

Wembury Primary School

Inspection report

Unique Reference Number	113266
Local Authority	Devon
Inspection number	325786
Inspection dates	25–26 February 2009
Reporting inspector	Margaret Dickinson 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	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	183
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	Richard Warne
Headteacher	Susie Evans
Date of previous school inspection	27 April 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Knighton Road Wembury Plymouth PL9 0EB
Telephone number	01752 862459
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Age group	4–11
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Introduction

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

Description of the school

The school serves a coastal village in South Hams area of Devon and most pupils live in the catchment area. Almost all are from White British backgrounds. The proportion of pupils with learning difficulties is below average. Children in the Early Years Foundation Stage are provided for in a reception class. The school has a pre-school on site, which is managed independently of the governing body and which the large majority of children attend before joining the school. When they start in reception, children's attainment is slightly above the expectations for their age.

The headteacher took up her appointment in September 2007 and a new deputy headteacher was appointed in September 2008. In the last 18 months around half the teaching staff have changed. There have also been many changes on the governing body, as previous governors have come to the end of their terms of office. The school holds several awards, including Healthy Schools, National Green Schools and Activemark.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

The school gives pupils a satisfactory education and it has some good features. Pupils' personal development and well-being are good. Pupils enjoy school, attend regularly, work hard and try their best. They are open and friendly and their excellent behaviour shines through strongly. Pupils' positive approach to school is very noticeable when they work together to solve problems or tackle group activities. They respect one another's ideas and opinions and enjoy the opportunity to collaborate. The school provides a good curriculum, enriched by a range of visits and additional activities. Good links with the local community and organisations such as the National Trust broaden pupils' experiences and learning. The school also builds in opportunities for them to learn about people who live in very different localities from their own through, for example, its links with a school in Ghana and the International Week, when each class explores aspects of life and culture in different countries.

Children get a good start in the Early Years Foundation Stage and achieve well. Over recent years, standards have generally slipped back to average in Years 1 and 2, and picked up again between Years 3 and 6 to above average by the time they leave. This has been identified by the school. Since her appointment, the headteacher has taken several successful steps to address this inconsistency. As a result, achievement in Years 1 and 2 has improved and is now good in Year 2, but pupils' progress between Years 1 and 6 is not yet entirely consistent and achievement is satisfactory overall rather than good.

The headteacher has developed the school's system for tracking pupils' progress and this has improved teachers' awareness of the progress pupils make whilst in their class. However, the headteacher has rightly identified that the system is not yet sufficiently robust. Whilst the tracking sheets record pupils' National Curriculum levels over the current year, they do not show their levels prior to last summer. Consequently, this makes it difficult for teachers to identify whether pupils have built sufficiently upon their earlier attainment. In some classes, teachers use the sheets well to identify which pupils have not made the expected progress and need an extra injection of support. They also use their knowledge of pupils' current levels to plan appropriate work which challenges pupils of different abilities. However, this good practice is not consistent between Years 1 and 6. Despite some good and outstanding teaching, this is an important factor which holds back learning for some pupils and makes teaching satisfactory overall rather than good.

Leadership is satisfactory. Since her appointment, the headteacher has taken steps to improve provision and raise standards. She is supported well by the new deputy headteacher. Improvements have been made to how writing is being taught, for example, and to the arrangements for supporting pupils with learning difficulties. Although it is still early days, as many teachers are relatively new to their leadership roles, there is evidence that actions are starting to have a positive effect on pupils' learning. The headteacher and deputy headteacher have a generally accurate view of the school's effectiveness and have identified appropriate areas for improvement. However, the school's development plan does not show these priorities clearly enough, especially how the school's planned actions will be evaluated to check their impact. Governors are keen and supportive but, with so many new to governance, are very dependent upon the headteacher in fulfilling their strategic role. The new governors have undertaken training to help them develop their roles and some have already started to visit the school to find out for themselves what is happening. They have made a sound start but are in

the very early stages of providing a degree of challenge for the school and acting as critical friends.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Children build well upon their skills when they enter school and they leave the Early Years Foundation Stage with above average standards and positive attitudes to learning and school life. Children settle well into the reception class and staff keep in close touch with parents. Planning is good across all areas of learning in the Early Years Foundation Stage. The teacher ensures children are given a good balance of directed activities and those where they have choice. Children are supported and cared for well by the teacher and teaching assistant, who are sensitive to their varying needs. Teaching is good and based on good knowledge of the different stages each child has reached. A particularly good feature is the quality of questioning, which encourages children's responses and develops their speaking and listening, as well as their confidence. Children are helped to develop their independence and enjoy all the activities that are arranged for them. The adults record their observations carefully and these are annotated in some detail and provide a good picture of the stage that each child has reached. Alongside this, next steps are identified to promote their learning. The effective leadership of the Early Years Foundation Stage promotes good achievement for the children.

What the school should do to improve further

- Ensure teachers develop their use of assessments further, to match activities to pupils' varying needs and levels of attainment.
- Develop the tracking system further to give a longer-term view of pupils' progress so that any potential underachievement can be quickly identified.
- Ensure leaders at all levels evaluate the effectiveness and impact of the school's planned actions.
- Strengthen the strategic and monitoring role of the governing body.

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

Pupils reach above average standards by the time they leave the school. Overall, they make satisfactory progress between Year 1 and Year 6 but there are strengths and weaknesses within this picture. Test data shows pupils have made good progress over recent years between Years 3 and 6 and the trend is one of steady improvement. The school has correctly identified some underachievement and inconsistency in pupils' past progress in Years 1 and 2. Standards have been broadly average but lower than they should have been, given pupils' above average standards at the beginning of Year 1. Pupils' progress is now improving in Years 1 and 2, and particularly in Year 2 where pupils are moving ahead at a good rate in reading, writing and mathematics. In Years 3 to 6, there is some variability in pupils' progress between subjects and year groups but achievement is nonetheless satisfactory.

