liaison with outside agencies, by contrast the levels of academic guidance are underdeveloped. Pupils' individual targets for literacy and numeracy lack a consistently sharp focus and format to have sufficient impact on learning. Similarly, with marking, while there are some good examples with helpful and supportive comments, this is not the case in all classes.

## Leadership and management

### Grade: 3

The newly appointed headteacher has been quick to identify the school's strengths and areas for development. Since his arrival, he has responded by altering the start of the school day and ensured the consistency of behaviour management to create a calm, purposeful environment. Senior leaders such as the Special Educational Needs Coordinator and the leader of the EYFS provide expertise and strong management of their areas. The school's previous team approach to subject leadership, combined with the loss of key personnel, has contributed to a lack of clear and decisive subject leadership. For instance, there have been frequent changes in the focus of curricular development targets before progress has been fully secured.

Governors provide strong support to the school. They are actively involved and have a good understanding of the areas for development. They are proud of the school's contribution in partnership with the Inverteign Family Learning Centre to helping adults from the local community to become more skilled and highly qualified. This partnership is based on sound analysis of the needs of the community and is effectively removing barriers to access and participation in learning. The school's work in partnership with outside agencies is outstanding and has a good impact on promoting learners' well-being. The school contributes well overall to community cohesion.

Previously identified actions for improvements have had satisfactory impact, as in the provision of a range of intervention programmes. The school's comprehensive assessment data has allowed senior leaders and governors to identify its main strengths and areas for development. Tracking data have revealed the variations in progress made by individual pupils and the need to raise achievement and standards as a priority. The school has taken effective steps to promote improvement since the last inspection. All staff are firmly committed to maintaining an inclusive approach and they have a shared vision for improvement.



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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?	1
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?	1
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	1
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	1

### Achievement and standards

How well do learners achieve?	3
The standards <sup>1</sup> reached by learners	4
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

<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.

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	3
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	3
The attendance of learners	4
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	3
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

## The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	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

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	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 eliminated	3
How well does the school contribute to community cohesion?	2
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**

October 2008

Dear Children

Inspection of Inverteign Community Nursery and Primary School, Teignmouth, TQ14 9BB

Thank you very much for your welcome when we visited your school. We enjoyed watching you work and we noticed that you look after each other well. You have a friendly school that is giving you a sound education. Staff are happy to help you and go out of their way to make sure that each and every one of you are treated with care and kindness. You are well behaved in class and around school. I heard you telling each other not to give up when a maths problem was quite hard and it worked. You enjoy the clubs after school, and the Year 6 children really enjoyed the residential trip and day trips.

Many of you learn in small groups with an adult and this really helps you in your reading and numeracy. Sometimes the things that you learn about in these groups you carry on learning about back in the main classroom and this really helps you, but we want this to happen more often. You are sensible in the way you walk around the school and go from place to place. The play leaders are a great help in the playground, helping you to choose your games and toys. Your Nursery and Reception classes are fun and exciting places to play and learn. We know how pleased and proud you are to have a mum, dad or a grown up stay with you for a bit and it makes a big difference to you and them; well done to you all.

You are working hard across the school but we think that many of you can do better. We have asked teachers to set you clear targets in reading, writing and maths so that you know exactly what you need to do to make your work better. At the moment the results that many of you are getting in these subjects are not high enough and we think that this is the most important thing to change in your school. One of the most important things some of you can do to help you and your school is to attend more often; every day you miss from school makes it harder to catch up, especially if you miss those extra sessions on reading or maths.

Your new headteacher has a lot to do but he is off to a good start. He gets a lot of help from the staff and governors and you too.

Keep up the hard work, good luck.

■ Mark Lindfield HMI

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