

Caen Community Primary School

Inspection report

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|--------------------------------|--------------------|
| Unique Reference Number | 113138 |
| Local Authority | Devon |
| Inspection number | 338104 |
| Inspection dates | 22–23 June 2010 |
| Reporting inspector | Andrew Redpath HMI |

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

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|--|--|
| Type of school | Primary |
| School category | Community |
| Age range of pupils | 4–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 232 |
| Appropriate authority | The governing body |
| Chair | Dr Anne Francis |
| Headteacher | Mrs Karen Crutchfield |
| Date of previous school inspection | 4 June 2008 |
| School address | Caen Street Braunton Devon EX33 1AD |
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors. Inspectors visited 24 lessons, observed nine teachers and held discussions with the chair of governors, staff, groups of pupils, a representative from the local education authority and some parents. They observed the school's work and looked at a range of evidence, including pupils' books and records of their progress, curriculum documents, policies, the school improvement plan and 57 parental and carer questionnaires.

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

- the impact of strategies to raise standards in literacy
- the consistency of teaching and learning across the school, particularly in providing sufficient challenge for more capable pupils
- the school's systems for monitoring and evaluating its work
- the effectiveness of the new leadership in securing the school's capacity to improve.

Information about the school

The school is of average size. Most pupils are from White British backgrounds and almost all speak English as their first language. The proportion of pupils known to be eligible for free school meals is lower than average. The catchment area includes a military base and as a result the number of pupils joining or leaving the school at other than the usual times is higher than that found in most schools.

The proportion of pupils with special educational needs and/or disabilities is lower than average, although a small number have complex needs associated with speech and language and severe learning difficulties. The school's Early Years Foundation Stage consists of two Reception classes. Since the last inspection, there have been changes in almost all leadership positions and a major building programme has been completed which has created new classrooms and extended the outside play area for the Early Years Foundation Stage.

When the school was last inspected in June 2008 it was placed in special measures due to pupils' low achievement and standards, an inadequate curriculum and unsatisfactory leadership and management.

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

3

Main findings

In accordance with section 13(5) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures. Caen Community Primary School is an improving school which provides a satisfactory standard of education. Pupils' achievement is now satisfactory and attainment has risen sharply due to better teaching, the provision of a more stimulating curriculum and the determined leadership of the headteacher. Pupils' attainment and their learning and progress are satisfactory and show a strong trend of improvement. The quality of pupils' writing shows a marked improvement due to the introduction of a good range of strategies to help those who experience difficulties. Pupils with special educational needs and/or disabilities receive good support and make similar progress to that of their peers. Teaching is good overall, although there remains some inconsistency between classes across the school, especially in the use of assessment information and in the pace of lessons. As a result, some pupils, particularly those who are higher attaining, do not always receive sufficient challenge in their learning. Pupils enjoy their lessons and many participate in the very wide range of extra-curricular clubs on offer. The school provides a good quality of care, guidance and support which is enhanced by strong partnerships with other schools and the local community. Provision in the Early Years Foundation Stage is satisfactory and children make a satisfactory start to their education, although teaching strategies are not always matched closely to the ages and abilities of all children.

Pupils' spiritual, moral, social and cultural development is good. Pupils behave well in lessons and around the school and they have a good understanding of how to lead a safe and healthy lifestyle. Some pupils feel the playground could be more closely supervised to prevent occasional incidents of misbehaviour. This view is echoed by a small minority of parents and carers, and confirmed by the school's own records. During the inspection, good behaviour was observed in the playground and pupils were engaged well by staff. The school has established several avenues to communicate with parents and carers, for example the regular newsletter and open evenings. However, whilst parents and carers generally hold positive views about the school, a few feel that their suggestions and concerns are not always considered as fully as they might wish.

The school's monitoring and self-evaluation have improved and are now satisfactory. Governors and senior and middle leaders are developing their roles well and have appropriate plans to take the school forward. The improvements in leadership, teaching and the curriculum, and their success in raising attainment, demonstrate the school's satisfactory capacity for further improvement.

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What does the school need to do to improve further?

- Improve teaching and learning by:
 - ensuring teaching strategies are appropriate for the age and ability of children in the Early Years Foundation Stage
 - using assessment information consistently to plan lessons which are sufficiently challenging and matched closely to pupils' levels of ability, particularly for those pupils who are higher attaining.
- Strengthen leadership and management by:
 - sharpening the monitoring of teaching and learning so that best practice is shared effectively and established in all classes across the school
 - monitoring levels of supervision in the playground to ensure behaviour is consistently good
 - improving engagement with parents and carers so all groups feel their views are considered fully.
- Plan for implementing during the academic year 2010 - 11.

