

Clyst Honiton Church of England Primary School

Inspection report

Unique Reference Number	113351
Local Authority	Devon
Inspection number	338150
Inspection dates	9–10 June 2010
Reporting inspector	David Townsend

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	23
Appropriate authority	The governing body
Chair	Mr N Pring
Headteacher	Mrs H Williams
Date of previous school inspection	3 July 2007
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors. He observed four teachers during 10 classroom visits. Meetings were held with governors, the headteacher, pupils, teachers with leadership roles, a local authority officer and with a group of parents. The inspector looked at some of the school's policies, procedures and records, pupils' written work and tracking data used to monitor pupils' progress. Sixteen returned parent questionnaires were analysed as well as those completed by staff and data from the school's own survey of pupils.

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

- the extent to which school data and lesson observations demonstrate that pupils make good progress in Years 1 to 6 and during their time in the Reception Year
- the school's work to develop practices for assessing pupils' written work and giving pupils advice on how to improve further
- the quality of support and guidance, especially for more vulnerable pupils.

Information about the school

This is a very small school serving a small village. The majority of pupils are from White British backgrounds with other pupils coming from a range of minority ethnic groups. The proportion of pupils with special educational needs and/or disabilities is well above average. These mostly relate to moderate learning, speech, language, communication and emotional needs. There are also pupils on the autistic spectrum and with Aspergers Syndrome. The proportion of pupils entitled to free school meals is average. Children in the Reception Year follow the Early Years Foundation Stage curriculum but are taught alongside pupils from Years 1 and 2, whilst pupils from Years 3 to 6 make up the other 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?

2

The school's capacity for sustained improvement

2

Main findings

This is a good, well led and improving school. The school has worked successfully to address the issues identified at the last inspection. The curriculum has remained imaginative and there is now more clearly defined challenge for pupils of all ages in the two classes. Work undertaken to develop assessment methods has led to teachers making more accurate and comprehensive appraisals of each pupil's learning. Teachers also give better written advice to pupils on how to improve their work further through marking and the use of learning targets. Systems for tracking pupils' progress are more thorough and involve all teachers. This information is well used to inform subsequent lesson planning. Teachers evaluate each other's lessons and, alongside feedback from senior staff, this helps them improve their practice. The rigour of these self-evaluation processes and the impact of initiatives that have addressed previous weaknesses indicate that the school has a good capacity for sustained improvement.

The majority of teaching is good; pupils are engaged, challenged and well supported in class. The close support they receive from adults, when needed, both in small groups and individually, helps pupils to move forward in their learning. With such small numbers of children, their starting points upon joining school vary considerably from year to year. Nonetheless, most make good progress during their time in school, including pupils with special educational needs, for whom learning programmes are closely tailored to each pupil. Given the size of the school and the proportion of pupils with special educational needs, attainment is average overall. Nonetheless, the school's approaches are working for pupils of all abilities and last year's results in the national tests for Year 6 saw some able pupils reaching above-average levels in English, mathematics and science.

Pupils enjoy school. However, as a few parents do not send their children to school often enough, attendance is broadly average. The school works attentively with these families to reduce absence and monitors attendance closely. In lessons and around school, behaviour is good. Pupils are generally polite, kind and helpful. Behaviour policies are consistently applied throughout the school and bullying is rare. Individual pupils with specific emotional needs do exhibit impulsive behaviour on occasions but this is well managed. Pupils feel safe in school and their parents agree. Other outcomes are positive too. Pupils contribute well to their community, develop good workplace skills and lead active, healthy lives.

The headteacher provides dedicated and skilful leadership, ably supported by the senior teacher and a diligent and involved governing body. The staff team works well together to confront and overcome barriers to learning for pupils. Indeed, the care, guidance and support the staff offer are rightly appreciated by pupils and parents alike. Partnerships with parents and other schools are strong and contribute well to the school's capacity to

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help pupils progress well and access a wider, more stimulating curriculum. The school is making good arrangements to promote community cohesion within school and the immediate locality. Links with national and global communities, especially in terms of faith and ethnicity, are under-developed.

What does the school need to do to improve further?

- Raise attendance by:
 - working with parents to help them to recognise the value of sending their children to school regularly
 - set attendance targets and monitor their impact in reducing absence.
- Improve community cohesion by ensuring that pupils' understanding of the wider national and global community is as strong as their understanding of the local community.

