

Diptford Parochial Church of England Primary School

Inspection report

| | |
|--------------------------------|-----------------|
| Unique Reference Number | 113395 |
| Local Authority | Devon |
| Inspection number | 338159 |
| Inspection dates | 5–6 May 2010 |
| Reporting inspector | Christine Huard |

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

| | |
|--|-------------------------------|
| Type of school | Primary |
| School category | Voluntary controlled |
| Age range of pupils | 4–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 75 |
| Appropriate authority | The governing body |
| Chair | George Lacon |
| Headteacher | Tony Callcut |
| Date of previous school inspection | 6 May 2010 |
| School address | Diptford Totnes TQ9 7NY |
| Telephone number | 01548 821352 |
| Fax number | 01548 821352 |
| Email address | admin@diptford.devon.sch.uk |

| | |
|--------------------------|--------------|
| Age group | 4–11 |
| Inspection dates | 5–6 May 2010 |
| Inspection number | 338159 |

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

Royal Exchange Buildings
St Ann's Square
Manchester M2 7LA

T: 08456 404045
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2010

Introduction

This inspection was carried out by two additional inspectors. Eight lessons or parts of lessons were observed and four teachers were observed teaching. Meetings were held with staff, governors and a group of pupils and an inspector met with parents before the start of school. Inspectors observed the school's work and looked at some of the documentation. This included the school improvement plan, monitoring and assessment information as well as planning and governors' minutes. The school's procedures for ensuring pupils' safety were closely scrutinised. In addition, 41 parents' and carers' questionnaires were analysed as well as 9 returned by staff and 43 from pupils.

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

- the quality of provision across the Early Years Foundation Stage, especially the range and quality of activities provided
- the effectiveness of governors' monitoring of the work of the school
- the success of strategies introduced to improve writing across the school
- the quality of provision for different groups of pupils, particularly boys and those with special educational needs and/or disabilities.

Information about the school

Diptford is a small village school in the heart of the Devon countryside. Many pupils travel some distance to school from surrounding villages. The proportion of pupils with special educational needs and/or disabilities is above average. These special needs are mainly related to autism, behavioural and moderate learning difficulties. Children in the Early Years Foundation Stage are catered for in a joint Reception and Year 1 class. The school holds the Healthy School award.

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 school. The headteacher and staff work together very effectively and are fully committed to raising attainment. At the same time they provide a nurturing ethos that ensures that pupils' personal qualities develop to the same good standard as their academic ones. The school monitors its work rigorously and, as a consequence of this effective self-evaluation, has an accurate view of what it needs to do to improve. For example, pupils' attainment in writing has significantly improved as a result of actions taken. Although there is still more to be done, this is already planned for and confirms that there is a good capacity for further improvement. The dedication, commitment and teamwork of the staff have contributed considerably to the school's success.

Pupils continue to make good progress in their learning as they did at the last inspection. Last year saw a significant improvement in attainment at the end of Year 6 and evidence from pupils' work indicates that this is being sustained with further improvement being made in writing. Although there has been a change in leadership and management since the last inspection, the school continues to move forward and the headteacher has tackled weaknesses tenaciously. This is particularly evident in the way procedures for tracking the progress made by pupils are carried out. As a result, most staff now have a far greater awareness of how much progress pupils are making and are better able to plan their next steps in learning. Children in Reception make satisfactory progress. This is because assessments there are not precise enough and do not indicate what the next steps in learning for the children should be. This means that although a wide range of activities is provided for the children they are not always provided with sufficient challenge at different levels. Pupils with special educational needs and/or disabilities make good progress because of the rigorous way the progress of these pupils is monitored and the good quality of additional support they receive.

The school presents a lively and interesting curriculum which interests and motivates the pupils. Teachers work hard to make lessons interesting and lively and pupils appreciate this and respond well by tackling tasks with energy and enthusiasm. Questions are penetrating and teachers use them well to extend pupils' thinking and check their understanding. The school makes good provision for pupils' personal development and ensures that the pupils are well cared for, safe and secure. Throughout the school, pupils are polite, well behaved and they enjoy their learning. Their spiritual, moral social and cultural development is good. Pupils show strong and knowledgeable links with the local community, but have a limited awareness of the richness and range of the many different cultures within the United Kingdom.

Most parents are strongly supportive of the school. A few parents feel they are given too little notice about events and some feel they have too little information as to the

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

progress their children are making. The school has accepted this and is looking to address these issues.

Governors regularly visit the school and monitor its work effectively. They play an active role in its strategic development. They recognise that pupils have a limited awareness of the culturally diverse society in which they are growing up. There is an appropriate action plan to promote community cohesion and provide links with a school in a contrasting setting but these have not yet been completed.

What does the school need to do to improve further?

- Improve the quality of assessment in Reception to ensure information is used to provide children with a range of activities that challenges or supports their learning appropriately.
- Develop the planned links with schools in a contrasting area so that pupils can gain first-hand experience of meeting with, and learning from, pupils from different cultures.
- Involve parents more effectively in the learning of their children by:
 - ensuring that they have the opportunity to formally meet with teachers termly
 - giving them sufficient notice of future events.

