

# Colyton Primary School

## Inspection report

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<b>Unique Reference Number</b>	113067
<b>Local Authority</b>	Devon
<b>Inspection number</b>	333389
<b>Inspection dates</b>	3–4 June 2009
<b>Reporting inspector</b>	Laurie Lewin

This inspection was carried out under section 8 of the Education Act 2005; it was also deemed a section 5 inspection under the same Act.

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)	121
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>	Vikki Bayliss
<b>Headteacher</b>	Nic Harris
<b>Date of previous school inspection</b>	2 November 2007
<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>	The Butts West Street Colyton EX24 6NU
<b>Telephone number</b>	01297 552231
<b>Fax number</b>	01297 552231

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## Introduction

The inspection was carried out by one Additional Inspector.

## Description of the school

Colyton Primary School is a small school, with most pupils coming from the immediate town area and surrounding villages. The proportion of pupils with learning difficulties and/or disabilities is similar to that found nationally in schools, although the proportion of pupils with statements of special educational need is higher than in most other schools. Of these pupils, around a third have speech and language difficulties and a few have visual or physical difficulties. Provision for children in the Early Years Foundation Stage is in a mixed Reception/Year 1 class. Nearly all pupils in the school are White British. A very small number of pupils speak English as an additional language. When Colyton Primary School was inspected in November 2007 it was judged to require special measures. Following this the number of pupils on roll dropped and has now stabilised. Also, following the inspection there was a large turnover in the staff that included a change in headteachers. After a short period with temporary headteachers, governors appointed a new headteacher, who has been in post since April 2008. Over the last year the school has received termly monitoring visits by inspectors to review the rate of progress with addressing the key issues raised at the last inspection.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

In accordance with section 13 (4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures. This school is providing a satisfactory quality of education. It has many good features and is improving rapidly. The new headteacher has worked very effectively with all of the staff to create a school atmosphere in which pupils enjoy what they do, work hard and become mature and confident individuals. There is a purposeful and energetic feel throughout the school and, as one pupil put it, 'The main change this year is that everyone has a positive attitude.' All of the parents spoken to mentioned the way in which the school has improved. They are particularly impressed by how keen their children are to come to school. Over the last year, there has been particular improvement in the progress that pupils make as a result of the improved teaching in all classes. Teaching throughout the school is now good, with outstanding teaching sometimes seen in the Early Years Foundation Stage. As a result of strong provision, children in the Early Years Foundation Stage make good progress and achieve above average levels by the start of Year 1. This good progress and achievement continues throughout Years 1 and 2 so that pupils reach above average levels by the end of Year 2. The main challenge for the school since its last inspection has been to improve the progress and achievement of pupils in Years 3 to 6, and particularly for pupils in the Years 3 and 4 class. Working closely with the strong support of the local authority support team and other external expertise, the school has put in place many effective initiatives that have successfully improved the progress and achievement of pupils in this part of the school to a satisfactory level. In the main, as a result of good teaching the previously noted underachievement is rapidly disappearing and, by the end of Year 6, pupils achieve above average standards in mathematics and average standards in English and science. Staff are fully aware of the need to sustain and embed all the good practice established in recent times in order to keep the momentum of improvement going. They rightly identify that many pupils in Years 3 to 6 are sometimes too dependent on being given specific step-by-step guidance. As a result, pupils are not as good as they could be at using their initiative to use and apply their knowledge, skills and understanding independently within different classroom activities. Over the last year the school has developed rigorous systems to track pupils' progress. Teachers use this information well to inform their lesson planning and this has been one of the main improvements to teaching. Part-time support teachers and teaching assistants do a very good job of supporting individuals and groups of pupils. The school has a satisfactory curriculum that is suitably enriched by a good range of visits, the programme of extra-curricular activities, and visitors coming into school. Much has been done to enliven the curriculum in English and mathematics. However, provision in other subject areas is not as precisely tailored to pupils' needs as it could be.

Pastoral care is excellent and pupils feel safe and secure in school at all times. Pupils generally eat healthily and participate in lots of sports activities to keep fit. Pupils' personal development, including their spiritual, moral, social and cultural development, is good. However, pupils lack a full understanding and awareness about life in a multi-ethnic society.

