

East Anstey Primary School

Inspection report

Unique Reference Number	113146
Local Authority	Devon
Inspection number	338106
Inspection dates	16–17 September 2009
Reporting inspector	Andrew Redpath HMI

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	46
Appropriate authority	The governing body
Chair	Mr Robin Thorne
Headteacher	Mr Tim Gurney
Date of previous school inspection	0 November 2006
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors. He visited eight lessons and held meetings with the chair of governors, staff and pupils. He observed the school's work and looked at a range of evidence, including pupils' books and displays of their work, curriculum documents, the school's improvement plan and 31 parental questionnaires.

The inspector reviewed many aspects of the school's work. He looked in detail at the following:

- standards in Years 3 to 6, especially in English
- the quality of provision and learning in the Early Years Foundation Stage
- pupils' personal development and their knowledge of diverse cultures in modern Britain
- the quality of teaching across the school and its effect on raising standards
- the effectiveness of the school's arrangements for monitoring and evaluating its work and in ensuring improvements are sustained.

Information about the school

East Anstey Primary School is a small rural village school. Almost all pupils are of White British heritage, and all speak English as their home language. The proportion of pupils with special educational needs and/or disabilities is slightly above the national average and their additional needs are mainly associated with the acquisition of numeracy and literacy skills. The proportion entitled to free school meals is much lower than average. The Early Years Foundation Stage provision consists of one mixed-age Reception, Year 1 and Year 2 class.

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

East Anstey Primary School provides a satisfactory and improving quality of education. It is a friendly and caring school where children and their parents are made to feel welcome. The high standard of care and stimulating curriculum underpin pupils' enjoyment of school, their very strong sense of personal safety and their excellent knowledge of how to lead a healthy lifestyle. As one pupil commented, 'It's a lovely school. The children are really nice and friendly.'

Pupils make satisfactory progress. In recent years, pupils' attainment at the end of Year 6 has been below average. The school has taken effective action to improve teaching and to ensure it is satisfactory. As a result, pupils now reach nationally expected standards in key subject areas, including English. Lessons are typically characterised by clear routines and interesting activities which capture pupils' interest. Occasionally, teachers' planning takes insufficient account of the different ages and capabilities in the class, and opportunities are missed to encourage pupils to develop their own ideas and to discuss them with each other. This limits pupils' ability to extend their learning. The introduction of carefully targeted support and work in small groups for pupils with special educational needs and/or disabilities has been very successful in helping them to catch up and in ensuring that they make satisfactory progress. Children in the Early Years Foundation Stage make a satisfactory start to their education. However, there are too few opportunities for them to make choices and to learn independently, and this limits their progress.

Pupils are proud of their school and behave well. They particularly enjoy the range of trips and after-school clubs, which is impressive given the small size of the school. Pupils make a good contribution to the school community and develop valuable future employment skills by, for example, serving on the school council or running the tuck shop. Parents also hold very positive views about the school and appreciate that, as one commented, 'the staff are caring and committed'. The school is active in promoting community cohesion at a local level and it also develops pupils' understanding of cultures in different parts of the world. Links with wider British communities to provide pupils with knowledge of different, cultural, religious, ethnic and socio-economic groups are less well developed.

The headteacher provides strong leadership and is supported by an effective staff team. The leadership's very accurate self-evaluation ensures the school has appropriate priorities for moving forward. Areas of underachievement arose immediately following the last inspection, in part due to changes in staffing. Since that time, new teachers have joined the school and several successful initiatives have been introduced to raise standards. These include a robust system for checking how well pupils are making

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progress, more focused support for those who are underachieving and improvements to the accommodation. The success of these initiatives demonstrates that the school has a satisfactory capacity for further improvement. The governing body is supportive of the school, although its ability to monitor and challenge the school's performance is underdeveloped and it is taking steps to strengthen this aspect of its work.

What does the school need to do to improve further?

- Extend the curriculum for the Early Years Foundation Stage by providing children with more opportunities to make choices and to learn independently.
- Improve teaching and learning by: - providing pupils with greater opportunities to develop their own ideas and to discuss them with each other - using assessment information more effectively to plan activities for pupils of different abilities and ages in the same class.
- Strengthen its contribution to community cohesion by: - evaluating its current links to ensure they take account of different religious, ethnic and socio-economic groups - ensuring pupils have sufficient opportunities to develop their knowledge and understanding of the different cultural and religious traditions in modern Britain.
- Extend the governing body's knowledge of how to monitor and challenge the school's performance.

Outcomes for individuals and groups of pupils**3**

Pupils' personal achievement is good and their academic achievement is satisfactory. Pupils' learning in the classroom is predominantly satisfactory and sometimes good. Lessons include interesting activities, for example when pupils complete a travel survey and use information and communication technology to present the data. Teachers use questioning effectively to check pupils' understanding, although sometimes opportunities are missed to follow up pupils' answers and to encourage them to explore their own ideas and share them with others. As a result, pupils are not always confident in discussion and some are not used to taking the initiative in their learning. The school is aware of this area for development and has recently introduced arrangements for pupils to discuss and assess each other's work.

