

# Musbury Community School

## Inspection report

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<b>Unique Reference Number</b>	113102
<b>Local Authority</b>	Devon
<b>Inspection number</b>	325753
<b>Inspection date</b>	7 October 2008
<b>Reporting inspector</b>	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.

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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 (total)	55
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
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Janet Albano
<b>Headteacher</b>	Clive Salmon
<b>Date of previous school inspection</b>	3 November 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>	Church Hill Musbury Axminster EX13 8BB
<b>Telephone number</b>	01297 552687
<b>Fax number</b>	01297 552687

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## Introduction

The inspection was carried out by one of Her Majesty's Inspectors. The inspector evaluated the overall effectiveness of the school and investigated: the historical differences between the standards in science and writing compared with mathematics; the effectiveness of the Early Years Foundation Stage (EYFS) provision; and the way that the school checks on its own performance.

Evidence was gathered from the analysis of pupils' test results, observation of lessons, parents' questionnaires, discussions with the senior leadership team, staff, governors and pupils, and scrutiny of samples of pupils' work. 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 very small village school mainly serves the local area but also accepts an increasing number of pupils from further away. There are three classes, each having a mixed-age range. Nearly all of the pupils are from a White British background and none is learning English as an additional language. The proportion of pupils who have learning difficulties and/or disabilities is around the national average. Nearly half of the pupils join the school later than the usual time of first admission. Currently there is one child in the Early Years Foundation Stage (EYFS).

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

Parents say 'Musbury Primary is a small school with a big heart ... it is at the heart of our community', and they are right! The exceptional care, guidance and support given to pupils by this good school result in their outstanding personal development and well-being.

Attainment on entry varies from year to year, but it broadly matches the level expected for children's ages. Children make a good start in the EYFS because activities are carefully matched to their individual needs. Good quality teaching and secure learning throughout the school ensure that all pupils make at least good progress, achieve well and leave Key Stages 1 and 2 with standards that are generally and sometimes significantly above the national averages. Standards have improved in writing. Through regular and helpful marking, pupils know how well they have done and what spelling or grammar mistakes they need to address. The marking is not always as clear on how well they are performing against their individual targets. Sometimes in class, pupils do not pay enough attention to their targets, even when they are stuck into their exercise books. Although the targets pupils are set are challenging, for some they are not sufficiently demanding. School data show that standards in science have improved dramatically over the last year following a renewed curriculum and sharper leadership and management.

School records show that some of the pupils who joined the school later during Key Stage 2 did not make the expected progress measured against their Key Stage 1 test results prior to their admission. Consequently, these pupils have had a lot of catching up to do so that they can reach the standards of which they are capable. Whilst at Musbury, several of these pupils make excellent progress because staff ensure that weaknesses in their learning are identified and remedied through good quality teaching and excellent support from gifted volunteers and teaching assistants. Likewise, other pupils who need extra help with their learning receive specifically targeted work and are supported exceedingly well so that they can make the same good progress as their peers.

The school's commitment to ensure basic skills are learned is developed through interesting topics and prepares pupils extremely well for their next school and for living in the modern world. Visits to bring learning alive and the regular use of visitors provide enrichment to the curriculum. Until very recently the curriculum and standards in physical education have suffered because of the lack of a large indoor space. The school and the local community are rightly proud of their new sedum-roofed and larch-clad school hall. Local people provided significant funds for this new eco-friendly facility and it acts as a beacon and physical demonstration of the exceptional community cohesion in Musbury. A further testament is that very nearly all the families responded to the Ofsted questionnaire with overwhelming support for the school and all that it does. They say that communication is generally very good and that their children learn because they are happy, confident and enjoy school. A few parents were concerned about the amount of homework that pupils get; inspection evidence did not support their views.

Pupils know how to keep healthy; activities after school and a strong encouragement to walk to and from school help the pupils to keep fit. They have a highly developed understanding of spiritual, moral, social and cultural issues, making a very good contribution to their own and the wider community. An unusual feature is the adoption of the care of a local footpath. They have a good awareness of global issues and the traditions and religions of other countries. They are less aware of how children and their families from other backgrounds and heritages contribute to life in Great Britain. The school is aware of this and has gone some way to

increasing pupils' knowledge. Pupils feel safe in school because of the excellent care they receive, and the respect they show to adults and each other is exemplary.

