

# Stoke Canon Church of England Primary School

## Inspection report

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<b>Unique Reference Number</b>	113367
<b>Local Authority</b>	Devon
<b>Inspection number</b>	325802
<b>Inspection date</b>	26 February 2009
<b>Reporting inspector</b>	Rowena Onions

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)	116
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>	David Santillo
<b>Headteacher</b>	Richard Somerwill
<b>Date of previous school inspection</b>	1 February 2006
<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>	Stoke Canon Exeter EX5 4AS
<b>Telephone number</b>	01392 841279
<b>Fax number</b>	01392 841279

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## Introduction

The inspection was carried out by two Additional Inspectors. The inspectors evaluated the overall effectiveness of the school and investigated the following issues:

- progress in writing, especially for higher attaining pupils
- the work being done in response to parental views
- the quality and impact of school leadership and management.

Evidence was gathered from observation of lessons; scrutiny of pupils' work; discussions with pupils, the staff and several governors; and a scrutiny of school documents and parent questionnaires. Other aspects of the school's work were not investigated in detail, but the inspectors found no evidence to suggest that the school's own assessments, as given in its self-evaluation form, were not justified. These have been included where appropriate in this report.

## Description of the school

In this smaller than average size school, almost all pupils are of White British origin. Some live in the area around the school, but a sizeable minority live further afield. The school provides for children in the Early Years Foundation Stage (EYFS) in a mixed Reception and Year 1 class. In recent years, the school has undergone a period of change both in a reduction in pupil numbers and through changes in staff. At the time of the inspection, the headteacher, who had been acting headteacher for two terms, had held the substantive post for less than one week. The two senior teachers had held their role as part of senior management for just one year. Two other teachers had been in post for less than two terms.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

Stoke Canon is a good school. Good teaching and a good curriculum successfully promote good achievement and the pupils' good personal development. From a broadly average starting point, pupils make good gains in reading and mathematics and by the time they leave the school, attain above average standards. Until recently, their progress in writing has not been as rapid, especially for higher attaining pupils. School development work has improved this and current progress in writing, including that for more able pupils, is good. An above average number of Year 2 and Year 6 pupils are now on track to attain above average standards. Pupils with learning difficulties and/or disabilities are well supported and enabled to achieve well. Children in the Reception Year settle in well into school and although they make satisfactory progress overall, their personal and social development is much stronger and this provides them with a very solid base on which to build in later years.

Pupils are enthusiastic learners. Teachers devise lessons that use a variety of techniques to encourage interest and learning. This successfully promotes hard work and good behaviour. They enjoy what they are doing, and remark particularly positively about 'fun things in lessons' such as drama and the use of computers. They also speak very positively about the visits they make to places linked with their learning and about visitors who come into school. This good enrichment of the curriculum makes the work they do more relevant to them, further assisting their motivation to achieve well. Some opportunities are provided for pupils to practise the skills they have learned in one subject in others, for example, writing a detailed report of life in Aztec times in a history lesson. The school is already working to further develop these links as a way of promoting even better progress.

Pupils are relaxed, confident individuals who know how to keep themselves safe and well. They describe the school as 'friendly and welcoming'. They are developing healthy lifestyles. They enjoy the good range of physical activities provided in and after school and they appreciate the need to eat healthily. From the Reception class onwards, they are provided with good personal care. Parents greatly appreciate this, commenting on the 'safe, caring environment'. The majority of parents are positive about the education provided for their child. The rather disrupted period that the school has gone through in recent years has, however, reduced the confidence of a minority. The headteacher and governors have already started to take action to address this. They have, for example, increased communications with parents, something that several parents mentioned positively in their responses to inspectors. There remains, however, a need to build upon this work to ensure that the full confidence of all parents is regained. The school's links with other schools and other professionals are good and contribute positively to pupils' personal development.