Standards vary each year, mainly because year groups are small and some contain a relatively large proportion of pupils who have special educational needs and/or disabilities. Children enter Reception with standards that are in line with the expected starting point for their age. By the end of Year 2, pupils have made satisfactory progress and their attainment is broadly in line with the national average, with reading being stronger than mathematics and writing. Pupils' progress between Year 3 and Year 6 has been weaker in recent years and results in national tests have been below average in English, mathematics and science, with too few pupils gaining the higher National Curriculum levels. However, the school has introduced a range of strategies to raise standards, which includes a strong focus on identifying and supporting pupils who struggle with the acquisition of numeracy and literacy skills. Pupils' progress is checked

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thoroughly and pupils who fall behind are identified quickly and challenging targets are set for their improvement. As a result, pupils are currently making the expected progress and many pupils with special educational needs and/or disabilities, who had previously underachieved, have been able to catch up with their peers. Unvalidated Year 6 test results for 2009 show a marked rise in standards, with all pupils reaching, and some exceeding, the nationally expected level.

Pupils enjoy coming to school and this is demonstrated by the exciting way they describe participating in the school's activities. 'Lessons are fun' and 'I like school very much' are typical comments. Attendance is in line with the national average, although this figure is affected by occasional closure of the school due to inclement weather. Pupils are involved fully in making decisions about the school and are well prepared for their future economic well-being. For example, they have suggested improvements to the playground and ordered new equipment, raised funds for charity and run the school tuck shop. Pupils' behaviour is good and those of differing age mix harmoniously in lessons and around the school. Both parents and pupils value this 'family' atmosphere. Pupils' spiritual development is promoted well in assemblies when they say prayers and reflect on moral themes. Their self-esteem is raised effectively through earning house points and by being given awards at special achievement assemblies to recognise successes. Whilst pupils benefit from links with the local church and have a good understanding of the Christian faith, their knowledge of the diverse religions and cultures in modern Britain is underdeveloped.

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	1
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	2

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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The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being Taking into account: Pupils' attendance ¹	2
	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Teachers and assistants have very positive relationships with pupils. They give pupils praise and encouragement and are successful in creating a relaxed and happy atmosphere in classes. Routines are well established and pupils eagerly take responsibility for small tasks, such as setting out chairs for assembly. Teachers explain clearly what pupils are expected to learn and use questioning well to check that pupils understand the work. Teaching assistants are well deployed and make a significant contribution to pupils' learning by, for example, taking responsibility for running small groups and recording pupils' progress. Teachers assess pupils' work regularly and the information is used effectively to check the progress of individuals and groups. Each pupil has an achievement folder which shows the level reached in each subject. Targets for improvement are shared with pupils, although these are not always broken down into small enough steps for lower attaining pupils. Also, the use of assessment information varies between lessons. As a result, the level and pace of work are not always matched closely to all ages and capabilities in the class, which slows the progress of some. Pupils' work is well presented in books and attractive displays and it is marked regularly.

The curriculum includes a good range of practical activities which capture pupils' interest. Thorough planning is in place to ensure that pupils in mixed-age classes study different topics as they move up the school. The personal, social and health education programme, physical education (PE) curriculum and provision of nutritious meals are very effective in supporting pupils' understanding of how to lead a safe and healthy lifestyle. The excellent opportunities for PE include, for example, daily 'wake and shake' warm-up sessions, swimming lessons in the winter months, weekly PE lessons, after-school sports clubs and outdoor pursuits during the annual residential trip to Dartmoor. Pupils really enjoy the very good range of after-school clubs which enrich the curriculum and cater for the interests of both boys and girls. These vary depending on pupils' interests and include singing, football, gardening, art and aerobics.

Pupils feel very safe and report that there is no bullying. As one pupil commented, 'At my school everyone cares about me.' The high standard of care, guidance and support is underpinned by the school's caring ethos and the close partnership with parents. In the words of parents, 'There is a real family atmosphere' and 'Staff know each individual child well.' Transition arrangements for when children join and leave the school are good and are strengthened by the school's close partnership with the local community college. Procedures for monitoring attendance are well managed.

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These are the grades for the quality of provision

The quality of teaching	3
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	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher demonstrates a clear vision which is shared by staff. Staff know each pupil well and ensure all, including both boys and girls, participate fully in the life of the school. For example, the annual Christmas show is scripted to ensure all pupils play their part. Following changes in staffing, improving teaching has been a major priority. Teaching and learning are regularly monitored and a good system has been introduced for recording data and checking pupils' progress. This information has been used effectively to set challenging targets and to raise standards.

