

Cheriton Bishop Community Primary School

Inspection report

Unique Reference Number	113063
Local Authority	Devon
Inspection number	325748
Inspection dates	8–9 July 2009
Reporting inspector	Steffi Penny 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.

Type of school	Primary
School category	Community
Age range of pupils	5–11
Gender of pupils	Mixed
Number on roll	
School (total)	73
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Tony Shearer
Headteacher	Sue Leyman
Date of previous school inspection	14 June 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Church Lane Cheriton Bishop Exeter EX6 6HY
Telephone number	01647 24314
Fax number	01647 24314

Age group	5–11
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Introduction

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

Description of the school

This is a very small village school situated on a split site across a country road. Some of its architecture is on the national heritage list. There are four classes, each having a mixed-age range. The vast majority of pupils are of White British heritage and none is learning English as an additional language. The proportion of pupils with learning difficulties and/or disabilities varies annually, but for the last two years has been nearly double the national average. The vast majority of these children have moderate learning difficulties.

At the time of the inspection there were two children in the Early Years Foundation Stage. These Reception Year children are taught alongside pupils in Year 1. The six areas of learning are covered throughout each week, either discretely or through activities parallel with appropriate subject areas in Key Stage 1.

The school has achieved numerous awards including the Platinum Travelwise Award, Healthy Schools status, Silver Artsmark, Activemark and a Bronze Eco Schools Award.

There is an after-school club for children every day, from 3.30 pm to 5.30 pm. There is also a toddlers' group each Monday morning and a playgroup visits each Thursday (all day provision).

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Teamwork is the heart of this good school, where pupils' personal development and well-being are outstanding. Staff are superb role models, creating a family atmosphere where pupils feel supported, welcome and safe.

Year groups are small and when they start school children's knowledge, understanding and skills vary considerably from year to year. The provision in the Early Years Foundation Stage is good because the teaching is good, children's needs are identified early and they are very well cared for. Children make good progress overall, and exceptionally so in their personal, social and emotional development. The transition to Key Stage 1 is enhanced by the opportunities for mixed-age learning and appropriate levels of challenge and support.

Partnerships with other settings and outside agencies are used very well to promote good quality education and care. Because of this, all pupils, regardless of gender and including those vulnerable to underachievement and those with learning difficulties and/or disabilities, make good progress throughout their time in school. They generally leave with standards that are in line with those seen nationally, but with a particular strength in English.

The new links between subjects through topic-based work give full coverage of the National Curriculum and ensure basic skills are learned, whilst making learning relevant and purposeful. A prime example of this is the enthusiasm and excitement generated by the topic related to Dartmoor. Learning about their wider local area prepares pupils well for their next school and for living in the modern world.

The quality of teaching is good throughout the school. In the vast majority of lessons teachers use interactive whiteboards to enhance pupils' learning. Other adults are used extremely well to support the learning of those pupils who need extra help. Although regular and supportive, the marking of pupils' work is not always clear enough for pupils and their parents to know how to improve their work, or to know how well they are doing in relation to their capability and age group. Pupils have an acute awareness how to keep safe and live healthily; activities after school and a strong encouragement to walk to and from school through a 'walking bus' that has been in place for many years help the pupils to keep fit. Pupils feel safe in school because of the excellent pastoral care they receive, and the respect they show to adults and each other is exemplary. Pupils have many opportunities for taking on roles of responsibility and support including being 'peer buddies', 'house captains' and 'playtime leaders' who all make a very good contribution to their own and the wider community. Pupils are active fund-raisers and have a good awareness of global issues and the traditions and religions of other countries. Pupils say a major strength is the small size of the school so that 'you know everyone... and you have other children to help support and comfort you when you are unhappy as well as the adults'. Pupils spontaneously celebrate each other's successes, achievements and strengths.

Leadership and management are effective because the headteacher, governors and staff work closely together and are committed to raising standards and achievements. Good examples of this are the partnerships with other schools as part of a shared learning community, and particularly the local playgroup, to ensure that when children start school they settle in immediately and are ready to learn. Staff are aware that access to some parts of the school via steps and the school gate, which is architecturally listed, increases health and safety risks and hinders movement for people who use wheeled mobility devices or who find steps difficult.