This is a listening school where the views of the whole-school community count and there is real sense of teamwork. As a result, there is a striking team spirit and a 'can do' vision that permeates through the school. Pupils volunteer and are then voted onto the school council. Those involved have an understanding of the roles of different officers and of the need to be accountable for their actions as representatives of all the pupils. The council has successfully been granted a softer carpet for infant children, a water dispenser for juniors, a buddy bench in the playground, new playground games and soap dispensers. The Year 6 representatives regularly attend the first part of governors meetings so they can get a better insight into school governance, which helped them to win a prize from the Devon Association of Governors when they shared their views.

The evaluation of the school's work is honest and robust. The school knows itself very well and sets the right targets to make it even better because of good leadership and management at all levels. Good use is made of governors' professional knowledge and expertise to evaluate the work of the school, which they do to hold it to account. The school has excellent capacity for continued improvement.

## **Effectiveness of the Early Years Foundation Stage**

### **Grade: 2**

Reception children are taught alongside those in Key Stage 1. The six areas of learning are covered throughout each week either discretely or through activities parallel to appropriate subject areas in Key Stage 1. For example, they join in when Key Stage 1 are doing practical activities in science, exploring the senses of taste, touch and sight. Sometimes they share the good quality introduction to sessions with the whole class, which is then followed by adult-led activities, where the teacher or another adult works with them following the EYFS framework. Independent activities either initiated by an adult or the child are often centred around the role-play area and the outdoors. Photographic evidence shows that the children enjoy this very much and in particular, the multicoloured parachute that they have. This is because, when planning activities and resources, children's particular interests are built into them and their involvement in the planning increases over the academic year.

Scrutiny of assessment information for the current Year 1 shows that by the end of the EYFS, the children make good progress in all aspects of learning. This is because the good leadership and management of the Reception provision ensure teaching is tailored to the children's ongoing learning and developmental needs. All the staff keep a very close check on each child's progress over time, and assessment is regular and rigorous.

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

- Ensure that pupils have greater first-hand awareness about how children and their families from other backgrounds and heritages contribute to life in Great Britain.
- Ensure that targets are referred to more often and are extending all pupils to their potential.

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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 capacity to make any necessary improvements	1

**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?	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/or disabilities make progress	2

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<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>	1
The extent of learners' spiritual, moral, social and cultural development	2
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

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

## 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	1
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?	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
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**

7 October 2008

Dear Pupils

Inspection of Musbury Primary School, Musbury, Axminster EX13 8BB

Thank you for the very warm welcome that you gave me recently when I inspected your school. I particularly appreciated the discussions that I had with many of you and am grateful to you for helping me with my work. I am writing to tell you what I found out during my visit. I agree with you that your school is good and it was interesting to hear about all the exciting things that happen. You say that you like school and enjoy your lessons.

Your school looks after you exceptionally well and all the adults want to do their best for you. Consequently, your personal development is excellent. Everyone in the school cares for each other really well and you are kind and polite.

You make good progress in your learning because you are taught well and try hard in your lessons. You have fantastic volunteers and support staff who help you, and your teachers create a very special school.

The school council takes its responsibilities seriously and listens to your views in order to make the school even better.

You have such wonderful adults who are always looking for ways to make your school an even better place to be! I have asked them to make sure that you use your individual targets more often and that for some of you they should be a bit harder. I have also asked them to make sure that you get to understand the lives of other children and their families from different backgrounds and heritages who live in Great Britain. Can you think of ways to help them to do these things?

I know that your superb new hall will make a great difference to what you can do indoors and I hope you enjoy the butterflies and insects that will visit the roof next summer. Please thank your parents/carers for the very helpful comments they made on the questionnaires. I know you have a great website so if you want to see the full report please go to this link: [www.Ofsted.gov.uk](http://www.Ofsted.gov.uk)

I hope that you continue to enjoy your learning. With my very best wishes for your future,

Yours sincerely

Steffi Penny Her Majesty's Inspector