

Webber's Church of England Primary School

Inspection report

Unique Reference Number	113434
Local Authority	Devon
Inspection number	338168
Inspection dates	23–24 June 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 aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	72
Appropriate authority	The governing body
Chair	Shaun Dampier
Headteacher	Deborah Eveleigh
Date of previous school inspection	22 May 2007
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Introduction

This inspection was carried out by two additional inspectors. Nine lessons or parts of lessons were observed and all three class teachers were observed. Meetings were held with teachers, governors and a group of Year 6 pupils. Inspectors observed the school's work and looked at and evaluated a range of the school's documentation including the school development plan, monitoring and assessment information, governors' minutes, and teachers' planning. In addition 52 questionnaires returned by parents and carers were analysed as well as those from staff and Key Stage 2 pupils.

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

- the effectiveness of strategies introduced to improve mathematics across the school
- the effectiveness of strategies to improve performance in Key Stage 1
- the quality of provision across the Early Years Foundation Stage, especially the range and quality of activities provided
- how effectively the work of the school is monitored particularly in ensuring that inexperienced practitioners receive the help they need to develop their practice.

Information about the school

Webber's is a small village school in the heart of the Devon countryside. Many pupils travel some distance to school from the surrounding area. The proportion of pupils with special educational needs and/or disabilities is above average. Special needs mainly relate to autism, behavioural and moderate learning difficulties. The proportion of pupils who are eligible for free school meals is lower than average. Children in the Early Years Foundation Stage are catered for in a joint Reception, Year 1 and Year 2 class. The school holds the Healthy School award and the Activemark.

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

Webber's is a good school. Staff, pupils, governors and parents all wholeheartedly subscribe to the mission statement, 'Climb to your highest, for yourself, for others and for God' which was proudly quoted to the inspector by Year 6 pupils. The headteacher and staff work together very effectively and are fully committed to raising attainment. They are meeting with success because the school monitors its work rigorously. As a consequence of this effective self-evaluation, it has an accurate view of what it needs to do to improve. For example, pupils' attainment in mathematics has risen and achievement significantly improved across the school as a result of actions taken, and standards in Years 1 and 2 have risen significantly. The school development plan shows how actions already taken will be supplemented in order to continue to drive the school forward and sustain these improvements thus confirming that there is a good capacity for further improvement.

Pupils make good progress in their learning. Pupils' work shows that there has been a significant improvement in achievement by the end of Year 6 and attainment is average. Since the last inspection the headteacher has tackled weaknesses tenaciously. This is particularly evident in the way procedures for tracking the progress made by pupils are implemented. As a result staff are very aware of how much progress pupils are making and can plan their next steps in learning effectively. Children in Reception make satisfactory progress. A good range of activities is provided for them across all the required areas of learning but because assessments are not sufficiently robust they do not always provide sufficient challenge at a range of levels. Pupils with special educational needs and/or disabilities make good progress because of the rigorous way in which the progress of these pupils is monitored and the good quality of additional support they receive.

The curriculum is lively and appealing and motivates the pupils well. Teachers work hard to make lessons interesting and lively and pupils appreciate this and respond well by tackling tasks with energy and enthusiasm. The school makes good provision for pupils' personal development and ensures that they 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 excellent. Pupils are reflective and thoughtful and have a strong sense of right and wrong. They look after each other very well and have an excellent appreciation of the arts. They demonstrate strong and knowledgeable links with the local community and a good theoretical awareness of the richness and range of the many different cultures within the United Kingdom. Governors have 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.

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Governors regularly visit the school and monitor its work effectively. They play an active role in its strategic development. They and the headteacher have ensured that new and inexperienced staff have had excellent opportunities for additional training to support their work. As a result the school has continued to improve as their practice has developed and their confidence has grown.

What does the school need to do to improve further?

- ? Improve the quality of assessment and how the information is used in the Early Years Foundation Stage to ensure that all children are appropriately supported or challenged.
- ? Fully implement plans to establish a link with a school in a contrasting area so that pupils can gain first-hand experience of meeting with and learning from pupils from different cultures.