Outcomes for individuals and groups of pupils

2

Pupils are well motivated and keen to do well. They behave well and respond enthusiastically because teaching is good and enables them to make good progress in their learning. Pupils in Years 2 and 3 displayed very good investigative skills when they explored floating and sinking. They devised and made their own boats and discovered for themselves which design was most effective in keeping them buoyant and why this was so.

Pupils make consistently good progress in acquiring language, literacy and mathematical skills. Older pupils eagerly examined poetry, analysing the imagery used, and trying to 'get under the skin' of the poem. One Year 6 pupil perceptively explained, 'It hasn't really got a rhythm but it has got a tune.' Attainment in reading is particularly high, and has consistently been at well above average levels for the last few years. In order to narrow the gap between this and writing, more attention has been given to developing pupils' basic skills such as spelling, punctuation and grammar as well as their analytical skills. This has helped to accelerate many pupils' progress in writing. In addition, a focus on ensuring all pupils are motivated by the topics chosen has seen a marked acceleration in the progress made by boys. Pupils' good academic progress and personal qualities prepare them well for later learning. Pupils with special educational needs achieve well and are well supported in class, individually or in small groups as appropriate. Tasks are well matched to pupils' needs and, as a result, more able pupils are appropriately challenged.

The pupils quite rightly feel safe in school. They feel well cared for and know that there

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

is always someone with whom they can talk through any problems. The school's Healthy School award is testament to the good understanding pupils show of the need to adopt a healthy lifestyle. Pupils' spiritual, moral, social and cultural development is good. Pupils are thoughtful and reflective. They explore the faiths and traditions of other cultures, although their awareness of the diversity of cultures within the United Kingdom is more limited. They willingly take on responsibilities in school, for instance as house captains, and eagerly organise fundraising events to support a wide range of national and international initiatives. Attendance has been improved since the last inspection and is now above average.

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 | 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 |
| 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 | 2 |
| The extent of pupils' spiritual, moral, social and cultural development | 2 |

How effective is the provision?

Pupils benefit from a broad and interesting curriculum and staff try, and are usually successful in, ensuring that it is topical and reflects the interests of the pupils. The day before the inspection, pupils held their own General Election with older pupils working together to draft speeches, deliver them, and organise the election process. Different acceptance speeches were also drafted for each party! While there is an appropriate

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

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

emphasis on literacy and numeracy, other subjects are also covered well and timetables are flexible to allow pupils to complete all elements of a theme within a given time. Careful monitoring ensures the essential balance of the curriculum is sustained. Pupils have opportunities to discuss feelings and areas of concern and these contribute to the pupils' feelings of safety when in school. The school is enlivened by vibrant displays of pupils' art and this reinforces how pupils' work is valued and appreciated.

Teachers ensure that pupils know and understand what they are going to learn and what it will lead on to. They have high expectations of both behaviour and academic achievement. Firm boundaries and consistent systems for dealing with inappropriate behaviour help all staff to maintain an atmosphere in lessons which promotes exploration and enjoyment and which is still conducive to good learning. Staff make good use of interactive whiteboards to enhance learning and maximise enjoyment. Marking is of very good quality. It is constructive and pupils say that it really helps them to improve their work. Pupils have input into their targets and these are regularly referred to and reviewed. Teachers are well supported by a team of skilled teaching assistants who make an important contribution to pupils' learning, both in class and through small-group support for those pupils who need it.

The school looks after its pupils well. It has strong links with a wide range of external agencies and these strengthen the good support provided for more vulnerable pupils. Systems for the organisation and recording of support for pupils with special educational needs and/or disabilities have been considerably improved in the last year and are well organised and comprehensive. There are effective arrangements in place to support children entering the Reception. The good links within the learning community considerably ease the transition to secondary school for the Year 6 pupils.

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, staff and governors have a clear vision for the school. There is a commitment and determination to improve from all staff. Monitoring is rigorous and the school's self-evaluation is accurate. The school knows where improvement is needed and appropriate priorities for development have been identified. The focus on raising standards in writing and the actions taken are proving to be highly effective. Governors are very supportive and knowledgeable about the school. They have taken steps to improve their own understanding of school performance data and, as a result, are

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

confident to challenge the school as to its performance. They take their monitoring role seriously and visits are regular and focused. At the time of the inspection, governors have ensured that all safeguarding procedures are secure. The school is an inclusive community. The absence of discrimination and a successful commitment to equal opportunities ensure that the school is an ordered and happy community. The school promotes community cohesion satisfactorily and has an appropriate action plan in place. It has a good understanding of, and very strong participation in, the local community and has good links with a school in Trinidad. Plans to establish a link with a school in a contrasting area, in order to raise pupils' awareness of the diversity of cultures in the United Kingdom, are at an earlier stage of development.

