

Lew Trenchard Church of England Primary School

Inspection report

Unique Reference Number	113412
Local Authority	Devon
Inspection number	338164
Inspection dates	25–26 November 2009
Reporting inspector	David Townsend HMI

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	49
Appropriate authority	The governing body
Chair	Mr S Batstone
Headteacher	Mr T Woodward
Date of previous school inspection	8 January 2007
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors. The inspector visited 11 lessons, held meetings with pupils, senior leaders, staff and governors and talked on the telephone to a local authority officer. He observed the school's work, and looked at data on pupils' progress, pupils' work, school improvement plans and monitoring records, governing body minutes and questionnaires returned from 31 pupils, 5 staff and 32 parents and carers.

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

- how well the school identifies, sets targets and provides focused support for pupils at risk of underachieving
- whether stated improvements to the quality of teaching have been secured
- the school's approach to assessing pupils' work and providing feedback to them on how to move forward in their learning
- the impact of actions taken by leaders on the outcomes for all pupils.

Information about the school

Lew Trenchard Church of England Primary is much smaller than schools nationally. There are fewer girls than boys. Most pupils are of White British heritage and speak English fluently although there are also a small number who speak English as an additional language. The proportion of pupils eligible for free school meals is below average. While there are no pupils with a statement of special educational needs, the proportion of those with special educational needs and/or disabilities is well above average. A number of these pupils have speech and language delay upon starting school. The headteacher has been in post since September 2009.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

This is a satisfactory and improving school. After a recent period of instability during which attainment at the end of Year 6 declined to low levels, underachievement has been stemmed. Pupils are now making at least the expected progress and some are achieving at a faster rate, including those with special educational needs and/or disabilities. Standards in English, mathematics and science are rising. They remain just below average though, as fewer pupils are reaching the higher levels in each year group.

Children in Reception make satisfactory progress. They are suitably prepared for their work in Year 1, although assessments of children's progress do not fully inform planning and lead to the setting of targets children can understand. The school recognises the need to review its practices in assessing children of this age.

Teaching has improved and is satisfactory overall, although there are many good features. It is based on an effective, creative curriculum which has led to pupils enjoying their learning and showing better concentration. Teachers model new concepts well. However, they do not always follow this up with high quality teaching for small groups of pupils during the activity section of lessons or by giving them time to self-assess their work and that of their peers against targets they know and understand. Also, there is sometimes less pace and challenge in the teaching for younger, more able pupils.

Pupils feel safe in school and parents recognise that there is good quality care, guidance and support, especially for more vulnerable pupils. The school ensures they all have equal opportunities to succeed. The school promotes community cohesion well within the school and the locality. Its links with wider communities in the United Kingdom and internationally are underdeveloped.

Leadership and management are good. Pupils, parents and staff wholeheartedly endorse the new headteacher's drive for improvement and commitment to a positive ethos for learning. Subject leaders have worked effectively together to develop curriculum planning and provide each other with effective support for their professional development. They do not monitor teaching regularly but the school recognises this as the next step in tackling inconsistencies in the quality of learning. The school's partnership with families and external partners are good.

The school has a satisfactory capacity to improve. Its view of its own strengths and weaknesses is becoming more accurate and has already enabled the school to plan targeted improvements that have led to raised achievement for all pupils.

What does the school need to do to improve further?

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

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- Improve outcomes for all pupils, especially the more able, by ensuring expectations are made clear and tasks set provide greater challenge and enjoyment.
- Provide opportunities for the Early Years Foundation Stage teaching team to see good assessment practices in other local schools.
- Ensure that teaching is consistently good by:
 - giving pupils more regular focused teaching in small groups during lessons
 - encouraging pupils to regularly self-assess their work and that of their peers
 - helping younger pupils to be clear about how to improve their work
 - involving subject leaders more in monitoring and supporting lessons.
 - Implement the school's plan to promote community cohesion by enabling pupils to engage with groups from different faiths and cultures.

Outcomes for individuals and groups of pupils

3

Pupils' achievement is satisfactory. Although attainment in English, mathematics and science has been low in the past, standards have now improved and are just below average. School data, confirmed by inspection evidence, indicate that learning and progress are satisfactory and improving rapidly. Pupils' enjoyment of learning has increased markedly. Teacher assessments are more accurate, the tracking of pupils' progress has been sharpened and challenging targets are set for all pupils. Improved teaching and effectively tailored small-group and one-to-one support for pupils at risk of underachieving have also had a positive impact.

Pupils with special educational needs and/or disabilities and those for whom English is not their first language make good progress relative to their starting points. This is due to the early identification of need as well as effective support to develop their phonics and comprehension skills. However, fewer pupils than expected are reaching the higher levels, especially in Year 2 and Year 6 but also in other year groups.

These are the other features of outcomes for pupils.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2

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	
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 Taking into account: Pupils' attendance ¹	3
	3
The extent of pupils' spiritual, moral, social and cultural development	3

How effective is the provision?

Relationships are good and teachers know the pupils well. Teaching assistants provide good support to individual pupils. Teachers used their secure subject knowledge well to offer clear explanations about new concepts. The interactive whiteboard was used well to aid this; for example, in one lesson, to show visually how to rotate two-dimensional shapes. In the best sessions, this modelling was complemented by intensive teacher-led group work for more able pupils, who all had individual learning targets they understood. However, teaching is satisfactory rather than good because these practices are not yet widespread. Also, there is sometimes less pace and challenge in the teaching for younger pupils, especially the more able, who do not know their learning targets.

