

# East-the-Water Community Primary School

## Inspection report

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<b>Unique Reference Number</b>	113130
<b>Local Authority</b>	Devon
<b>Inspection number</b>	338098
<b>Inspection dates</b>	4–5 March 2010
<b>Reporting inspector</b>	Ronald Hall

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	231
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Pam Orchard
<b>Headteacher</b>	Catherine Higley
<b>Date of previous school inspection</b>	5 March 2010
<b>School address</b>	Mines Road Bideford EX39 4BZ
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## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited eight teachers and seven teaching assistants in 19 lessons covering nine hours of observations. The team held meetings with governors, staff and groups of pupils, as well as discussions with parents and carers. They observed the school's work, looked at data collected by the school and had discussions with the local authority advisor on pupils' progress. The school improvement plan and procedures for keeping pupils safe were reviewed. A range of documentation and pupils' books were scrutinised. A total of 92 questionnaires from parents and carers were scrutinised, together with questionnaire responses from staff and pupils.

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

- the impact of the quality of teaching and learning on all groups of pupils
- the impact of the leadership structure at all levels
- the performance across the whole school for all levels of pupils
- the amount of progress made by all pupils throughout the whole school
- the quality of community cohesion within the school
- the quality of safeguarding procedures in the school.

## Information about the school

This is an average-sized school with rising numbers. Most pupils live within the immediate catchment area. The vast majority of pupils are from White British backgrounds. They are taught in both single and mixed-age classes, with children in the Early Years Foundation Stage taught in two separate classes. The percentage of pupils known to be eligible for free school meals is above average. The percentages of pupils with learning difficulties and/or disabilities and of pupils with a statement of special educational needs are above average. The current governing body has recently undergone several major changes.

**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?**

**3**

**The school's capacity for sustained improvement**

**2**

### Main findings

East-the-Water Community Primary School is a satisfactory but rapidly improving and happy school. Pupils enjoy attending and one pupil's comment summed this up, 'I think school is brilliant and every night I go to sleep very quickly because I am excited about tomorrow.' The curriculum is broad and balanced, meeting the current needs of its pupils very well, although work is ongoing to make it more creative and imaginative. Pupils are polite and well mannered and have a good understanding of how to keep themselves healthy and safe. Both the pupils and staff feel the school has come a long way and changed dramatically over the past year. This is summed up by one staff comment, 'I feel that since I have been at the school there has been huge progress in the school for pupils both academically and socially. The school has its share of challenges but I feel that the staff are working together to raise standards and support each other through the process.'

The dedicated and skilled headteacher, supported by the leadership team and the governing body, has restructured, developed and improved all aspects of the school's organisation. The impact of this has been to improve the quality of teaching and learning and to achieve a marked, rapid and sustained improvement in attainment and progress in all subjects over the past two years. All barriers to learning have now been removed and this demonstrates the school has good capacity for sustained improvement. The school development plan is clear, well focused and informed by accurate self-evaluation. Leaders and managers have created an Early Years Foundation Stage that now provides a good start to the pupils' education.

The focus of the headteacher has rightly been in developing the quality of teaching and learning to raise standards for all pupils. As a result, attainment is now broadly average. Overall pupils have made satisfactory progress, partly because higher attaining pupils did not always make sufficient progress. This is now being addressed successfully so that current teaching and learning are good. However, in some cases, teachers do not have the skills and confidence to reshape tasks and explanations, where necessary, to improve learning. The school now has accurate data on which to develop planning to ensure quality and progress at all levels. While verbal feedback to pupils is excellent, teachers' written feedback does not consistently give pupils the knowledge they need to improve further.

East-the-Water Community Primary School has rightly focused on developing its partnerships at a school and local community level. The partnership with parents and carers and the local community is now outstanding, with other partnerships, such as local authority specialised services, improving rapidly. The school itself is a highly cohesive community but the pupils do not currently have enough knowledge and

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understanding of the diverse nature of society within the United Kingdom.

## What does the school need to do to improve further?

- Develop a creative and imaginative curriculum appropriate to all pupils by using the current skills and knowledge of the staff effectively.
- Ensure all teachers consistently mark pupils' work in a way that helps them understand how to improve their work and make greater progress.
- Extend the school's work on community cohesion by improving pupils' knowledge and understanding of the diverse nature of society in the United Kingdom.
- Develop the greater use of modelling of exemplary practice to ensure teachers have the skills and confidence to reshape tasks and explanations to improve learning.

