

# Northlew and Ashbury Parochial CE Primary School

## Inspection report

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<b>Unique Reference Number</b>	113414
<b>Local Authority</b>	Devon
<b>Inspection number</b>	338165
<b>Inspection dates</b>	3–4 February 2010
<b>Reporting inspector</b>	Christine Huard

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>	Nursery
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	36
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Tony Hazell
<b>Headteacher</b>	Mrs Nicola Lampe
<b>Date of previous school inspection</b>	4 May 2007
<b>School address</b>	Northlew Okehampton Devon EX20 3PB
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## Introduction

This inspection was carried out by one additional inspector. The inspector spent more than half her time looking at learning, visited eight lessons, saw four teachers and held meetings with governors, staff and groups of pupils. She observed the school's work, and looked at work in pupils' books, reports from advisers working with the school, tracking data showing the pupils' most recent progress and the standards that they reach, the school's improvement plans and 24 responses to the questionnaire sent to parents and carers.

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

- the quality of support for pupils with special educational needs and/or disabilities and how this enables them to make progress
- the progress made in mathematics, particularly in relation to developing pupils' problem-solving and independent learning skills
- the extent to which the curriculum reflects pupils' needs and interests and develops their basic skills across a range of subjects.

## Information about the school

Northlew and Ashbury is a very small village primary school. The very large majority of pupils are White British. The proportion of pupils with special educational needs and/or disabilities is high and these relate to a wide spectrum of needs but mainly to specific learning difficulties. The school has achieved a number of nationally recognised awards including Healthy Schools, Activemark and Gold Level Devon Active Lifestyle Award. The children in the Early Years Foundation Stage are accommodated in a mixed-age class with Years 1 and 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

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

Northlew and Ashbury Primary School provides a good education for its pupils which fully reflects its Christian ethos and enables them to make good progress in both their academic and personal development. The care, guidance and support provided for all pupils are outstanding. Adults ensure that the pupils feel extremely safe and the needs of each individual pupil are met. Parents are delighted with the support provided and their comments reflect the views of one who said, 'My children's learning needs differ widely, but they are fully catered for.' The school's success stems from the strong leadership of the headteacher. She 'leads from the front' and is an excellent role model for the rest of the staff in that she does not ask anything of them that she is not willing to do herself. She has very high expectations of what the pupils can achieve and constantly strives to make the provision even stronger. The vision is shared by all staff who are proud to be part of the school.

The school takes swift action to address any perceived weaknesses. It has introduced assessment systems which enable staff to identify any concerns before they become real problems. Through its rigorous monitoring, for example, the school identified that pupils in Years 3 to 6 were not making enough progress in mathematics. Staff discovered that the problem was twofold. Pupils had good basic skills but they were not sufficiently adept at applying their knowledge when solving problems. In addition, pupils were neither confident nor speedy at using their skills in mental mathematics. An extra 15 minutes a day was added to the mathematics timetable in order to focus on mental arithmetic and to enable the whole school to focus on problem solving. As a consequence, progress has improved, underachievement has been largely eradicated and pupils work with greater enjoyment and confidence.

Pupils make good progress because they receive consistently good teaching. There are a high proportion of pupils in Years 3 to 6 with special educational needs and/or disabilities. Because of this, the school made the decision to teach the group in two classes for literacy and numeracy each morning in order to ensure individual needs were catered for. As a result, more able pupils benefited from challenging tasks in class while those who find learning more of a struggle received very good support. This careful matching of task to individual need ensures that all pupils achieve well. They really enjoy school and have very positive attitudes towards their learning. Pupils behave extremely well and say that lessons are interesting and exciting. They tackle tasks enthusiastically and take a pride in their work, but sometimes presentation is untidy and detracts from the high quality content. Pupils have an excellent understanding of what a healthy lifestyle entails. They respond enthusiastically to the many and varied opportunities the curriculum provides for sport and exercise fully justifying the Healthy

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Schools and Activemark awards. The curriculum is good and there are specific strengths in art and music. All subjects are taught and there is an appropriate emphasis on literacy and numeracy. However, links between subjects have not always been identified. This particularly applies to literacy and means that pupils do not always have enough opportunities to practise their writing skills in subjects other than English.