Pupils' enjoyment of school is enhanced by the stimulating curriculum. Planning for literacy and numeracy is well adapted to the needs of pupils of different ages in each class. Practical activities and regular group work ensure pupils are motivated to be fully involved in discussing their own learning. For example, during the inspection, pupils in Years 1 and 2 showed proficiency in orienteering while older pupils compared accounts of the Christmas story by different gospel writers. The curriculum is well enriched by a range of clubs, visits and visitors to school.

Parents and carers appreciate the good level of care and support that their children receive. All staff know each pupil well and are fully involved in providing effective pastoral support, especially for the more vulnerable pupils. Learning difficulties are identified early. Those with special educational needs and/or disabilities have effective individual education plans. In-school support for individual pupils is well organised and monitored. The school draws well on the expertise of external agencies to devise programmes for those with more complex needs and it keeps in close contact with all parents about how well their child is progressing.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3

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	
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 effective headteacher has led staff in developing a positive learning ethos and a shared determination among other leaders and teachers to combat past underperformance. He has sharpened systems for monitoring pupils' progress and evaluating teaching, and has provided feedback on this, linking these to teachers' performance management. Challenging targets have been set for pupils, with teachers sharing accountability for these. These targets have been used well to inform the school's improvement planning and to guide decisions made to re-organise teaching groups and provide additional support for individual pupils. Together, these actions have had a positive impact on outcomes for pupils in a remarkably short space of time.

Subject leaders have been effective in improving curriculum planning and its delivery, as well as in providing good support for their colleagues' professional development. They are aware that, without monitoring lessons, they do not have a sufficiently detailed view to ensure a more consistent quality of teaching. Governors are actively involved in school life and provide suitable challenge and support for its leaders.

The school's recent work to engage with parents and carers has also been successful. There are also good partnerships with other schools and the local authority.

The school's arrangements for safeguarding pupils are satisfactory. The child protection policy has not been updated recently. All staff have been suitably trained and all necessary regulations and duties are met. The school ensures that safety risks are carefully assessed and its practices overall are robust.

Overall, the school makes a satisfactory contribution to community cohesion. The pupils are fully involved in school life and in local events and activities. For example, those in Year 6 have life skills training in Oakhampton. Wider curriculum subjects, such as religious education, are used well to make pupils aware of international themes. Plans are in place to reach out to wider communities but these are at an early stage.

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

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	
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	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Most children enter the Early Years Foundation Stage with below expected levels of knowledge, skills and understanding for their age. By the end of Reception, children attain at just below national expectations, demonstrating satisfactory progress over this phase.

There is good planning across each area of learning for the needs of the youngest children in a mixed-age class. This includes a regular balance of adult-led activities and child-initiated play, although there was less evidence of a free-flow of activities from inside to outdoor learning. The teaching assistant provides good support to groups and to individual children for whom English is not their first language.

Assessment procedures are satisfactory. Good photographic evidence captures children enjoying their activities. However, assessments are not always annotated with notes on children's responses, evaluated as to the progress being made towards the early learning goals for their age or used to set targets for learning that children understand.

Leadership and management are satisfactory overall. Arrangements for securing children's welfare are secure. Partnerships with parents have been nurtured well and the family learning initiative, when parents and children work alongside each other, has proved successful.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

Parents express very positive views about the school. They are particularly pleased with the way the new headteacher is leading the school. They feel that there is a caring, friendly and welcoming ethos and that the school has been very responsive to the

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families and to pupils' learning needs this year. They report that they feel well informed about their children's progress in school and welcome the new homework arrangements.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Lew Trenchard 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 inspector received 32 completed questionnaires by the end of the on-site inspection. In total, there are 49 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	25	78	6	79	1	3	0	0
The school keeps my child safe	21	66	11	34	0	0	0	0
The school informs me about my child's progress	21	66	11	34	0	0	0	0
My child is making enough progress at this school	17	53	14	44	1	3	0	0
The teaching is good at this school	18	56	14	44	0	0	0	0
The school helps me to support my child's learning	19	59	13	41	0	0	0	0
The school helps my child to have a healthy lifestyle	19	59	13	41	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)	12	37	20	63	0	0	0	0
The school meets my child's particular needs	19	59	12	38	1	3	0	0
The school deals effectively with unacceptable behaviour	13	41	16	50	2	6	0	0
The school takes account of my suggestions and concerns	17	53	11	34	1	3	0	0
The school is led and managed effectively	22	69	9	28	0	0	0	0
Overall, I am happy with my child's experience at this school	23	72	9	28	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

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.



27 November 2009

Dear Pupils

Inspection of Lew Trenchard Church of England Primary School, Oakhampton, EX20 4DP

I should like to thank you for your kind welcome and the help you gave me in finding out more about your school. I think your school offers a satisfactory standard of education and is improving. There are a number of good things in your school. These are some of the main findings.

- The standards in your work are rising and you are all now making better progress. Some of you are moving on more quickly in your learning.
- You enjoy the good curriculum activities on offer during and after school.
- You feel safe in school, behave well and have a good awareness of healthy living.
- Teaching explains new ideas well and helps you to practise new skills in interesting ways.
- You take on responsibilities in school well and are active in the life of the local area.
- Your headteacher is doing a good job to help the school to improve and has built close partnerships with your parents and carers.

In order to ensure the school continues to improve, I have asked the school to do the following things.

- Give more help to those of you who are ready to move on more quickly in your learning.
- Give the adults who teach in Reception the opportunity to see the youngest children being taught in other schools and to talk to the teachers there.
- Do more group work with you to help you make faster progress and ask you to check your own work more closely against your targets.
- Ensure teachers take a lead in checking how well each subject is being taught and how well you are learning.
- Develop the school's links, for example by using computer technology, with people from different faiths and cultures.

It was a pleasure to meet you all. I hope you continue to enjoy coming to school and trying your very best in all that you do.

Yours sincerely

David Townsend

Her Majesty's Inspector

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