## Outcomes for individuals and groups of pupils

**3**

In all lessons observed, pupils made good progress. In a good literacy lesson, pupils were fully engaged and working at a range of ability levels on several challenges related to a range of sentence construction. Good use of collaborative work was seen to both enhance learning and encourage pupils to achieve even higher results. Pupils are enthusiastic in their learning, particularly so where teaching is at its best. In a good mathematics lesson on counting forwards and backwards, pupils were very eager to learn and demonstrate their abilities. Those with special educational needs and/or disabilities are making progress in line with their peers. The school is beginning to successfully address weaker progress of higher attainers by offering work that stretches and challenges them.

Pupils play an increasing role in the life of the school and community as members of the school council which works to raise money for numerous causes. They are increasingly involved in the development of the school and enjoy their responsibilities. Pupils' enjoyment and good behavior in and around school is reflected in their better attitudes to learning and improving attendance which is now broadly average.

Pupils demonstrate good social skills and mix well with both each other and adults. Pupils' spiritual, social and moral understanding is good. Although developing, the pupils' understanding of other cultures and the diversity within this country is not yet giving the pupils the required depth of knowledge expected. The school has a healthy approach to life, which reinforces and develops the pupils' good understanding of healthy lifestyles. Pupils have a good understanding of how to stay safe and are confident in raising any concerns.

*These are the grades for pupils' outcomes*

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

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<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account: Pupils' attainment <sup>1</sup>	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>3</b>
<b>Pupils' behaviour</b>	<b>3</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>3</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>3</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

**How effective is the provision?**

Increasing use is made of a good range of resources and equipment to help make lessons interesting and enjoyable. In the majority of lessons, the level of challenge and pace enthuses and motivates the pupils but is not always consistent. Very good use is made of partner and group work to enhance learning and helps pupils share ideas. Teachers have very robust subject knowledge and a wide range of skills but on a few occasions do not use them effectively to modify approaches to engage pupils in lessons. Pupils know and have a robust understanding of their targets and teachers use these effectively in lessons for assessment purposes. However, marking is not used effectively to improve pupils' learning and progress. Thus, some opportunities are missed to reinforce learning and ensure accurate assessment of pupils' knowledge and understanding. Teachers set challenging targets for their pupils and effectively monitor pupils' progress against these.

The current curriculum has served the school well in developing the pupils' skills, knowledge and understanding, as well as building self-confidence and esteem. The school is aware of the need to develop this to be more imaginative and creative in its approach. However, the staff have not yet begun to use their excellent range of skills and knowledge effectively to develop this approach to learning. There is good use of visits and visitors to enhance learning and resources are carefully selected to support and develop understanding. The school is developing the scope of its extra-curricular activities as the confidence and self-esteem of the pupils grows.

For those for whom learning does not come easily, the school has good intervention procedures to ensure good progress. The school works exceptionally well in partnership

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with parents and carers and other agencies to promote pupils' well-being.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

**How effective are leadership and management?**

The very effective headteacher has a clear vision for improvement, which is successfully communicated to and shared by all staff. With clear knowledge of areas for development, leaders plan appropriately for improvement. They are well supported by the governors, who increasingly challenge and monitor the school's work. Governors have been responsible for improvements in policy documents and in holding staff accountable. Middle managers are becoming increasingly effective at monitoring target setting and planning and effectively addressing the issue of the attainment of the more able.

The school successfully promotes equal opportunities, takes all opportunities to challenge discrimination and is inclusive. School principles are well modelled and taught by all staff, and this has had a positive impact on pupils' attitudes and personal development. The school itself is a highly cohesive community and there are good links with the local community. However, pupils do not have a good enough understanding of the diversity of communities within the United Kingdom and beyond.

Safeguarding arrangements are good and both staff and pupils state that they feel safe and secure in school. There are good safety and security systems in place for online learning and pupils fully understand the need for these measures.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>

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<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

Children enter the Early Years Foundation Stage well below the age-related levels but make good progress to enter Key Stage 1 just below national expectations. Children achieve well due to the consistently good, and at times outstanding, teaching. A prime example was a session related to phonics development. Careful and thoughtful questioning and interaction between the teacher and children, mixed with a creative approach to 'digging for and burying plastic toys', resulted in outstanding responses and language development. Children happily related letter sounds, blends and words to their wider experiences and the teacher further enhanced and developed this.