Outcomes for individuals and groups of pupils

3

In the last three years, results in national tests at the end of Year 6 have been significantly below average in English, mathematics and science. However, during the current year, pupils' attainment has risen rapidly in all three subjects. The quality of learning in lessons is now good and enables pupils to make up for their previous underachievement. Pupils enjoy their learning and there is a purposeful atmosphere in lessons. Recent positive developments have included more opportunities for pupils to discuss their work with each other and to explain their ideas to the class. Pupils with complex learning needs and those who struggle with literacy have received high quality support, either individually or in small groups, which has boosted their progress. Occasionally, there is a lack of clarity about what pupils are expected to learn which slows the pace of learning, particularly for the more capable pupils. Work in pupils' books and the school's assessment data show pupils now make satisfactory progress in relation to their starting points and by the time they leave school their attainment is broadly average.

Pupils are polite and courteous and they are pleased to talk about their work and life in school. They make a positive contribution to the school and wider community through, for example, serving on the school council, acting as monitors, helping tidy away equipment in classes and raising funds for charity. The personal, social and health education (PSHE) programme promotes effectively pupils' social skills and their understanding of right and wrong. Their knowledge of different faiths and cultures is promoted through the religious education curriculum and by visits to places of religious worship, for example a synagogue and local churches. Pupils' preparation for their future economic well-being is helped by their above average attendance and by their improving

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ability to work collaboratively. It is limited by their less well developed basic skills in numeracy and literacy.

These are the grades for pupils' outcomes

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

How effective is the provision?

Teaching has improved significantly and is good overall. It is consistently strong in Years 1 and 2, although elsewhere in the school there is some variation. Teachers plan lessons which include a good mix of practical and written activities and they use praise and encouragement effectively to help pupils try hard. Classroom routines are well established across the school and learning is often supported by attractive classroom displays. Assessment information is used well in most classes to inform lesson planning and pupils' work is marked carefully to guide improvement; although best practice is not established fully in all classes across the school. Some very good use of targets and assessment occurs when pupils consider what they hope to achieve in a lesson and then evaluate their success.

The curriculum has improved considerably in the past year due to better planning and improved facilities. It is particularly strong in Years 1 and 2 where a range of

¹ 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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imaginative topics make good links between learning in different subjects. Across the school, visits in the local area are used effectively to instigate learning, for example when studying the formation of sand dunes, the course of a river or use of a community park. The curriculum effectively promotes pupils' understanding of how to lead a healthy lifestyle through, for example, the PSHE programme, regular swimming sessions, 'leap into life' warm-up exercises and topics on healthy food. The school has gained the Healthy School award in recognition of this work. The curriculum is enriched by a very wide range of extra-curricular clubs and a residential trip to an outdoor pursuits centre. The school has rightly identified the increased use of information and communication technology across subjects and the inclusion of more challenging activities for higher-attaining pupils as areas for further development.

Pupils report they feel safe and that the few incidents of misbehaviour or bullying are dealt with promptly. Teachers and learning support assistants are particularly effective in helping pupils who experience emotional or behavioural difficulties to succeed and to improve their self-esteem. As one pupil commented, 'If you have trouble, it's sorted out.' Potentially vulnerable pupils are identified quickly and receive the necessary support from other agencies, for example the family link worker. Transition arrangements for when children join and leave the school are good due to close links with the local pre-school and the local community college.

These are the grades for the quality of provision

| | |
|--|----------|
| The quality of teaching | 2 |
| Taking into account: The use of assessment to support learning | 3 |
| The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships | 3 |
| The effectiveness of care, guidance and support | 2 |

How effective are leadership and management?

The shared commitment of the headteacher, governors and senior leaders to raising attainment has been central to the school's improved performance. The success of leadership in embedding ambition and sharing its vision across the school is satisfactory. Several staff have taken on new responsibilities and responded positively in a period of rapid change. Teaching and learning are monitored regularly and the school analyses data well to check pupils' progress and to compare the performance of different groups. Some management systems have been introduced recently and have yet to show their full impact on raising attainment. The school is successful in ensuring the equality of opportunity of all pupils, including those with special educational needs and/or disabilities who benefit from good support from highly skilled teaching assistants. The school has satisfactory arrangements for promoting community cohesion. It has strong links with the local community and has reached out to other faith and cultural groups

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beyond the school. It has audited its provision and is developing plans to ensure inclusion of all the strands. Arrangements for safeguarding pupils are satisfactory. Procedures for checking the qualifications of staff have been updated recently and now meet requirements. The governing body monitors the school's academic performance effectively through the standards committee and is developing its other roles and responsibilities well.