Personal development and well-being

Grade: 2

Pupils enjoy coming to school and attendance is good. They like contributing to their school and taking responsibility. They also enjoy taking part in activities and visits that give them an opportunity to link with the local and wider community. Pupils' spiritual, moral, social and cultural awareness is good overall and their behaviour is outstanding. They concentrate and behave very well in lessons, even on the occasions when activities are not very demanding or they have to sit and listen for a long time. Pupils feel safe in school and report that bullying is rare and normally dealt with effectively if it does arise. Pupils have an excellent grasp of how to live healthy lifestyles. They like the choices of healthy food on offer at lunch-time and the range of sport activities, such as their swimming lessons and the annual swimming gala. Pupils' attainment in basic skills and their good personal and social development leave them well prepared for the next stage of their education and set them up well for their future lives.

Quality of provision

Teaching and learning

Grade: 3

Good relationships exist in all classrooms and teachers' subject knowledge is mostly secure. Where teaching is strongest, pupils are engaged fully and respond to interesting and challenging activities. Teaching assistants are used satisfactorily overall and some have a strong impact on pupils' learning. This is at its best when teaching assistants support specific tasks that have been planned to suit the ability level of the pupils with whom they are working. In other cases, particularly when all pupils in the class are given the same tasks, their support is less well targeted and their impact not as marked. Teachers' planning is variable. Whilst some plans cater well for the spread of ability in each class, this is not always so. As a result, some pupils work well within their capabilities and learning is satisfactory rather than good or better. Marking is helpful in many cases but is not used consistently well in all classes.

Curriculum and other activities

Grade: 2

The curriculum supports pupils' personal development well. Learners are well prepared for their future economic well-being with good levels of numeracy and literacy by Year 6. The school has taken steps to introduce a more creative and skills-based curriculum but acknowledges that this is in its early stages. Nevertheless, stronger links are developing between subject areas. A wide range of enrichment activities contribute well to pupils' personal development, and themed weeks and residential activities help to broaden the pupils' experience. All pupils participate in inter-house competitions and a good number are involved in sporting fixtures with other schools. The school makes good use of the local environment and has good links with other schools, organisations and community groups.

Care, guidance and support

Grade: 3

Pupils are known well and cared for well and pastoral care is good overall. The school takes appropriate steps to ensure they are safe and works effectively with other support agencies should outside help be required. Pupils know who to turn to if they have a problem and there

are effective measures in place for providing support for pupils encountering difficult circumstances. However, some report that if they encounter problems at playtime, these are not always taken seriously by mealtime assistants and adults supervising the playground. The school has a system for tracking individual pupils' progress. This is increasingly being used to identify whether any pupils need additional support and to determine what needs to be provided. The current system has its limitations as leaders and teachers cannot easily check pupils' progress over a longer term than one year. Pupils in Key Stage 2 generally know the levels at which they are working but in some cases are not as clear about what they could do to move to the next level. Some pupils are given targets, for example to help them to improve their writing, but these are not used effectively in all classes.

Leadership and management

Grade: 3

Changes in teaching staff over the last 18 months have led to changes in subject and middle leadership. The headteacher has reviewed staff responsibilities, taking everyone's strengths and areas of interest into account, and has begun to develop leadership roles. Teachers are positive about the greater involvement they have in improving the work of the school but are not yet sufficiently involved in evaluating the strengths and weaknesses in provision. Several have drawn up clear action plans for their areas of responsibility and there are signs that these are having an impact upon pupils' learning and progress. An initiative to improve writing is helping to raise standards, and the arrangements for supporting pupils with learning difficulties are leading to more targeted support. The senior leaders and governors have not evaluated how well the school is fulfilling the duty placed on all schools since September 2007 to promote community cohesion.

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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 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?	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?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

Achievement and standards

How well do learners achieve?	3
The standards ¹ reached by learners	2
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

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?	2
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	2
The extent to which learners enjoy their education	2
The attendance of learners	2
The behaviour of learners	1
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 learners' needs?	3
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?	3

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 eliminated	3
How well does the school contribute to community cohesion?	3
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	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

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

27 February 2009

Dear Children

Inspection of Wembury Primary School, Plymouth PL9 0EB

You may remember we visited your school recently. We enjoyed talking to many of you in lessons, in the playground and at lunchtime. You told us a lot about your school and the things you do and we would like to thank you for helping us in our work.

Your school is giving you a satisfactory education. There are also some good things about your school. The activities that the school plans for you are good, particularly some of the extra activities and special projects such as International Week and the work you do on the environment with the help of the National Trust. Another really good thing about your school is all the children. You are friendly, welcoming and interesting to talk to. Your behaviour is excellent and you work very well together when you are given tasks to do in groups or with a partner. We thought you were very knowledgeable about how to keep healthy and live active lives. We know you enjoy the healthy food at lunchtimes – we enjoyed our lunches too!

We have asked the school to work on four things.

- Make sure the activities you do in lessons are at the right level for all the pupils.
- Keep an eye on the progress each of you make as you move through the school to check that you reach the standards you should.
- Check that any new developments and ideas the school introduces are working well by thinking about how much difference they make to your learning.
- Make sure the new governors learn about the things they need to do, so that they can ask the right questions to help your school to get even better.

We hope that you will all continue to work hard and get the most out of your time at primary school.

With best wishes

Margaret Dickinson

Her Majesty's Inspector