The school has a good understanding of its strengths and weaknesses and self-evaluation is accurate. Monitoring of teaching is good and ensures that specific priorities for improvement are identified clearly and addressed swiftly ensuring that pupils' good progress is sustained. The successful actions taken to improve mathematics, for example, are further proof of the school's good capacity to secure further improvements and sustain them. It has very good relationships with and the wholehearted support of its parents; as one commented, 'We think that Northlew is simply the best school our child could attend.'

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

- Review the curriculum to ensure that appropriate links are made between subjects and sufficient opportunities are identified for pupils to write across all subjects.
- Ensure that the presentation of work is consistently good by encouraging pupils to take a pride in its appearance as well as its content.

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

Pupils enjoy their learning and achieve well. They relish the tasks they are given and rise to the challenges they are presented with in class. For example, pupils in Years 5 and 6 were enthusiastically exploring Fibonacci numbers and successfully establishing rules for the patterns they were finding. Tasks were carefully matched to ability and while more able pupils were involved in solving the problem of 'sheep talk', others were exploring cross patterns using lolly sticks. In Years 1 and 2, pupils were exploring number facts using the 10 times table. While most showed they could record 4 lots of 10 as 4 times 10=40, more able pupils were able to explain inverse operations and demonstrate this by writing 40 divided by 10=4. Because tasks are so well matched to pupils' ability they succeed and achieve well. As a result, attainment by the end of Year 6 is broadly average in English, mathematics and science and pupils make good progress from their starting points. Good support for pupils with special educational needs and/or disabilities ensures they learn well and make similar good progress.

Pupils respond well to responsibility taking on jobs as energy savers or composters. The school council suggested a 'Breakfast for Haiti'. They sold bacon sandwiches and other delights to all in the local community which resulted in a large sum being raised for victims of this recent disaster. This kind of activity helps effectively develop pupils' awareness of those less fortunate than themselves. Their spiritual, moral, social and cultural development is good. In particular, pupils are gaining a good awareness of the cultural diversity in the United Kingdom through the many links they have nationally and internationally. Pupils' good interpersonal skills, above average attendance and good

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information and communication technology skills as well as their sound attainment in literacy and numeracy, prepare them well for the next stage in their education.

*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>	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
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>1</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>2</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?

Pupils enjoy lessons. They know and can explain their targets and how to improve their work because marking is constructive. Pupils enjoy discussing their learning in pairs and working in groups. They learn effectively because they clearly understand what they must do and are given criteria against which they can judge their success. Questioning is good and teachers ensure that explanations are clear. Very occasionally teachers' explanations are too lengthy and as a result, the pace of learning slows a little.

The curriculum is broad and encompasses all subjects. There is particular expertise in art and music. This results in stunning displays of pupils' work around the school to celebrate their artistic and creative talents. In addition, pupils were able to share their enthusiasm for music by performing a very creditable rendition of Beethoven's Ode to Joy, on a wide variety of instruments, after only 45 minutes teaching. There is excellent support for the needs of all pupils. Tasks are well matched to ability in class, and

<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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opportunities for more able pupils or those with specific gifts or talents are provided through the school's good links with, for example, the local secondary school which provides extension days. However, few links are made between subjects and specific opportunities have not been identified within themes where pupils can practise their writing skills in order to improve these further. There is a wide range of extra-curricular clubs organised each half-term and these are very popular and have a high take-up. Excellent links with a wide variety of outside agencies, local primary and secondary schools promote pupils' well-being and learning well.

*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>1</b>

**How effective are leadership and management?**

Staff at all levels share an ambition to further improve pupils' attainment and accelerate their progress. There is good commitment from all staff to achieve the best for all the pupils. Governors regularly visit the school and play an active role in its strategic development. They promote community cohesion well. The school has a wide range of links within the local community which promote pupils' learning and understanding highly effectively. The school also has good links with contrasting settings nationally and internationally. At the time of the inspection, governors have ensured that all safeguarding procedures are exemplary. The school ensures that equal opportunities are promoted and discrimination tackled, for instance, taking appropriate action to rectify underachievement.