The school is making a good contribution to community cohesion, showing awareness of its role in the local community and taking action to further promote this. The development of new initiatives, such as the breakfast club, has extended the work of the school well. Pupils gain from the local links, for example, learning their role as citizens through lobbying for a pelican crossing in the village. Global citizenship is developed through the work to gain Eco School status and through events held for charity. The latter also develop financial understanding as the pupils organise and raise money themselves. This, together with above average standards, ensures they are developing good skills that will underpin their future economic well-being. Staff and governors are aware that there is a need to strengthen national community links and there are appropriate plans in place for this.

Strong attention is given to keeping a check on pupils' academic progress. This is analysed termly and action is taken to help those who are not meeting the appropriately challenging targets set for them. There are new systems for sharing assessments with pupils. They are aware of the targets set for them and comment that these are useful in helping them to 'get better' at their work. Marking is often detailed and precise in telling pupils what to do to improve. However, teachers do not consistently give pupils opportunities to respond to this advice. As a result of increasingly good assessment practice, teachers are aware of the potential of their pupils. This means that in most lessons they hold high expectations and ensure that pupils work to do their best. Books show that pupils complete good amounts of work and this further promotes their good progress.

The leadership and management of the school are good. Structures to support school self-evaluation are good and developing well, producing honest, accurate analyses of strengths and areas for improvement. During his time in an 'acting' capacity, the newly appointed headteacher has built a proactive team of new senior teachers who have a shared vision for the further development of the school. Actions already taken, for example those to improve writing, have already had an impact and this demonstrates that the school has a good capacity to develop further. Governors are supportive and play a good part in the development of the school. They have worked hard to ensure that the school has not lost momentum during the period of reduction in class sizes and changes of staff.

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

### **Grade: 3**

Standards when they enter Year 1 and ongoing monitoring show that children make satisfactory progress over the Reception Year. There are some very positive aspects of the provision, especially the way adults talk with the children and the relationships that develop between the staff and the children. These enable them to enjoy what they do. Many such aspects of the teaching are good. However, a lack of opportunity for the children to work and play independently makes the impact of the teaching satisfactory overall. This lack of opportunity to learn to choose, use and demonstrate skills independently also means that past assessments were not sufficiently accurate to provide a true picture of the children's attainment. Satisfactory leadership of the provision has begun to seek ways in which the children can be given these opportunities as well as to extend outdoor learning. Children's safety is taken very seriously and the school has appropriate systems in place to ensure this.

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

- Improve provision in the Early Years Foundation Stage by increasing the opportunities children have to work and play independently.
- Build on the work already in hand to ensure that the school enjoys the full confidence of all parents.

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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?	2
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?	3
How well do children in the EYFS achieve?	3
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?	3
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	3

### 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

<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>	2
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	2
The attendance of learners	2
The behaviour of learners	2
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

<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?	2

## 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 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**

27 February 2009

Dear Children,

Inspection of Stoke Canon Church of England Primary School, Stoke Canon EX5 4AS

On behalf of the inspectors, I would like to thank you for your friendly welcome when we came to inspect your school. Your school is a good one and the hard work of your headteacher, teachers, helpers and governors is helping it get even better. We think that your hard work is helping with this. We are glad that most of you like school and were pleased to see that you know how to keep fit by getting lots of exercise. It was also good to hear that you feel so safe and well looked after.

This is what we found about your school.

- You make good progress in English and mathematics in Years 1 to 6.
- You enjoy school, get on well with your teachers and try hard in class.
- You help each other and behave well.
- The teachers choose a variety of activities so that you are interested in lessons.
- Children in Reception are helped to settle into school well, but they could be given more opportunities to work and play independently.
- You are learning to take a part in the local and world community.
- Most of your parents are happy with the education you are getting.
- The adults in the school take very good care of you.

We have asked your headteacher and teachers to do two things to help make your school better.

- Plan lots of opportunities for children in Reception to work and play independently.
- Make sure that all of your parents are happy with the education the school is giving you.

We are very glad that you like your school and enjoy all the activities in which you get involved. We think that you could help to make your school even better by continuing to work hard and make the best of the time you have in school.

Best wishes

Rowena Onions

Lead Inspector