Strong leadership and management have enabled the school to move forward at a good rate since it was last inspected. Governors do an excellent job and have worked tirelessly to support and aid the school's recovery. The headteacher, ably supported by the deputy headteacher, has done extremely well at getting the staff team to work together in a highly committed and enthusiastic manner. He has ensured that strong partnerships have been forged with parents

and the local community. Given all of these factors, and the clear plans laid for the school to move ahead, the school has a good capacity to improve.

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

### **Grade: 2**

Excellent leadership and management by the Early Years Foundation Stage coordinator have enabled good provision to be established this year. Strong induction processes, and the rich range of activities provided, give all individuals an exciting start to school life. Good and sometimes outstanding teaching ensures that all individuals have tasks that match very closely with their needs. As a result, children very rapidly acquire confidence to express themselves, achieve well and develop a wide range of skills, knowledge and understanding. The Early Years Foundation Stage work areas are usually full of happy, smiling faces; children share tasks sensibly, behave very well and get on enthusiastically. The teacher and support staff provide first-rate pastoral care and good academic guidance so that children always feel safe and secure. The Early Years Foundation Stage coordinator rightly identifies that extending the curriculum further to build on the strong links already established with the Years 1 and 2 curriculum is the next step to improve the quality of provision to outstanding. Alongside this is the identified need to further develop the skills of support staff in observing and evaluating the attainment and progress of children.

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

- Improve pupils' progress and achievement in Years 3 to 6 by: - building on and embedding all of the newly established good practice - fully develop pupils' skills to work independently and under their own initiative where appropriate in all projects and tasks undertaken.
- Develop the curriculum for all foundation subjects to ensure that work planned is tailored to match the abilities and interest of the pupils across the school.
- Ensure pupils gain a full awareness and understanding of people from other ethnic cultures within British society.

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**

Strong provision and good progress and achievement established in the Early Years Foundation Stage and Years 1 and 2 provide a firm basis for ensuring that all individuals reach their potential as they move up through the school. The last few months have seen the impact of all of the school's initiatives in training staff and improving lesson planning reach fruition. The school's very clear tracking of pupils' progress shows that previously identified underachievement, particularly in the work of the pupils in the Years 3 and 4 class, is rapidly disappearing. As a consequence, pupils now show satisfactory progress and achievement in Years 3 to 6. Staff fully understand the need to sustain the momentum of current improvements to further improve pupils' progress. The reduced minority of pupils who are still not as well advanced as they should be are well on course to catch up in the near future. The strong support for pupils with learning difficulties and/or disabilities and those who speak English as an additional language helps them to progress well in relation to their prior attainment. Lesson observations show that

many pupils in Years 3 to 6 struggle to apply their skills and knowledge independently in projects and tasks, to further accelerate their progress and understanding.

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

### **Grade: 2**

Over the last year, there has been a big shift in the school, with pupils enjoying their daily experiences to a much greater extent. As a result, attendance at school is good. Pupils mainly behave very well and are polite, friendly and helpful.

Through the school's close links with the local town, charity fund raising carried out, and the good work of the school council, pupils learn to make a valuable contribution to the immediate and wider community. The advances made with improving pupils' work across the school mean they now have a sound set of basic skills to help them become successful in the future. In discussion, pupils show genuine appreciation for the work of staff in improving the school. Some areas of work undertaken give pupils a flavour of how people from other cultures live. However, they have a limited awareness and insight into the multi-ethnic make-up of British society and what this could mean for their lives in the future.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teachers make very good use of the wealth of data they possess about pupils' attainment and progress. As a result, lesson planning is detailed and clearly shows how tasks will meet the requirements of groups of pupils or individuals of different abilities. Teachers work hard to make the content of their lessons interesting and exciting for pupils. This is clearly paying off, with pupils keen to talk about the work they do. Through the intensive training they have received across the year, teachers have become very good at setting clear lesson objectives and success criteria. This has made a big difference in ensuring that pupils have a clear understanding of what to do. Pupils know that teachers have high expectations for what they can achieve. Teaching assistants and support teachers work very well to support individuals and groups. As a result, pupils with learning difficulties and/or disabilities and those who speak English as an additional language progress well with their learning. Teachers are very aware that the next step in improving pupils' progress is in boosting further the opportunities for all individuals to apply their knowledge and skills with a greater degree of independence in researching, investigating and exploring tasks.

