

Copplestone Primary School

Inspection report

Unique Reference Number	113068
Local Authority	Devon
Inspection number	338085
Inspection dates	12–13 July 2010
Reporting inspector	Michael Barron

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	164
Appropriate authority	The governing body
Chair	Debbie Pickard
Headteacher	Stuart Busby
Date of previous school inspection	22 May 2007
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 14 lessons and observed six teachers. They also held meetings with the headteacher, members of the governing body, staff, parents and carers, and also groups of pupils. They observed the school's work and looked at school development planning, minutes of governors' meetings, school policies, including those associated with safeguarding procedures, assessment and tracking documentation, pupils' records and samples of pupils' work. Inspectors analysed the views of parents and carers in the 46 Ofsted questionnaires returned.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

□ attainment and achievement, especially in Year 6, and what this signifies in terms of the quality of teaching and the progress of different groups of pupils, including the more able pupils whether the school has improved the quality of provision in the Early Years Foundation Stage since the previous inspection, and, if so, if this has improved children's achievement in the Reception Year provision for cultural education and its effect on building up pupils' knowledge and understanding of cultures and communities other than their own evidence to confirm the school's judgement of outstanding for the level of care, guidance and support provided for pupils.

Information about the school

This is a smaller- than -average rural primary school. Pupils are taught in six classes. Almost all are from White British backgrounds and all pupils speak English as their first language. The proportion of pupils with special educational needs and/or disabilities is above the national average. The needs of this group of pupils are partly emotional, although the majority have learning difficulties. The number of pupils entering or leaving the school at times other than at the start of the school year is above average. There is Early Years Foundation Stage provision in the school's Reception Year class. The school holds several awards including the Healthy Schools Plus award. There is on-site pre-school provision not managed by the governing body.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

1

The school's capacity for sustained improvement

1

Main findings

This is an outstanding school. It has a very inclusive and caring ethos and prepares pupils excellently for the next stage of their education. Parents and carers are overwhelmingly positive in their support for what they correctly believe is an outstanding school. 'The school does an excellent job in bringing out the best in children' and 'excellent leadership with motivated and professional staff' being typical comments in the returned parents' and carers' questionnaires.

□ The school is dedicated to achieving the very best for all of its pupils and demonstrates an excellent capacity for further future improvement. At the heart of the school's success are outstanding leadership and management, especially that of the enthusiastic and dedicated headteacher. Working very effectively with the staff and the governing body, he has ensured the school has rigorously and accurately evaluated its performance regularly and implemented improvements where needed. As a result, the quality of education provided for pupils has improved significantly since the last inspection. Pupils now make outstanding progress in all year groups, including in the Early Years Foundation Stage, which was judged to be inadequate by the previous inspection. □

□ The school's links with the on-site pre-school are used effectively to help children settle quickly into new routines when they first enter the Reception class. However, the school acknowledges that curriculum links are not strong enough. □ Children enter their Reception Year with skill levels below those expected, especially regarding their language and social development, which is often well below. □ Outstanding teaching in Reception and other year groups caters very effectively for individual needs. Lessons in all classes are very well structured and teachers and teaching assistants work very effectively together to ensure all pupils are included in learning, including the more able pupils and those requiring extra help. The quality of teachers' marking is outstanding and always gives pupils a clear understanding of how to improve. □ By Year 6, attainment is above average and pupils successfully meet, and often exceed, the very challenging targets set for them by the school.

□ The level of care, guidance and support for pupils is excellent and ensures they become confident and independent learners. Parents and carers are overwhelming in their praise for the way the school looks after their children and comment positively about the school's safe and caring environment. Health and well-being are securely safeguarded and child protection procedures are good. Systems for monitoring well-being and progress are excellent and used effectively to provide pupils with the support they need to be successful learners.

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What does the school need to do to improve further?

- Further enhance the school's links with the on-site pre-school by strengthening curriculum links between the two settings. (Timescale: by the beginning of the 2011/2012 academic year)

Outcomes for individuals and groups of pupils

1

Pupils are very positive about school and this is reflected in their above average rates of attendance. They say they feel very safe and secure and are confident adults will always deal with any very rare instances of unkind behaviour quickly and fairly. Pupils' cultural development is good. They have a growing awareness of both their own culture and cultures in other countries, and are keen to discuss the school's links with a primary school in Tanzania. Pupils' spiritual, moral and social development is outstanding, and this is reflected in pupils' excellent behaviour and in the high level of respect they display for others.