Outcomes for individuals and groups of pupils**2**

The inspector paid particular attention to the quality of advice teachers give pupils on how to improve their writing work, an area of weakness identified at the last inspection. The evidence shows that boys and girls are doing equally well in developing their writing skills as a result of the clear guidance they receive through teachers' marking and verbal feedback. During one lesson seen, pupils worked with motivation to apply their understanding of current affairs issues, such as the dangers of oil spills and flooding, to write their own thoughtful stories exploring dilemmas.

Pupils of all ages are eager to learn and progress well. They listen well and most readily cooperate when working with partners and in small groups. The activities set are helping them develop good skills in composing and revising ideas, negotiating with others and making decisions.

Progress for pupils with special educational needs matches, and often exceeds, that expected of all pupils nationally. This is due to the early identification of their need, carefully designed learning programmes set for them and the considerable one-to-one and small group support they receive. Equally though, their independence is nurtured. For pupils with more complex needs, the school works well with external agencies to identify the tailored support required and to plan for and assess more precisely the smaller steps they take in their learning.

Pupils have a keen appreciation of how to keep safe and how to lead healthy lives, knowledge that they act upon in school. Through the well-conceived programme for collective worship and class project work, pupils regularly reflect upon their personal values and empathise with others. They contribute well to community life within school and locally, leading play activities, selecting charitable causes, organising social events and helping adults in school manage resources. Pupils develop other skills that leave them well prepared for later life, for example showing initiative in writing to a local councillor about the need for safer routes to school and contributing research findings

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for the school's travel plan. Their spiritual, moral and social development is good. Pupils have a good appreciation of international themes such as protection for the environment and world foods but a less in-depth awareness of cultural traditions and lifestyles in communities further afield in the United Kingdom and across the globe.

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	2
The extent to which pupils contribute to the school and wider community	2
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?

The inspector found many good features of teaching in most lessons. Clear intentions are established for pupils' learning. Tasks are practical, enquiry based and engaging. They are carefully designed to take pupils of different ages and abilities forward from their own starting points. Teaching assistants give valuable support to individual pupils. The staff undertake in-depth assessments of pupils' progress. Through this, gaps in pupils' learning are more readily identified. Teachers then follow this up well by skilfully leading small group tuition and checking on its impact on each pupil's learning. Where teaching is occasionally satisfactory, the pace of learning drops because teachers do not fully clarify the steps pupils need to take to perform a task independently.

Strengths in the curriculum lie in its interest and relevance to pupils of all ages in each

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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class. Detailed planning ensures that pupils enjoy imaginatively planned project work that embraces all subjects and which is closely tuned to pupils' ages and abilities. The curriculum is enriched by a range of visiting speakers, trips to local sites of interest and a range of sports, arts and other after-school clubs, some made available through an active, inter-schools partnership. The pupils' personal development is well nurtured through the taught curriculum, for example younger pupils recently painted images of their faces using mirrors to explore similarities and differences between each other.

The school provides strong pastoral support, which contributes significantly to pupils' sense of well-being. In particular, the advice and care for a number of vulnerable pupils is commendable. The school establishes clear links with external agencies and with each family in order to tailor responses in school to each pupil's needs and interests. For all pupils, transition to and from this school is managed carefully. Good links are established with local pre-school providers. Pupils in the older class visit the feeder secondary school regularly to sample lessons there before transfer to Year 7, with those with special educational needs often making additional visits accompanied by a teaching assistant. This ensures they all feel ready for transfer when it occurs.

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	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher, her teaching team and governors have established an accurate picture of the school's effectiveness using a broad and secure range of monitoring techniques. The evaluation of teaching, both formal and informal, is well judged and helpful to teachers' professional development. Class teachers are fully involved in the careful tracking of pupils' academic progress and in setting challenging targets. The school actively promotes equal opportunities. It has taken steps to reduce potential barriers to learning for pupils with specific difficulties and to secure increased challenge for older and more-able pupils within mixed age classes. The school development plan is well constructed and enables the staff team to systematically develop the quality of their teaching. Evaluations of progress with the plan rightly identify improvements secured, for example in how teachers assess each pupil's writing. However, the analysis does not always extend to how such gains have an impact on the pupils' learning.