### **Curriculum and other activities**

#### **Grade: 3**

Staff have put robust systems in place to ensure that the overall planning in English and mathematics gives rise to a lively and interesting range of learning opportunities. This has succeeded in boosting pupils' enjoyment in learning. A good emphasis is placed upon improving pupils' personal development through the personal, social and health education that goes on across the school. A good range of trips, visitors to the school, links into the locality, such as with the church and the library and the good range of extra activities available provide good enrichment to pupils' learning. With the focus on upgrading the quality of the curriculum provision for English and mathematics, other subject areas have not been developed as much

as they could be. As a result, programmes of work in the foundation subjects are not always designed to fit the needs and interest of the pupils as closely as they could be.

## **Care, guidance and support**

### **Grade: 2**

All staff know and get on with the pupils extremely well, resulting in a strongly supportive family atmosphere throughout the school. Pupils all say that they feel well supported and if they needed help would talk to an adult without hesitation. The school rigorously applies all policies in respect of safeguarding the pupils. The school makes maximum use of all external support to provide extra specialised help for pupils as required. In addition, the school has a significant number of voluntary supporters from the community coming in to support pupils, for example, with listening to pupils read. The staff provide pupils with good quality academic guidance on a day-to-day basis and through helpful comments in marking books. Whilst good work has been done to establish curricular and group targets, targets set for individual pupils are not always as clear and precise as they could be.

## **Leadership and management**

### **Grade: 2**

Staff, governors and the headteacher comprise a very strong team. Excellent use of external expertise to support training of staff has substantially upgraded the quality of teaching and work in classrooms. The headteacher has successfully developed a very rigorous system to assess pupils' ongoing progress and staff now have a detailed understanding about the achievement of each and every pupil. As a result, classroom teaching and the targeted support provision for pupils with learning difficulties and/or disabilities have been much improved.

The headteacher and deputy headteacher work extremely well together to support all staff. Whilst responsibilities for some key areas are clearly established for staff, the delegation and distribution of leadership responsibilities is not sufficiently developed. The headteacher has done an excellent job of cementing relationships with the local community and the parents. Work with local organisations and especially the pre-school provider are examples of sound work done by the school to promote community cohesion. Governors and the headteacher have rigorous systems in place for monitoring the quality of teaching and provision. Through the school's accurate self-evaluation, they have a very clear view about what works well and where further improvements are needed. Although they have the same clear overview, staff are not as fully involved in the overall school self-evaluation processes as they could be.

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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	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?	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?	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	3
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	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	3

## 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?	3
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?	3
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	1
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**

5 June 2009

Dear Children

Inspection of Colyton Primary School, Colyton EX24 6NU

- It was really good coming to visit recently and on all the other visits across the year. Thank you for making me so welcome, talking to me and helping me during the school's inspection. I have judged the school to be satisfactory and improving rapidly. Here are some of the most important bits of the report that I thought you might like to know about:
- Over the last year you have been progressing well with your work, and in all the lessons I observed you worked really hard.
- Your personal development is good and you behave well and are polite and friendly.
- You have a satisfactory curriculum and I noticed that you particularly enjoy and benefit from all of the extra activities and school trips.
- You feel that your teachers and teaching assistants ensure you are well taught, and I agree with you.
- The school is good at looking after you and I noticed that you are not afraid to seek help if you ever have a problem.
- Your headteacher does an excellent job of making sure that there is a good working atmosphere in the school.

To improve further, I have asked staff to:

- Keep up all the current improvements to make your lessons good so that you can continue to accelerate your progress in work.
- Give you lots of really good opportunities to work independently on projects and tasks; for example, in exploring, investigating and researching to find things out for yourselves.
- Build on all the work done to improve the curriculum for English and mathematics by redeveloping the curriculum in other subjects so that it matches your needs and interests very closely.
- Give you more opportunities to develop your understanding about people from other ethnic and cultural backgrounds.

I am sure you will all want to keep working very hard in the areas mentioned here to keep your school improving. Thank you again for being so helpful and friendly when I came to see you.

Yours faithfully Laurie Lewin Lead inspector