□ Pupils respond very well to the caring approach taken by the school. It is very evident pupils enjoy all aspects of school, including the wide range of extra activities provided for them in the well-attended after-school clubs. □ They say they really enjoy lessons because teachers 'make learning interesting'. Pupils in the Year 4 and 5 class enjoyed improving their dancing skills as well as their literacy skills during an outstanding physical education lesson. Tasks are very well matched to each pupil's needs and this is a key factor in ensuring all pupils, including the more able and those with different learning difficulties and/or disabilities, make outstanding progress in all year groups. Attitudes to learning are excellent and pupils concentrate on working hard in lessons. This allows teachers to focus on helping pupils experiencing difficulties in learning. This was the case in a Year 2 lesson when the class teacher and her teaching assistant had the time to help individual pupils complete their tasks successfully because all the other pupils were able to work well independently. Pupils are always encouraged to do their best, even the youngest ones, and this was evident when Reception Year pupils smiled as they proudly gave inspectors samples of the rather tasty 'Gruffalo Cakes' they had all very carefully made in class.

□ Pupils are very aware of the importance of exercising regularly and eating healthy foods. They make a very good contribution to the school and wider community and are proud of the role the school council plays in ensuring the school listens to their views. They also have a clear understanding of local issues and have, for example, discussed the impact of traffic congestion with the Parish Council.

These are the grades for pupils' outcomes

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Pupils' achievement and the extent to which they enjoy their learning	1
Taking into account: Pupils' attainment ¹	2
The quality of pupils' learning and their progress	1
The quality of learning for pupils with special educational needs and/or disabilities and their progress	1
The extent to which pupils feel safe	1
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	1
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

The curriculum mixes subjects together very effectively in order to make learning interesting and enjoyable for all pupils while at the same time focusing on promoting the strong and effective development of skills in numeracy, literacy and information and communication technology. It has been designed to provide a wide range of memorable experiences for pupils and help to broaden their understanding of the world in which they live. The curriculum is enhanced through interesting visitors to the school and visits to places of interest. Teachers make sure the pupils' work tasks are always matched to their different abilities and that they offer just the correct amount of challenge to each pupil. Teachers and teaching assistants work very well together to make a positive contribution to pupils' learning. Classrooms are large and well resourced and teachers make very good use of interactive whiteboards to enhance learning. Planning meets the needs of different groups of pupils very effectively and pupils fully understand what they are doing and why they are doing it.

Pupils are provided with an outstanding level of care, guidance and support, and this helps them make the best of opportunities provided by the school and is the basis for their outstanding personal development. Parents and carers value the way the school looks after their children and pupils say they are confident they will always be very well looked after. Very effective induction and transfer arrangements help pupils settle quickly into new routines, and vulnerable pupils receive excellent levels of well-targeted care and support and play a full part in school life.

These are the grades for the quality of provision

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate
Please turn to the glossary for a description of the grades and inspection terms

The quality of teaching Taking into account: The use of assessment to support learning	1
	1
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	1
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The outstanding quality of leadership and management is reflected in the attention to detail in the school's self-evaluation and the excellent quality of its development planning. Leaders and managers at all levels have high expectations of what pupils can achieve and share a common belief in embedding ambition and continually striving for school improvement. The headteacher and staff have implemented many improvements since the last inspection. They have been well supported by the governing body, which offers a good level of support and challenge to the school. Individual governors play a very active role in school life and are involved in all major decision making.

The school's links with parents and carers are outstanding. They value the way in which the school keeps them well informed, especially regarding their children's learning and well-being. They appreciate the outstanding way in which the school ensures pupils are given equal chances to succeed and places equality of opportunity for all pupils at the heart of its work. The school's success in this respect is shown by the outstanding progress made by all groups of pupils.

Links with external agencies and partnerships with other institutions are used effectively to support pupils' learning and well-being. The school has developed good links with the on-site pre-school, from which most children transfer to the school's Early Years Foundation Stage. However, these links have not been developed to the extent of providing strong curriculum continuity between the two settings. Safeguarding procedures are good and meet all requirements. This is reflected in the precision of recruitment and vetting checks. Staff and governors receive regular training about safeguarding and child protection issues, and understand the importance of their roles in protecting pupils. The school's work in promoting community cohesion is good. It uses its effective links with the local community well to develop pupils' understanding of shared community values. It acknowledges that it needs to do more to enhance pupils' appreciation of the diversity of cultures and beliefs in the wider national community as this is not quite as well developed as their understanding of cultures and beliefs in other countries.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement Taking into account: The leadership and management of teaching and learning	1
	1

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate Please turn to the glossary for a description of the grades and inspection terms	
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	1

Early Years Foundation Stage

The words of one parent and carer aptly summed up the outstanding provision for children in the school's Reception Year class: 'My child has had a fantastic start to her school life.'