The school engages well with parents and responds quickly to any concerns. It seeks the views of parents through annual questionnaires and acts on their suggestions. For example, it has increased opportunities for parents to meet with the headteacher and responded to suggestions regarding school uniform. The school has close links with other partners, particularly the local community college, which help to extend learning. Good safeguarding arrangements are in place, including appropriate policies and staff training.

The school is active in promoting strong community cohesion at a local level and it also develops pupils' understanding of cultures in different parts of the world, for example through links with a school in Sri Lanka. Links with wider British communities are less well developed. The governing body has supported the headteacher in implementing changes since the last inspection. Systems are in place to ensure statutory requirements are met and finances are managed prudently. Governors are aware that their ability to monitor and challenge the school's performance is underdeveloped and they are taking steps to strengthen this area of their work.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
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	2

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The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
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

Close links with the neighbouring pre-school and a warm welcome from staff ensure that children settle well. Care and welfare are given a high priority and this helps children to feel safe and secure. The quality of provision is satisfactory, ensuring that children make satisfactory progress. A varied and stimulating range of activities are planned which children enjoy; for example, a topic on 'pirates' was seen which involved role-play and hunting for treasure. Classroom space and resources are adequate. However, the layout restricts free movement between the indoor and outdoor learning environments and children have limited opportunities to choose between different activities. Also, while children demonstrate considerable independence in their daily routines, for example, when changing for physical education, there is a stronger reliance on adult-directed than child-selected activities. This limits children's opportunities to explore their environment and to learn independently.

The leadership and management of the Early Years Foundation Stage are satisfactory. Photographs and samples of work are used appropriately to record children's progress. Resources have been improved recently and the school is aware of the next steps for further development.

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

Parents hold extremely positive views about the school. They are particularly pleased with how well the school keeps their children safe and recognise that the dedication of the headteacher is at the heart of the school's caring ethos. As one parent commented,

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'The headteacher's passion is reflected throughout the school.' Additional comments included appreciation of the hard work of the staff team, the broad range of after-school clubs and trips, the welcoming atmosphere, the extent to which their children enjoy school and their preparation for moving on to secondary school. No negative comments were expressed, and the very few negative views reflected in the questionnaire entries were not corroborated by inspection evidence.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at East Anstey 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 12 statements about the school.

The inspector received 31 completed questionnaires by the end of the on-site inspection. In total, there are 46 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	28	90	2	7	1	3	0	0
The school keeps my child safe	28	90	3	10	0	0	0	0
The school informs me about my child's progress	18	62	11	38	0	0	0	0
My child is making enough progress at this school	19	66	9	31	1	3	0	0
The teaching is good at this school	21	70	9	30	0	0	0	0
The school helps me to support my child's learning	20	67	10	33	0	0	0	0
The school helps my child to have a healthy lifestyle	23	74	7	23	1	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)	23	80	6	21	0	0	0	0
The school meets my child's particular needs	23	74	7	23	1	3	0	0
The school deals effectively with unacceptable behaviour	20	67	8	27	1	3	1	3
The school takes account of my suggestions and concerns	20	69	7	24	1	3	1	3
The school is led and managed effectively	24	77	7	23	0	0	0	0
Overall, I am happy with my child's experience at this school	22	73	8	27	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 inspected between September 2007 and July 2008

	Overall effectiveness judgement (percentage of schools)			
Type of school	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"> ■ 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.



18 September 2009

Dear Pupils

Inspection of East Anstey Primary School, Tiverton EX16 9JP

Recently I visited your school. I enjoyed my visit very much and thought it was a very happy school. Thanks to those of you who took time to talk to me about your work and life at the school; you were very polite. I also talked to the teachers, visited lessons, looked at your work and took account of the views of your parents to find out how your school is doing. Here are the main points.

- Your school provides a satisfactory standard of education and is getting better.
- You enjoy coming to school because of the interesting lessons, trips, visits and clubs on offer.
- The school helps you develop a very good understanding of how to lead a safe and healthy lifestyle.
- Your behaviour is good and you take an active part in the life of the school.
- Your progress and teaching are satisfactory but they are improving strongly due to the hard work of your teachers.
- The school works closely with your parents, who are very pleased with the education you receive.
- Your headteacher and other adults make sure you receive a good level of care and support.

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

- Give more choices to those of you who are in the Reception group.
- Make sure that teachers help you to discuss your own ideas more often and that work is matched closely to your level of ability.
- Help you to learn more about the different religions and cultures in Britain.
- Ensure the governors who have responsibility for the school check more closely how well the school is doing.

You can help by always trying your best, being prepared to discuss your own ideas in lessons, and by taking an interest in different religions and cultures in Britain.

Yours faithfully

Andrew Redpath

Her Majesty's Inspector

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