

# Kentisbeare Church of England Primary School

## Inspection report

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<b>Unique Reference Number</b>	113357
<b>Local Authority</b>	Devon
<b>Inspection number</b>	338153
<b>Inspection dates</b>	14–15 June 2010
<b>Reporting inspector</b>	Derek Watts

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

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	162
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Stephanie Hicks
<b>Headteacher</b>	Tracey Hailey
<b>Date of previous school inspection</b>	28 June 2007
<b>School address</b>	Kentisbeare Cullompton EX15 2AD
<b>Telephone number</b>	01884 266330
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## Introduction

This inspection was carried out by three additional inspectors. 16 lessons or part lessons were observed and eight teachers were seen. The inspection team observed the school's work and examined its policies, assessments, pupils' work, teachers' plans and school improvement planning. Discussions were held with the headteacher, staff, governors and pupils. There were informal conversations with parents. The inspectors analysed 93 questionnaires completed by parents and carers and others by staff and pupils.

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

- improvements to the Early Years Foundation Stage since the last inspection
- action to improve provision and pupils' performance in writing in Years 1 and 2, particularly for the more able
- the extent to which the recent improvements to pupils' progress in Years 3 to 6 are being maintained
- teachers' use of assessment to plan and provide for the more able.

## Information about the school

In this small primary school, the vast majority of pupils are from a White British background. The proportion of pupils with special educational needs and/or disabilities is below average. The nature of these difficulties includes communication, language and emotional difficulties. There is Early Years Foundation Stage provision for children in the Reception Year. Since April 2009, the headteacher has been the executive headteacher of both Kentisbeare and another primary school in the locality. This arrangement is coming to an end in July 2010. The school and governing body manage a breakfast club.

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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

Kentisbeare Church of England Primary School has made good improvements since the last inspection. It is now a good school. There are some outstanding elements to its work. Good care, guidance and support and the school's positive atmosphere make a valuable contribution to pupils' personal outcomes. Pupils are courteous, friendly and supportive of others. Behaviour is generally good in lessons and around the school. Pupils have an outstanding knowledge and understanding of how to lead a healthy lifestyle. Community cohesion is promoted successfully and partnerships with an inner-city school and with pupils abroad are developing well. Pupils make a first-rate contribution to the school, local and wider community. They feel safe and well cared for at school. They enjoy the activities provided and attendance is above average.

Children enter the Reception Year with levels of knowledge and skills broadly expected for their age. Provision for the Early Years Foundation Stage has improved considerably since the last inspection. Children are now making good progress in all areas of learning, because of the interesting learning activities provided. Pupils make satisfactory progress in Years 1 and 2 and good progress in Years 3 to 6. By the end of Year 6, attainment is above average. Positive steps have been taken to improve pupils' performance in writing and, as a result, more pupils in Year 6 are attaining the higher levels. Exciting topics, visual stimuli, drawing on personal experiences and good demonstrations promote good writing in Years 3 to 6. Such good practice is less consistent in Years 1 and 2. In Years 1 and 2, not enough pupils are attaining the higher levels in writing and attainment in writing is lower than in reading and mathematics. Handwriting is inconsistent and there are insufficient opportunities for pupils to write extended pieces. Teaching is good overall, but is not consistently so in all year groups. In most lessons, assessment is used well to match tasks to pupils' abilities and needs. As a result, pupils are usually challenged well and learning maintains a good pace. When challenge and pace are lacking, learning declines particularly for the more able. An exciting curriculum is provided, with the arts, outdoor learning and sports being strengths. It is enriched with a good range of clubs, visits and visitors.

The headteacher with her staff have created a positive school ethos. She and key leaders are well focused on improving provision and raising pupils' achievement, but there is more to do in Years 1 and 2. School performance is systematically reviewed and effective action is taken to bring about improvements where needed. Sharper assessment systems mean that the school has a clear overview of how well each pupil is doing. Since the last inspection, pupils' progress, teaching, and care, guidance and support have improved from satisfactory to good. There is a good capacity for further improvement. Good partnerships have been established with parents and carers, who

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are supportive and pleased with the care and education provided.

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

- Raise attainment in writing at the end of Year 2, particularly for the more able by:
  - implementing a consistent approach to the teaching of handwriting so that most pupils have a fluent and joined-up script
  - introducing stimulating topics and resources which inspire pupils to write
  - demonstrating and modelling writing skills to pupils
  - providing opportunities for pupils to write extended pieces.
- Improve the consistency of teaching, particularly in Years 1 and 2, by ensuring that in all lessons:
  - assessment is used effectively to match tasks to pupils' needs, particularly for the more able
  - learning and the lesson proceed at a brisk pace.

