

Abbotskerswell Primary School

Inspection report

Unique Reference Number	113183
Local Authority	Devon
Inspection number	338116
Inspection dates	27–28 January 2010
Reporting inspector	David Edwards 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	76
Appropriate authority	The governing body
Chair	Julie Collins
Headteacher	Viv Clare
Date of previous school inspection	2 February 2007
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and one additional inspector. Inspectors spent more than 75% of their time evaluating pupils' learning. The inspectors visited nine lessons which accounted for all teachers, and held meetings with the headteacher, the Chair of the Governing Body and other representatives from the governing body, staff, pupils and parent representatives. They observed the school's work, and looked at the school's documentation including evidence from the school's self-evaluation process. They considered the responses to questionnaires from staff, pupils and 32 parents and carers.

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

- The effectiveness and the quality of provision, teaching and transition arrangements in the Reception class.
- Provision for developing pupils' understanding of cultural diversity in Britain.
- The effectiveness of teaching throughout the school to challenge and to secure pupils' good achievements, particularly in English.

Information about the school

Abbotskerswell Primary is a small school located in the centre the village. Nearly all pupils are from White British backgrounds and are taught in three mixed-age classes. The percentage of pupils with special educational needs and/or disabilities is above average and is particularly high in some year groups.

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?

2

The school's capacity for sustained improvement

2

Main findings

Abbotskerswell is a good and improving school with significant strengths in developing effective partnerships for the benefit of pupils and staff. Although pupil numbers have fallen significantly since the previous inspection the curriculum provision and opportunities for pupils to contribute to the life of their school and the wider community have continued to strengthen and expand. Abbotskerswell is a small school that offers big opportunities for the children in its care. As a result, pupils benefit from an outstanding curriculum which enables them to make a significant contribution to their school and the wider community. The very experienced headteacher, her staff and governors work closely with parents and are quick to respond to issues. Effective self-evaluation provides leaders with an accurate understanding of the school's many strengths and where improvements still need to be made. Pupils' attainments in Year 6 are in line with national expectations. The majority of pupils make good progress in their learning so that by the time they leave school at the end of Year 6 achievement is good in English, mathematics and science.

Development plans are appropriately focused on raising standards further. Areas for improvement that were identified at the time of the previous inspection have been thoroughly addressed. Good provision with effective teaching now ensures the youngest pupils settle quickly and make good progress in their learning. The excellent curriculum now ensures pupils throughout the school are developing a good awareness of the cultural diversity within modern British society. Consequently, the school's capacity for further improvement is good.

Teaching throughout the school is good and sometimes outstanding. Teachers know their pupils well because assessment is used effectively to identify pupils' individual learning needs. They work closely with support staff to make lessons enjoyable for pupils with the result that pupils identified with special educational needs and/or disabilities make good progress in their learning. On a few occasions teaching does not allow for more able pupils to progress at the swifter pace they are capable of achieving and as a result, their progress slows.

Pupils say they enjoy lessons and are actively involved in setting targets to improve their standards. The marking of pupils' work is effective in helping them to understand how well they are doing. However, leaders acknowledge that older pupils in particular do not have sufficient opportunities to evaluate their work or reflect on how they might improve.

What does the school need to do to improve further?

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- Raise the attainment of pupils by the end of Year 6 through:
 - engaging pupils in assessing the progress they make in lessons
 - ensuring teaching allows more able pupils the opportunity to make maximum progress in lessons.

Outcomes for individuals and groups of pupils

2

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	3
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
The extent to which pupils feel safe	2
Pupils' behaviour	2
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	2
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

- Teaching is predominantly good and sometimes outstanding. Teachers make clear the learning outcomes at the start of each lesson and often link pupils' body movements with the spoken word to successfully reinforce new learning.
- Teaching assistants are effective and deployed to work closely with small groups or individuals pupils. They provide valuable support to teachers.
- Pupils' enjoyment of school is summed up by one pupil who said: 'I think the school is good and the teachers make lessons really fun. Everyone is very friendly.'

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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- Effective systems exist to assess pupils' learning and progress. Lessons provide work for pupils of all abilities. Marking is carried out carefully by teachers and is used to inform pupils of what they need to do to improve further, although opportunities for pupils to self-assess their work in order to understand how they might achieve higher standards are under-developed.
- Every opportunity has been taken to provide a broad and stimulating curriculum that motivates pupils to want to learn. It also ensures pupils are developing a deeper appreciation of Britain as a diverse society.
- The school has developed very effective links with extended services and partners to ensure good attention is given to all aspects of pupils' care, guidance and support.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	1
The effectiveness of care, guidance and support	2

How effective are leadership and management?