Children get off to an excellent start during their first year at school because teaching caters exceptionally well for their individual learning needs. Staff work very effectively to ensure that all children, regardless of their abilities, make rapid progress from starting points that are below expectations and reach, and often exceed, average standards by the time they enter Year 1.

Leadership and management are outstanding and this has been a key factor in greatly improving provision in the Early Years Foundation Stage since the last inspection. The Reception class teacher and her very effective teaching assistants work very well together to make sure children thoroughly enjoy their first experiences of school. Lessons effectively blend opportunities for children to learn both independently and with adult direction. The classroom and the secure outdoor area are colourful and exciting places and provide children with stimulating learning environments. Recording of children's progress is ongoing and used consistently well to plan future work.

Progress in children's personal, social and emotional development is outstanding and parents and carers appreciate the high level of the care and support their children receive. Children are happy to share and take turns, and join in lesson activities with enthusiasm. Regular visits to interesting places within the local community are used effectively to build up children's understanding of the world in which they live.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	1
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

Views of parents and carers

An overwhelming majority of parents and carers who returned the questionnaires or who were spoken to by inspectors held positive views about the school and felt that the school was led and managed effectively. All parents and carers believed that their children enjoyed school and were happy with their children's experiences. They believed the standard of teaching was good and that the school kept their children safe and helped them to develop a healthy lifestyle. Few parents and carers expressed any concerns, although a very small minority felt the school was not led and managed effectively. Some individual parents and carers expressed specific concerns. For example, one thought their child was not making enough progress while another believed the school was not meeting their child's particular needs.

Inspectors considered these comments and judged that the school was led and managed very well. Inspectors also judged that pupils made outstanding progress and that the school met the needs of all pupils very well.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Copplestone Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 46 completed questionnaires by the end of the on-site inspection. In total, there are 163 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	30	65	16	35	0	0	0	0
The school keeps my child safe	30	65	16	35	0	0	0	0
The school informs me about my child's progress	23	50	22	48	1	2	0	0
My child is making enough progress at this school	23	50	19	41	1	2	0	0
The teaching is good at this school	27	59	19	41	0	0	0	0
The school helps me to support my child's learning	23	50	21	46	1	2	0	0
The school helps my child to have a healthy lifestyle	30	65	16	35	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	27	59	16	35	0	0	0	0
The school meets my child's particular needs	29	63	14	30	1	2	0	0
The school deals effectively with unacceptable behaviour	29	63	16	35	1	2	0	0
The school takes account of my suggestions and concerns	21	46	24	52	0	0	0	0
The school is led and managed effectively	28	61	16	35	2	4	0	0
Overall, I am happy with my child's experience at this school	35	76	11	24	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



14 July 2010

Dear Pupils

Inspection of Copplestone Primary School, Crediton, Devon EX17 5NX

Thank you for welcoming me and the other two inspectors to your school. Everyone was really friendly and helpful and we soon realised why you all really enjoy school. We found it very interesting talking to you about what you like the most about school and seeing you all working hard in lessons. Your parents and carers believe that you attend an outstanding school and we agree with them.

Here are some of the main things we found out about your school:

- Your school gives you an excellent start to your education and makes sure you make outstanding progress in learning.
- Your behaviour is excellent and you all get on very well with each other.
- You are lucky to have such nice teachers who always try to make lessons very interesting.
- All the adults who work in the school make sure you are always extremely safe and very well looked after.
- Your teachers make sure you always know how well you are doing and what you need to do to improve your work.
- Your headteacher, governors and staff have worked very hard to improve the school.

We believe your headteacher and teachers can make your school even better. We have asked them to:

- work with the on-site pre-school to make sure that all the activities the children do there fit in more closely with the ones they do when they start in Reception.

Once again, thank you for making us feel so welcome in your school and remember, you can help your school to improve by continuing to work hard.

Yours sincerely

Michael Barron

Lead Inspector

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