Strong links with parents and carers are maintained through newsletters, notice board reminders, curriculum meetings and much informal day-to-day contact. The governing body has a good appreciation of the school's issues and offers sensitive support to all in

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relation to its strategic direction. It is diligent in ensuring the school meets its statutory responsibilities in full. Governors are aware that they need to challenge the school in relation to performance more regularly throughout the year. Safeguarding procedures are robustly applied. The child protection policy is well understood by all in school. Staff are clear about their roles in relation to pupils' safety and carry out their responsibilities diligently.

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
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	2

Early Years Foundation Stage

Children make good progress from their starting points on entry to the Reception Year. These vary each year and are often below those expected for their age. The Early Years Foundation Stage team shares a commitment to nurturing children's readiness to learn and personal skills, especially as some present with specific communication, social and emotional needs. Children achieve well in acquiring the key skills that underpin future learning in literacy and mathematics. For example, their phonics skills for reading and spelling are practised regularly in small groups, using resources that enable the children to use all their senses in building and decoding words. Their awareness of number calculation was promoted when playing outside at throwing bean bags onto number squares and adding the scores. The diet of learning opportunities for children in the Reception Year includes many opportunities for practical investigation and discovery; building models from recycled materials, role playing adult jobs in the veterinary surgery and growing their own plants. On the occasions, when activities are too teacher directed, learning is satisfactory rather than good because opportunities to learn through child-led play are constrained.

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Leaders have taken clear steps to secure improvements to provision since the last inspection. For example, they have ensured better access for children to regular outdoor activities in a covered area. A revised home-school booklet helps keep families in touch with daily school life, and assessment processes have been sharpened. Detailed portfolios are now compiled including photographs and written records of what each child can do over time in relation to each area of learning. The school continues to work on how such observations can lead to the identification of the next steps in learning. Adult interventions are typically skilful, for example as they calmly reassure an individual child who is venting frustration and ask well-timed questions of children, allowing them thinking time to respond.

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

Most parents and carers are highly appreciative of the school's work. Many commented on how happy their children are attending the school. Almost all think that teaching is good and that their child makes good progress and is well prepared for the future. A small number of parents were concerned about how the school deals with behaviour. These concerns were not shared by most parents and carers. Inspection findings show that behaviour is typically good and that skilled support is given to the few pupils who require specific help in developing their self discipline.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Clyst Honiton 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 inspector received 16 completed questionnaires by the end of the on-site inspection. In total, there are 23 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	11	69	5	31	0	0	0	0
The school keeps my child safe	12	75	3	19	1	6	0	0
The school informs me about my child's progress	9	56	5	31	0	0	2	13
My child is making enough progress at this school	10	63	5	31	0	0	0	0
The teaching is good at this school	13	81	2	13	1	6	0	0
The school helps me to support my child's learning	8	50	4	25	2	13	0	0
The school helps my child to have a healthy lifestyle	10	63	3	19	1	6	1	6
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)	10	63	5	31	1	6	0	0
The school meets my child's particular needs	12	75	4	25	0	0	0	0
The school deals effectively with unacceptable behaviour	8	50	4	25	2	13	2	13
The school takes account of my suggestions and concerns	9	56	6	38	0	0	1	6
The school is led and managed effectively	12	75	3	19	0	0	1	6
Overall, I am happy with my child's experience at this school	11	69	2	13	2	13	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.



11 June 2010

Dear Pupils

Inspection of Clyst Honiton Primary School, Exeter EX5 2LZ

Thank you for being so friendly and willing to talk with me during my recent visit. I enjoyed meeting you all in class and between lessons. I would like to give a special thank you to those of you who met with me and showed me your work. I am writing to tell you that I agree with you and your parents that yours is a good school. These are the main findings.

- You make good progress in both classes and this starts with the youngest children who joined school recently.
- You are developing good writing and numeracy skills.
- You are happy at school and feel safe. You are well cared for by the adults who look after you.
- Your teachers plan an exciting curriculum and make learning fun but challenging too!
- The headteacher does a good job running the school and all the adults in school work as a team to make it even better.

Adults in your school are always looking for ways to improve the school. I have asked staff and governors to look at the following.

- Explore ways of establishing links with communities in other parts of the United Kingdom and abroad, to help you learn more about the lives, cultures and beliefs of others.
- Work with your parents to try and improve your attendance.

You can help by continuing to work as hard as you do now. I wish you every success in the future.

Yours sincerely

David Townsend

Her Majesty's Inspector

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