## Outcomes for individuals and groups of pupils

**2**

Pupils are keen learners and achieve well overall. In the current Year 6, attainment is above average in English and mathematics. Any differences in attainment between boys and girls are not significantly different to the national picture. Most pupils with special educational needs and/or disabilities make good progress because of effective support provided by teaching assistants.

By the end of Year 6, pupils are articulate and confident speakers, because of the good opportunities provided for them to discuss their learning and present their ideas and views to the class. Reading skills are also well developed. In a high-quality English lesson, pupils discussed and wrote about their recent surfing experiences in Cornwall. They used imaginative and powerful adjectives as they described the waves, the sky, rocks, and how they felt. The teacher drew successfully from pupils' personal experiences and used video clips and skilful questioning to inspire pupils to write.

Pupils in Years 1 and 2 make satisfactory progress in writing and mathematics. By Year 2, few pupils have fluent and joined handwriting. Written work is brief, with few pupils writing exciting and extended pieces.

Pupils' personal and social skills are well developed. They relate well to adults and to their peers. Pupils' cultural development is good and enhanced by themed events, such as 'India Day', visitors, the arts, and partnerships with other schools. Pupils feel safe and very well cared for at school and are confident that there is always a trusted grown-up they can turn to if they are worried or upset. Pupils participate with enthusiasm and vigour in the wide range of physical activities provided. Their excellent knowledge of foods and diets enables them to make healthy choices. Pupils, readily, take on additional responsibilities such as serving on the school council or the eco-council. The school council organises events and has contributed to improvements in decor and outdoor

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facilities. The eco-council promotes recycling materials. They support those less well off by raising funds for national and overseas charities and participate in local community events. Their personal and social skills are well developed. By Year 6, pupils apply literacy, numeracy, and information and communication and technology (ICT) skills confidently and, as a result, pupils are well prepared for their future economic well-being.

*These are the grades for pupils' outcomes*

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

### How effective is the provision?

Teachers establish good relationships with their classes. The purpose of the lesson is usually shared with the class, so that pupils know what they are expected to learn. Teachers' explanations and instructions are clear, informative and promote learning well. Questioning is used well to challenge the pupils and check their knowledge and understanding. In most lessons, the effective use of assessment and good planning mean that teachers provide challenging tasks that are well suited to pupils' needs. More-able pupils are extended and those who need additional support receive good guidance from teaching assistants. In a few lessons, tasks are not sufficiently well

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

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tailored to pupils' needs, so the level of challenge and the rate of learning decline. Learning is also less effective when pupils sit through over-long introductions, during which they are not actively involved in their learning.

The curriculum promotes good progress for pupils and makes a valuable contribution to their personal development; one parent/carer wrote 'an exciting curriculum for my child with many opportunities'. Health education and a wide range of sporting activities promote healthy lifestyles extremely well. Popular clubs, such as athletics, cricket, football, Spanish and tag rugby, are enjoyed thoroughly by the pupils and much appreciated by the parents and carers. There are good opportunities for pupils to learn to play a musical instrument, such as guitar, clarinet, flute and saxophone. Successful residential visits, to Dartmoor for Year 3 and to Cornwall for Year 6, provide exciting outdoor activities and contribute well to pupils' social development.

Care, guidance and support and a positive ethos are at the heart of the school. The safe and secure environment provided is appreciated by pupils, parents and carers. Policies and procedures to promote good attendance and good behaviour are working well. Pupils who have special educational needs and/or disabilities are carefully assessed and the support programmes provided ensure that the pupils make good progress. A happy parent/carer commented, 'My child's learning needs are met well and her emotional needs are identified and met superbly.' The school provides specific support to help pupils. The school works in partnership with other agencies to support pupils facing particular difficulties. A well-managed breakfast club is appreciated by working parents and carers.

*These are the grades for the quality of provision*

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

**How effective are leadership and management?**

The headteacher and other key staff are successfully promoting effective provision and good outcomes for pupils. The partnership with parents and carers is positive and productive.

Effective self-evaluation means that the school knows its strengths and takes positive action to bring about improvements. The school has maintained and built upon the strengths identified in the last inspection. An exciting curriculum continues to develop and there have been good improvements to assessment practice and pupils' progress. Senior staff have plans to improve provision and pupils' progress in Years 1 and 2. Governors make a valuable contribution to the school's effectiveness. Governors,

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particularly the Chair of the Governing Body, work closely with the school. They are supportive and provide constructive challenge in order to hold the school to account. The school adopts recommended good practice to protect and safeguard pupils. Safeguarding is promoted well through the school's curriculum. However, there are some minor inconsistencies in the recording of referrals and reported concerns. The school is addressing these inconsistencies. Equality of opportunity is promoted successfully and discrimination is tackled effectively. Most staff strive to ensure that all groups do as well as they can.