The governors have employed a specialist firm to help investigate how these problems might be resolved.

Effectiveness of the Early Years Foundation Stage

Grade: 2

The covered area attached to the classroom allows children to be able to go outdoors in inclement weather, but its very small size restricts the activities that can be organised for children to do spontaneously and on their own by flowing freely from those arranged indoors. Nevertheless, the adults do their utmost to ensure that children get the full range of learning activities to which they are entitled. The indoor areas are interesting and provide excellent opportunities for personal development and to increase basic skills through a well-planned curriculum. There is a good balance between child-initiated and adult-led activities that provide support and challenge for children to explore the world around them. Adults work in good partnership with the children by joining them in a shared spirit of enquiry without taking over the activity. Staff and children respect each other's thoughts and feelings. Good teaching and support enable all children to make good progress within the mixed-age class, including both those who find learning difficult and the more able. As a result, they have great fun and do well. The school provides a safe and secure environment where children develop confidence and acquire the skills and knowledge for them to move forward to the next stage in their learning. Consequently children's personal, social and emotional development is outstanding. Young children with learning difficulties and/or disabilities make very good overall progress because of the targeted and specialist adult support available.

The leadership and management of this stage of learning are outstanding. Comprehensive and accurate assessment records of the ways in which children are developing are used to inform future learning experiences. Learning diaries provide secure evidence to support the judgements made in these records in the form of photographs and samples of work. Children and parents are actively involved in this process, as witnessed during the inspection where a child photographed a ladybird that flew in the classroom, as part of the computer work, without being prompted, to be included in the diary.

What the school should do to improve further

- Encourage pupils to take greater responsibility for their own learning by ensuring they know both how to improve their work and how well they are doing in relation to their capability and age group.
- Work with the local authority to ensure that the school is more physically accessible and that the potential for risk when moving around it is reduced.
- Improve the quality of the outdoor area that is attached to the classroom in the Early Years Foundation Stage.

Achievement and standards

Grade: 2

When pupils first come to the school at around the age of four their range of skills and knowledge is wide and varies annually.

Overall, achievement is good and standards are average. Progress overall, and in English, has been significantly higher than that seen nationally over the last three years. Progress and standards in 2008 were significantly higher in English than in mathematics. Following an

investigation into the reasons behind this trend the school invested in support and training to help raise the standards and achievement in mathematics. In the national tests for 2009, the school's un-validated data show that all pupils met their challenging targets and that progress was good or better with higher standards being reached in all areas of its work.

Personal development and well-being

Grade: 1

Pupils' behaviour in class and around school is outstanding. They are very well mannered. Because they are well motivated, they thoroughly enjoy their learning and display very positive attitudes. Their spiritual, moral, social and cultural development is also outstanding because of the provision made by the school, such as well-planned assemblies that encourage reflection. Throughout the inspection, pupils of all ages offered each other praise and celebrated each other's success, such as in class when someone met a learning target, or in assembly where they take great pride when they, or other members of the school, receive awards and certificates. Pupils said that instances of bullying are very rare, and are clear that when such behaviour happens it is dealt with as a whole community. They said they feel happy and safe in school and know who to ask for help. Pupils are very ecologically aware and the 'energy police' take their role very seriously.

Quality of provision

Teaching and learning

Grade: 2

Well-planned lessons take good account of the wide age range in each class. Because teachers are skilful at motivating pupils with activities that are carefully matched to their needs, most lessons have a brisk pace and pupils make good progress. On occasions the pace is slower than it could be; when this happens it is mainly due to teachers spending too long talking. Teaching assistants make an invaluable contribution to lessons. Pupils' work is regularly marked with positive comments. Initiatives such as 'Talking for Learning' and 'Assessment for Learning' are now commonplace in classrooms and are making a significant difference to the rates of progress that pupils make, increasing their involvement in small-group and paired work. Pupils greatly appreciate this and say that it makes their learning more fun.