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

Pupils enjoy school. They are keen to learn and are well motivated. Their good behaviour and enthusiasm reflect the good teaching they receive and enable them to achieve well. The attainment of children entering the school varies greatly from year to year but the school's data show that they make good progress. Children get a satisfactory start in the Early Years Foundation Stage, and this prepares them appropriately for learning as they move up through the school and where their progress accelerates. Progress of pupils in Years 1 and 2 has improved considerably in the last year and is now good. Actions taken to inspire boys in particular to write have been very successful. When provided with the task of describing a mini-beast only they had the picture of, pupils in Year 1 eagerly set to writing so that their peers could guess what the creature was. The strategy of moving Year 2 pupils to work with those in Years 3 and 4 for some literacy and numeracy sessions has also been extremely successful in providing challenge and also in aiding transition to a new key stage. In Years 5 and 6, pupils enthusiastically took on quick fire challenges involving the use of 6, 7 and 8 times tables; they then went on to confidently tackle tasks involving reflecting or translating a range of shapes. Because the problems were well matched to ability, all pupils were able to participate and enjoy the activity. Pupils with special educational needs and/or disabilities and those who are gifted and talented achieve well because they receive the support or challenge that they need.

Pupils are lively and energetic and thrive in the nurturing atmosphere of the school. Pupils' good understanding of how to stay healthy is reflected in the school's Activemark and the recent award of Healthy School's status. They are thoughtful and reflective, assertive and confident. The school council works very effectively and plays a meaningful role in the life of the school. It is involved in the interview process of new staff and decides which charities the school should support. Pupils say that behaviour is usually very good and in the rare instances when it becomes inappropriate it is swiftly dealt with by staff. During the inspection no instances of poor behaviour were observed

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and all the play spaces were happy and harmonious places. Attendance has improved and is now good because of the rigour with which absence is followed up and term time holidays are actively discouraged. Pupils' good academic progress and personal qualities prepare them well for later learning.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	1

How effective is the provision?

Teachers work hard to enthuse and inspire their pupils. They make good links across a range of subjects and this makes pupils' learning more relevant and meaningful to them. In addition it has a good impact on progress because teachers ensure that pupils have the opportunities to apply the skills and knowledge they are learning. Teachers ensure that pupils know what they are going to learn and use resources, such as interactive whiteboards, skilfully. They are adept at planning a wide range of tasks. These are carefully devised to meet the learning needs of all pupils so that all are appropriately challenged or supported. Pupils have plenty of opportunities to discuss and compare their thinking with partners. Questioning is good but teachers do not always take the opportunity to challenge pupils who do not put up their hands. Marking and feedback

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

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are good and target setting is highly individualised so that each pupil knows exactly what they have to do to improve.

The curriculum is well planned and combines pupils' learning experiences exceptionally well. Themes that are pursued by the whole school ensure a beneficial sharing of ideas and resources. There are particular strengths in arts subjects which result in pupils attaining high standards in art, music and drama. Displays are excellent. Those relating to the recent 'Colours of the Coasts' exhibition are superb and demonstrate a high level of skill. They reflect how well pupils' achievements are valued. A good range of visits and visitors as well as an excellent range of out-of-school activities provide pupils with many additional opportunities to enhance their learning.

It is firmly bound up in the ethos and culture of the school that every child's needs are individually known and catered for. As a result, all pupils, including those with special educational needs, make good progress. The school works closely with parents and a wide range of outside agencies to enable them to make good provision. Transition arrangements into and out of the school are effective. Pupils receive good support for their personal development and are well cared for.