The school has a good understanding of the community it serves and promotes community cohesion well; a parent/carer commented, 'The school is a strong part of the community.' Different cultures and faiths are promoted well through the curriculum. An interesting partnership with an inner-London primary school has been formed and a parent/carer remarked, 'The recent exchange with a London school was a great experience.' Partnerships with schools abroad are developing in order to increase pupils' understanding of the global community.

*These are the grades for leadership and management*

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

**Early Years Foundation Stage**

Good leadership and planning have contributed considerably to the improvements to the Early Years Foundation Stage. Children settle into school very quickly, because of the good induction arrangements and the positive partnerships with parents and carers and playgroup settings; a parent/carer wrote, 'The transition from pre-school to school was seamless.' Good relationships between adults and children and the good attention given to care and welfare enable children to make good progress in their personal and social



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development. They learn and play very well together. Children feel safe and secure in a positive learning environment. The recently completed building work has improved the accommodation and facilities for the Early Years Foundation Stage. Staff provide an interesting range of learning activities both in and out of the classroom. Children are motivated and thoroughly enjoy their learning. They are taught well and there is an effective blend of adult-led activities and those chosen by the children. There are ample opportunities for children to explore, be creative and to work independently. Good emphasis is placed on language development and the teaching of letter sounds. Improving writing is a whole school priority and this starts well in the Reception Year. Children have good opportunities to acquire and practise early writing skills. Interesting role play areas successfully promote creativity and language.

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

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

**Views of parents and carers**

The inspection team received a good response to the parental/carers survey with over half of parents and carers returning the questionnaire. All parents and carers who returned them are very happy with their children's experience at the school. They are particularly pleased with their children's enjoyment of school, the promotion of healthy lifestyles, safety in school, preparation for the future and teaching. The inspection team agrees with these positive views. A very small minority of parents and carers who responded to the questionnaire do not believe that their children are making enough progress and that the school does not deal effectively with unacceptable behaviour. Children in Reception make good progress and so do pupils in Years 3 to 6. However, pupils make satisfactory progress in Year 1 and 2. Most pupils in the school are well behaved. The very few with challenging behaviour are usually well managed and supported.

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

Ofsted invited all the registered parents and carers of pupils registered at Kentisbeare C of E 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 93 completed questionnaires by the end of the on-site inspection. In total, there are 162 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	73	78	20	22	0	0	0	0
The school keeps my child safe	67	72	22	24	2	2	0	0
The school informs me about my child's progress	46	49	41	44	3	3	0	0
My child is making enough progress at this school	40	43	45	48	5	5	0	0
The teaching is good at this school	51	55	35	38	3	3	0	0
The school helps me to support my child's learning	49	53	37	40	4	4	0	0
The school helps my child to have a healthy lifestyle	70	75	20	22	1	1	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)	59	63	30	32	1	1	0	0
The school meets my child's particular needs	48	52	41	44	2	2	0	0
The school deals effectively with unacceptable behaviour	36	39	44	47	4	4	2	2
The school takes account of my suggestions and concerns	44	47	39	42	4	4	0	0
The school is led and managed effectively	49	53	36	39	5	5	1	1
Overall, I am happy with my child's experience at this school	65	70	28	30	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

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](http://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"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



16 June 2010

Dear Pupils

Inspection of Kentisbeare C of E Primary School, Cullompton EX15 2AD

Thank you so much for welcoming us into your school and showing us your work. We enjoyed our visit and would like to tell you what we found. Yours is a good school. It has a few outstanding things.

These are the school's main strengths.

- Children in the Reception Year get off to a good start and make good progress.
- Attendance is good and you really enjoy school.
- The school is a pleasant place in which to learn.
- Most of you are making good progress, because of the good teaching.
- A good range of learning activities is provided.
- Behaviour is good and you get on well with others.
- You have an excellent understanding of how to keep healthy and fit.
- Teachers and other adults take good care of you and provide strong support and guidance and so you feel safe at school.
- You make very positive contributions to the school and to the wider community.
- The school is well led and managed.

We have asked the headteacher and teachers to do a few things to improve areas of the school.

- Some of you in Years 1 and 2 could be making better progress in writing. We have asked the teachers to help you develop your handwriting, give you exciting topics to write about and give you the chance to write more.
- In a few lessons, some of you in could be making better progress. We have asked the teachers to match the work more carefully to your abilities, especially those of you who find learning easy, and ensure that learning moves along more quickly.

You can help by continuing to work hard. We wish you all the very best for the future.

Yours sincerely

Derek Watts

Lead inspector (on behalf of the inspection team)

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