Children acquire the skills they need for the future well. These are developed through the consistent application of routines where children have responsibility for small tasks and initiating their own activities. This is building their confidence and self-esteem, which in turn allows them to make appropriate decisions and choices. Relationships between peers, and children and adults are good. Excellent positive adult role models reinforce and develop this further.

All staff, who monitor children's progress and record it in their 'learning journeys', use assessment effectively. Group and individual observations are utilised effectively to plan activities that extend children's learning. Good leadership gives clear direction, with a strong focus on achievement. However, collaborative working between different leaders needs refining to ensure a clear and regularly updated picture of the children's progress. Transition arrangements, both into and out of the provision, are strong and these are closely linked to the excellent relationships with parents and carers. The school is making good use of links with the local authority to support staff professional development. All policies and safeguarding procedures are in place and meet requirements.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2



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## **Views of parents and carers**

The replies from parents and carers who returned questionnaires, or who spoke to inspectors, demonstrated an overwhelmingly supportive view of the school. Although there were some parents and carers who were concerned over behaviour, inspection findings did not support these views. The great majority of parents and carers feel the school is well led and has a strong and capable staff team. Several comments expressed satisfaction with the recent improvement in the school's performance and inspectors agree with this. Parents and carers feel pupils make good progress, although a few felt this was not the case for all pupils. Inspectors agree that higher attaining pupils have not made as much progress as they might, but are clear that the school has taken effective action to address this problem. Parents and carers feel it is a very warm and caring environment and the teachers take great care of the children.

### Responses from parents and carers to Ofsted's questionnaire

The inspection team received 92 completed questionnaires by the end of the on-site inspection. In total, there are 220 pupils registered at the school. Ofsted invited all the registered parents and carers of pupils registered at East-the-Water Community 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.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	47	51	40	43	4	4	1	1
The school keeps my child safe	41	45	48	52	2	2	0	0
The school informs me about my child's progress	42	46	47	51	3	3	0	0
My child is making enough progress at this school	43	47	40	43	9	10	0	0
The teaching is good at this school	45	49	44	48	3	3	0	0
The school helps me to support my child's learning	37	40	51	55	3	3	0	0
The school helps my child to have a healthy lifestyle	27	29	62	67	3	3	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)	32	35	51	55	4	4	0	0
The school meets my child's particular needs	29	32	59	64	3	3	0	0
The school deals effectively with unacceptable behaviour	33	36	42	46	13	14	0	0
The school takes account of my suggestions and concerns	23	25	57	62	6	7	1	1
The school is led and managed effectively	38	41	47	51	7	8	0	0
Overall, I am happy with my child's experience at this school	46	50	41	45	4	4	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 inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

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 were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

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"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
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.**



8 March 2010

Dear Pupils

Inspection of East-the-Water Community Primary School, Bideford, EX39 4BZ

Thank you for making the inspection team feel so welcome. Your pleasant and positive attitude towards us helped to make our visit very enjoyable. We were impressed by your positive approach and the pride you take in your school. You have a good understanding of how to stay safe and healthy. You contribute to your local school community well and take pleasure in the increasingly positive reputation of your school. Many of you highlighted how safe and happy you felt in school because the teachers and staff take great care of you all. Yours is a satisfactory and improving school. You said many positive things about it in your questionnaires and we agree that the school is well placed to improve further.

The excellent relationships you have built up with the teachers and other staff encourage you to try hard and always do your best in lessons. The links you have with other organisations locally help to broaden your understanding. The headteacher, governors and staff have all worked hard to make your school more successful.

In order to make your school even better, we have asked school leaders to work on the following things:

- help teachers share best practice so that the teachers have the skills and understanding to change lessons as and when needed to ensure you fully understand your work
- ensure marking of your work includes clearer comments so that you know how to improve it in the future
- teach you about the variety of other cultures and ethnic backgrounds found in our society
- develop a more creative and imaginative curriculum.

I wish you all the best in the future and I am sure you will all continue to help make your school an even better place for you to learn.

Yours sincerely

Ronald Hall

Lead inspector

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