*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>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>1</b>

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<b>The effectiveness of safeguarding procedures</b>	<b>1</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

Attainment on entry varies greatly from year to year as might be expected with such small numbers attending the school. Induction arrangements to support children joining the school are good and children settle quickly and happily. The children work well as individuals and together in pairs or as a small group. They take turns and happily share equipment and resources. They get on very well with the older children in the class. There is a very good balance of activities that are directed by adults and those that the children choose for themselves. They receive very good support and frequently undertake tasks related to work the rest of the class is doing, but which is well matched to their own needs. They happily made the houses of the three little pigs from straw, bricks and sticks and one child was enterprising enough to make models of the three little pigs themselves. They proudly showed their models to the rest of the class and described how they had made them. This not only provided an opportunity to extend their speaking and listening skills but also served to develop their confidence and self-esteem. Continuous observations are used well to plan the next steps in children's learning. They make good gains in their literacy and numeracy skills because well-planned adult-led tasks are meticulously matched to their needs. This outside accommodation is small which means that children do not always have free access to the outside area during the day to support their learning in the classroom. However, the school is good at providing effective alternatives when necessary. This means there are somewhat restricted opportunities for children to develop their skills further in all areas of learning outside the classroom. Nevertheless, children joining Year 1 have made good progress through their Reception Year.

*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

All the parents and carers who responded to the questionnaire were unanimous in their



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acclaim for the school. There were no negative views expressed. This pattern was repeated in the discussions that the inspector had with parents and carers before school. They can be best summed up in the views of one parent: 'The frequent 'doorstep' discussions about children's development, needs and successes make this a school that is genuinely interested in children as individuals.' The inspection findings confirm the views of the parents.

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

Ofsted invited all the registered parents and carers of pupils registered at Northlew and Ashbury Parochial CE 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 24 completed questionnaires by the end of the on-site inspection. In total, there are 36 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	17	71	7	29	0	0	0	0
The school keeps my child safe	20	83	4	17	0	0	0	0
The school informs me about my child's progress	18	75	6	25	0	0	0	0
My child is making enough progress at this school	17	71	7	29	0	0	0	0
The teaching is good at this school	19	79	5	21	0	0	0	0
The school helps me to support my child's learning	19	79	5	21	0	0	0	0
The school helps my child to have a healthy lifestyle	17	71	7	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)	15	63	9	38	0	0	0	0
The school meets my child's particular needs	19	79	5	21	0	0	0	0
The school deals effectively with unacceptable behaviour	13	54	11	46	0	0	0	0
The school takes account of my suggestions and concerns	16	67	8	33	0	0	0	0
The school is led and managed effectively	19	79	5	21	0	0	0	0
Overall, I am happy with my child's experience at this school	20	83	4	17	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"> <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.**



5 February 2010

Dear Pupils

Inspection of Northlew and Ashbury Parochial CE Primary School, Okehampton EX20 3PB

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

What we found out about your school:

- you really enjoy school and make good progress, reaching the standards you should in English, mathematics and science
- you behave extremely well, both in class and out in the playground
- you get on well with the other pupils and look after each other
- the headteacher and governors are good at running the school and understand well how they could make it even better
- you have an excellent understanding of how to stay safe and live healthy lives
- your teachers work hard to plan interesting lessons and always mark your work carefully
- all staff take excellent care of you and keep you safe
- children in Reception get a good start to their school life.

What we would like the school to do:

- make your curriculum more interesting by planning more links between subjects and giving you more opportunities to practise your writing skills across all subjects
- encourage you to always take a pride in the appearance of your work as well as its content. You can help by always working as neatly as you can.

Good luck for the future. We hope you continue to enjoy school as much as you do now.

Yours sincerely

Christine Huard

Lead inspector

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