Curriculum and other activities

Grade: 2

The new creative approach to the curriculum is already starting to have an impact on the standards that pupils reach. The projects that link across subjects help to ensure that pupils' learning is secure and of a good quality. There is also a good focus on sustainable development which supports the personal development of pupils very effectively.

Most pupils take advantage of the wide range of extra-curricular activities that are available. Extra-curricular clubs place a strong emphasis on meeting the desires and needs of the pupils. The range of residential trips, workshops and visits by specialists such as artists and a professional cricketer all help to ensure that the curriculum is varied and interesting. In particular, children are given opportunities to develop and extend their special gifts and talents.

Care, guidance and support

Grade: 2

Pastoral support and care for pupils, especially those who are most vulnerable, are outstanding. There are very effective and well-established procedures in place for health and safety, child protection and risk assessment. The adults know all the pupils very well, and provide sensitive guidance and support as they progress through the school.

Assessment procedures have improved. Teachers' marking of pupils' work is regular and praises the efforts pupils make. However, although pupils know that teachers will help them get better, they do not always know the purpose of their learning targets and how well they are doing in relation to their capability and age group. The school is aware that the academic guidance given does not make all pupils aware of how they can improve things for themselves. It is also aware that the targets that pupils have for English and literacy are much easier for pupils to understand and use in all areas of learning than those for numeracy and mathematics. Plans and related training have already been put in place to address this issue, with big improvements seen during the inspection in pupils' mathematical progress in all year groups.

Leadership and management

Grade: 2

The headteacher is ably supported by a highly committed team of adults who strive to do their best for the children in their care. The capacity for further improvement is good, as shown by the way the school sets and meets challenging targets. For example, standards in mathematics have risen due to good quality training and the development of new systems for monitoring and recording the progress and achievement of pupils.

The school makes a good contribution to community cohesion. The school is fully inclusive, and makes a strong contribution within its own, local and global communities. The vast majority of parents are fully satisfied with all the work that the school does. The school has worked hard to ensure that pupils have a good understanding of the multicultural aspects, and it is aware that a comparative weakness is the pupils' first-hand knowledge of how children and their families from other backgrounds and heritages contribute to life in Great Britain.

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 capacity to make any necessary improvements	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
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?	2
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?	2
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and/or disabilities make progress	2

¹Grade 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

How good are 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
The extent to which 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	2

The quality of provision

How effective are teaching and learning in meeting the full range of 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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	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 eliminated	2
How well does the school contribute to community cohesion?	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

Annex B**Text from letter to pupils explaining the findings of the inspection**

10 July 2009

Dear Pupils

Inspection of Cheriton Bishop Primary School, Exeter, EX6 6HY

Thank you for your exceedingly warm welcome when I came to inspect your school. This letter is to let you know what I found out. I very much enjoyed seeing you in lessons and looking at your work. A big thank you to those of you who talked and shared with me what makes your school such a good place to be.

- You are excellent ambassadors for your school and local community.
- You told me how much you enjoy being at school and that you felt you were doing well. I agree. When I looked at your work and talked to you, it was clear that you are making good progress and achieving well, especially in English.
- You are great team players in classrooms and when playing games.
- Your new topic work makes learning more fun for you.

You have such wonderful adults who are always looking for ways to make your school an even better place to be! We have asked them to do the following three things to make your school even better.

- Make sure that you know how to make the next small steps in your learning, and let you know if you are doing as well as you possibly can and how this relates to your age group.
- Look at ways to make the school easier and safer to move around.
- Improve the quality of the outdoor area that is attached to Class 1.

I know you have a great website so if you want to see the full report please go to ours, which is at this link: www.ofsted.gov.uk

Thank you for being so polite and helpful during the visit. I hope that you continue to enjoy your learning and do your best. Please thank your parents for the helpful comments they made on the questionnaires.

With my very best wishes for your future.

Yours faithfully

Steffi Penny

Her Majesty's Inspector of Education, Children's Services and Skills