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 is skilled and committed, and drives forward the ambitious programme outlined in the school development plan. Most leadership responsibilities fall on the shoulders of the headteacher and one other member of staff and both carry these out conscientiously and with great dedication. Robust monitoring has ensured that deficiencies have been identified and actions taken. As a result, good improvement, particularly in mathematics, has occurred. Equality of opportunity for all pupils is promoted effectively. The school ensures that pupils, whatever their ethnic or cultural background, or their ability, are valued and free from discrimination. Senior leaders promote good levels of community cohesion which are particularly strong locally. Pupils have a good theoretical knowledge of the differing cultures represented in the United Kingdom although the proposed link with a school in a contrasting area is not yet fully developed. Governors have a good overview of the school's direction and the priorities which they help formulate. Regular visits, reports and meetings with staff mean they are able to effectively hold the school to account. At the time of the inspection, safeguarding procedures were extremely thorough. There are very careful checks on all adults who

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work in the school and health and safety checks as well as risk assessments are carried out rigorously.

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	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Attainment on entry varies considerably from year to year as does that on exit from the Reception class because cohorts of children are so small. Children make satisfactory progress across all the areas of learning. The activities planned appeal to the children and relate to all areas of the Early Years Foundation Stage curriculum. These are sometimes a little limited because, although children have access to the outside area, free flow is not always possible because of the limitations of the site and building and problems of adequate supervision. Inspectors agreed that in the interests of the health and safety of the children there has to be some restriction in the short term although the new building due to open next school year will address all of these problems. Children learn to play well together and 'making bread' for the Little Red Hen using corn flour and water led to much excitement and experimenting with vocabulary to describe the feel and texture of the resultant pots of gunge! More structured activities, such as guided reading, enable them to improve their speaking and early reading skills. Assessments are not sufficiently informative and this means that learning does not always match the learning needs of the children sufficiently closely. Opportunities are missed to provide activities which consistently challenge the children at varying levels of difficulty. Welfare arrangements are good and the children are secure and very well looked after. There are comprehensive induction procedures which ensure that children

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settle happily when they start school. Leadership and management are currently satisfactory and the school has provided good support for a teacher who is inexperienced at teaching this age group. Rigorous monitoring has ensured that children are making appropriate 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	3

Views of parents and carers

Parents and carers are confident that their children enjoy school, are safe and well cared for. They also express confidence in the leadership and management of the school. The great majority are happy overall with the experiences their children are receiving. There are very few reservations; a very small minority have concerns over whether the school listens to their suggestions and whether the school deals with unacceptable behaviour appropriately. Inspectors are confident that the school listens to parents and carers and takes their views on board. There are a very few pupils in school with behavioural difficulties and there have been a very few occasions when there have been instances of inappropriate behaviour. Inspectors are confident that the school has dealt with these well, involving the assistance and advice of outside agencies where appropriate.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Webbers 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 52 completed questionnaires by the end of the on-site inspection. In total, there are 72 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	32	62	16	31	2	4	2	4
The school keeps my child safe	37	71	15	29	0	0	0	0
The school informs me about my child's progress	17	33	34	65	1	2	0	0
My child is making enough progress at this school	20	38	29	56	3	6	0	0
The teaching is good at this school	25	48	24	46	2	4	0	0
The school helps me to support my child's learning	18	35	32	62	2	4	0	0
The school helps my child to have a healthy lifestyle	31	60	19	37	2	4	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)	29	56	20	38	0	0	0	0
The school meets my child's particular needs	27	52	21	40	3	6	0	0
The school deals effectively with unacceptable behaviour	18	35	24	46	5	10	1	2
The school takes account of my suggestions and concerns	20	38	28	54	4	8	0	0
The school is led and managed effectively	29	56	19	37	2	4	0	0
Overall, I am happy with my child's experience at this school	32	62	16	31	3	6	0	0

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

Glossary

What inspection judgements mean

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

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

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



25 June 2010

Dear Pupils

Inspection of Webbers Church of England Primary School, Holcombe Rogus TA21 0PE

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!

There are a number of highlights in your school.

- 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 are very reflective and are very proud of your school. You take very good care of each other.
- You have an interesting and exciting curriculum and your art work is fantastic!
- 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.
- 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:

- the tasks that children in Reception do are carefully assessed to ensure that there is 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.

Yours sincerely

Christine Huard Lead inspector

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