These are the grades for leadership and management

| | |
|--|----------|
| The effectiveness of leadership and management in embedding ambition and driving improvement | 3 |
| Taking into account: The leadership and management of teaching and learning | 3 |
| The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met | 3 |
| The effectiveness of the school's engagement with parents and carers | 3 |
| The effectiveness of partnerships in promoting learning and well-being | 2 |
| The effectiveness with which the school promotes equality of opportunity and tackles discrimination | 3 |
| The effectiveness of safeguarding procedures | 3 |
| The effectiveness with which the school promotes community cohesion | 3 |
| The effectiveness with which the school deploys resources to achieve value for money | 3 |

Early Years Foundation Stage

The refurbished accommodation provides an attractive learning environment. Children enjoy the engaging range of topics provided, for example 'fantasy world' and 'living things', and move freely between indoor and outdoor activities. They make choices confidently, are sociable and quickly learn routines and expected behaviour. Staff assess children's progress regularly and sometimes plan the next steps in learning based on these observations. They keep annotated examples of children's work in 'celebration' books. Children make satisfactory progress and almost all reach expected levels in their learning by the time they leave. The new leadership has strengthened links with the pre-school and improved staff confidence and knowledge. As a result, planning has improved and there is a clearer purpose for the different learning experiences.

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These are the grades for the Early Years Foundation Stage

| | |
|--|----------|
| Overall effectiveness of the Early Years Foundation Stage | 3 |
| Taking into account: | |
| Outcomes for children in the Early Years Foundation Stage | 3 |
| The quality of provision in the Early Years Foundation Stage | 3 |
| The effectiveness of leadership and management of the Early Years Foundation Stage | 3 |

Views of parents and carers

Almost all parents and carers feel their children are safe and happy in school and several recognise how the school has improved recently. In the words of one parent, 'The progress made by the school in the last two years is incredible.' Additional positive comments included praise for the hard work and commitment of staff; appreciation of additional support provided to help pupils with difficulties; the quality of the newsletters and information received; and, the work of the PTA. Some parents and carers raised concerns about mixed-age classes; behaviour, especially in the playground; the leadership and management of the school; and, the way in which their views are considered. Inspectors found that teachers' planning had been improved recently to take closer account of the different age groups in some classes; behaviour is good, although the school needs to monitor more closely supervision in the playground; and, leadership and management is satisfactory and improving, although engagement with parents is an area for improvement.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Caen 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.

The inspection team received 57 completed questionnaires by the end of the on-site inspection. In total, there are 232 pupils registered at the school.

| Statements | Strongly Agree | | Agree | | Disagree | | Strongly disagree | |
|---|----------------|----|-------|----|----------|----|-------------------|---|
| | Total | % | Total | % | Total | % | Total | % |
| My child enjoys school | 33 | 58 | 23 | 40 | 0 | 0 | 0 | 0 |
| The school keeps my child safe | 33 | 58 | 24 | 42 | 0 | 0 | 0 | 0 |
| The school informs me about my child's progress | 30 | 53 | 22 | 39 | 4 | 7 | 0 | 0 |
| My child is making enough progress at this school | 24 | 42 | 26 | 46 | 6 | 11 | 0 | 0 |
| The teaching is good at this school | 31 | 54 | 23 | 40 | 0 | 0 | 0 | 0 |
| The school helps me to support my child's learning | 30 | 53 | 21 | 37 | 3 | 5 | 0 | 0 |
| The school helps my child to have a healthy lifestyle | 23 | 40 | 31 | 54 | 1 | 2 | 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) | 21 | 37 | 27 | 47 | 1 | 2 | 0 | 0 |
| The school meets my child's particular needs | 26 | 46 | 24 | 42 | 5 | 9 | 1 | 2 |
| The school deals effectively with unacceptable behaviour | 15 | 26 | 20 | 35 | 16 | 28 | 2 | 4 |
| The school takes account of my suggestions and concerns | 18 | 32 | 26 | 46 | 8 | 14 | 2 | 4 |
| The school is led and managed effectively | 19 | 33 | 21 | 37 | 10 | 18 | 1 | 2 |
| Overall, I am happy with my child's experience at this school | 29 | 51 | 23 | 40 | 2 | 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

| 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.



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24 June 2010

Dear Pupils

Inspection of Caen Community Primary School, Braunton EX33 1AD

Recently I visited your school to see how well it was doing. I enjoyed my visit very much and thought it was a happy and friendly school. Thanks to those of you who took time to talk to me about your work and life at the school. Here are the main points.

- Your school has had difficulties in the past and I am pleased to say it is much improved.
- Good teaching has raised the standard of education which is now satisfactory and getting better.
- Your attendance is good and you enjoy coming to school because of the interesting lessons and clubs on offer.
- Your behaviour is good and you have a good understanding of how to lead a safe and healthy lifestyle.
- You receive a good level of care and those of you who struggle with your work receive extra help to help you improve.

I have asked the school to do a few things to make it better.

- Make sure that teachers in all classes match work closely to your age and level of ability so that you can make faster progress.
- Ensure teachers share some of the ideas used in the best lessons with each other.
- Make sure that adults who have responsibility for running the school check supervision in the playground and look at the ways they take account of the views of your parents and carers.

You can help by always trying your best, by telling the teacher if work is either too easy or too hard and by making suggestions through the school council about how the use of the playground might be improved.

Yours sincerely

Andrew Redpath

Her Majesty's Inspector

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