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	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

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Early Years Foundation Stage

- Children start school with skills and abilities that are in line with national expectations. They settle quickly to routines and are happy in school because their welfare is a priority and they enjoy the learning activities planned for them. As a result, children know what is expected of them at all times and their behaviour is good.
- Significant improvements have taken place since the previous inspection to improve the curriculum and environment for the youngest children. A common sense of purpose exists between staff, who work well together, to ensure that children have the opportunity to achieve as well as they can. Recent work to develop the outdoor learning environment and allow children free-flow access to the outdoor learning area has been successfully completed.
- Early, detailed assessments of children's individual learning needs are used effectively to match teaching to children's learning. As a result, the profile data for 2009 show that the majority of children made good progress in all areas of learning with particular strengths in personal and social development, language and communication, mathematical development and physical development.
- As a result of effective leadership, all staff take advantage of regular training and possess the necessary skills to support children in their learning. All adults contribute effectively to the collection of assessment information which is used well to plan stimulating activities and ensure learning remains child-centred.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
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

Views of parents and carers

The overwhelming majority of parents and carers who responded to the inspection questionnaire were positive about the school. There were many supportive comments from parents about how much their children enjoy school. One parent summed up the views of the majority by writing: 'Abbotskerswell is a fabulous school. The staff are dedicated, caring and inspire the children. There is a lovely sense of community that the school embraces, making it a real part of the village.'

In essence, the findings of the inspectors reflected the views of parents. A few parents raised concerns over behaviour issues and how they were dealt with by the leadership of the school. Following detailed discussions with the headteacher and governor

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representatives, inspectors are of the opinion that the school has acted swiftly in response to concerns raised and has implemented appropriate strategies to ensure pupils' safety and well-being are not compromised.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Abbotskerswell 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 32 completed questionnaires by the end of the on-site inspection. In total, there are 76 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	24	75	7	22	1	3	0	0
The school keeps my child safe	22	69	8	25	1	3	0	0
The school informs me about my child's progress	13	41	16	50	1	3	1	3
My child is making enough progress at this school	11	34	18	56	0	0	2	6
The teaching is good at this school	23	72	8	25	1	3	0	0
The school helps me to support my child's learning	20	63	10	31	2	6	0	0
The school helps my child to have a healthy lifestyle	19	59	12	38	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)	17	53	9	28	4	13	0	0
The school meets my child's particular needs	17	53	11	34	2	6	1	3
The school deals effectively with unacceptable behaviour	11	34	17	53	3	9	1	3
The school takes account of my suggestions and concerns	15	47	15	47	0	0	2	6
The school is led and managed effectively	20	63	11	34	0	0	1	3
Overall, I am happy with my child's experience at this school	22	69	9	28	1	3	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"> ■ 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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29 January 2010

Dear Pupils

Inspection of Abbotskerswell Primary School, Newton Abbot, TQ12 5NS

Thank you so much for the warm welcome you gave us when we visited your school recently. I was especially impressed with your good behaviour and your enthusiasm to learn. I want to tell you what I thought of your school. I have judged that even though the number of pupils in your school is small yours is a good school that provides many excellent opportunities to contribute to the life of your school and the wider community. This is because your headteacher, staff and governors care very much about everything you do. As a result, they are doing a good job to ensure you grow up with the skills that will help you to enjoy life and contribute to your community in the future.

I enjoyed meeting the school council who told me that you all feel safe in school, especially since the new entrance gates were built. You also have an excellent knowledge about how to stay healthy, through taking regular exercise and eating a healthy diet. Lots of you told me how much you enjoy school and I was not surprised having found out about all the enjoyable things your teachers plan for you to do. One pupil summed up the views of you all by writing: 'I think the school is good and the teachers make lessons really fun, and everyone is very friendly.'

Your teachers guide and support you when marking your work. However, I have asked your teachers to provide more opportunities for those of you who find learning easy to have work that helps you make the best progress possible in lessons. Also, I would like all of you to be given opportunities to mark your own work which will help you to understand how to improve your work further. In this way the standards you reach by the end of Year 6, which are currently average in English, mathematics and science, are likely to improve further.

I am sure that with the good attitudes you showed to your work when we visited your school you will succeed. I wish you every success for your futures.

Yours sincerely

David Edwards

Her Majesty's Inspector

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