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 | 3 |
| The effectiveness of partnerships in promoting learning and well-being | 2 |
| The effectiveness with which the school promotes equality of opportunity and tackles discrimination | 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 enjoy their learning and they make satisfactory progress across all the areas of learning. The activities planned excite and appeal to the children. A visit to a local activity farm filled them with delight as they had the opportunity to go on a 'Bear Hunt'. They learn to play well together. More structured activities, such as learning letter sounds, enable children to improve their speaking and early reading skills. There is a lively outside area where a broad range of equipment provides experiences across all areas. A group of children were enjoying re-enacting the story of 'Where the Wild Things Are' and extending their ability to use information and communication technology by learning to use the digital camera to take photographs of each other's performances. The well-supervised adventure apparatus enables them to learn to take risks safely.

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

However, learning does not always match the learning needs of the children sufficiently closely. The class teacher and teaching assistants make regular observations of the children's activities. These refer more to what children are doing rather than what they are learning. They do not identify what the next activities might be in order to move children forward in their knowledge and understanding. Consequently, opportunities are missed to provide activities which consistently challenge the children at varying levels of difficulty. Parents are invited to contribute evidence of their children's achievements through 'wow' sheets which are then displayed. Welfare arrangements are good and the children are secure and very well looked after. There are comprehensive induction procedures which ensure that children settle happily when they start school. Leadership and management have been improved to the good level. The school has provided high quality support and training for a teacher who is inexperienced at teaching this age group. Robust and focused monitoring has ensured that children are making appropriate, and improving, progress.

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 | 2 |

Views of parents and carers

The great majority of parents and carers are very pleased with what the school has to offer, and this was reflected in the comments made both on the questionnaires and in person to the inspectors. They are very confident that their children are safe and well cared for. They also express confidence in the leadership and management of the school. Most are happy with the experiences their children are receiving. There are a few reservations. A few parents are concerned with the way in which unacceptable behaviour is handled. Inspectors found behaviour to be good, but accepts that some pupils have the potential to present challenging behaviour. The school has very effective strategies in place for dealing with this. A few parents are concerned that they have too few opportunities to learn about their children's progress and their concerns are not listened to. The school recognises that communications need strengthening and the inspectors have made this an area for improvement.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Diptford Parochial Church of England 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 41 completed questionnaires by the end of the on-site inspection. In total, there are 75 pupils registered at the school.

| Statements | Strongly Agree | | Agree | | Disagree | | Strongly disagree | |
|---|----------------|----|-------|----|----------|----|-------------------|---|
| | Total | % | Total | % | Total | % | Total | % |
| My child enjoys school | 32 | 78 | 7 | 17 | 0 | 0 | 1 | 2 |
| The school keeps my child safe | 27 | 66 | 11 | 27 | 1 | 2 | 0 | 0 |
| The school informs me about my child's progress | 20 | 49 | 17 | 41 | 3 | 7 | 0 | 0 |
| My child is making enough progress at this school | 22 | 54 | 13 | 32 | 3 | 7 | 0 | 0 |
| The teaching is good at this school | 27 | 66 | 10 | 24 | 0 | 0 | 0 | 0 |
| The school helps me to support my child's learning | 17 | 41 | 20 | 49 | 3 | 7 | 1 | 2 |
| The school helps my child to have a healthy lifestyle | 29 | 71 | 12 | 29 | 0 | 0 | 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) | 14 | 34 | 16 | 39 | 1 | 2 | 0 | 0 |
| The school meets my child's particular needs | 19 | 46 | 16 | 39 | 1 | 2 | 0 | 0 |
| The school deals effectively with unacceptable behaviour | 19 | 46 | 18 | 44 | 3 | 7 | 1 | 2 |
| The school takes account of my suggestions and concerns | 23 | 56 | 12 | 29 | 4 | 10 | 0 | 0 |
| The school is led and managed effectively | 23 | 56 | 13 | 32 | 2 | 5 | 1 | 2 |
| Overall, I am happy with my child's experience at this school | 26 | 63 | 12 | 29 | 2 | 5 | 1 | 2 |

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

| | Overall effectiveness judgement (percentage of schools) | | | |
|----------------------|---|------|--------------|------------|
| Type of school | 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.



7 May 2010

Dear Pupils

Inspection of Diptford Parochial Church of England Primary School, Totnes TQ9 7NY

Thank you for making us so welcome when we visited your school. We really enjoyed seeing you work so hard in lessons and play so happily outside. You showed us how much you enjoy your school and how pleased you are with how well you are doing. You are right to be pleased, because it is a good school!

Here are some of the highlights.

- You really enjoy school and make good progress in English, mathematics and science.
- You behave well, both in class and out in the playground.
- You get on well with the other pupils and always look after each other.
- You understand well how to stay safe and live healthy lives.
- The headteacher and governors are good at running the school and understand well how they could make it even better.
- Your teachers are doing a good job. They work hard to plan interesting lessons and always mark your work carefully.
- You are given the chance to participate in interesting and unusual activities. The children in Reception loved their 'Bear Hunt' and your General Election result was almost as close as the national one!
- All staff take good care of you and keep you safe.

There are some things the school could do better and we have asked the headteacher to make sure that:

- children in Reception have a range of activities that are really well matched to their abilities
- The governors establish a link with schools in different areas to give you all the chance to learn more about different cultures in the United Kingdom
- your parents are given regular opportunities to find out how well you are doing and receive more notice about events that are happening.

Yours sincerely

Christine Huard

Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.