

Woodbury Salterton Church of England Primary School

Inspection report

Unique Reference Number	113441
Local Authority	Devon
Inspection number	338169
Inspection dates	10–11 June 2010
Reporting inspector	Rowena Onions

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	94
Appropriate authority	The governing body
Chair	Michael Dart
Headteacher	Sally McCloskey
Date of previous school inspection	16 May 2007
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Introduction

This inspection was carried out by two additional inspectors. Seven lessons were observed. All four teachers were seen teaching at least once. Meetings were held with groups of pupils, governors and staff. The inspectors observed the school's work, and looked at data concerning pupils' progress, the school development plan, reports from the local authority and the School Improvement Partner and a range of other documentation. Forty two responses to the parental questionnaire were received.

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

- the impact of school improvement work on progress, especially for girls and higher attaining pupils
- the use of assessment to identify and build on pupils' individual strengths and weaknesses and to promote their involvement in learning
- the impact of curriculum enrichment on pupils' progress and personal development
- the effect of provision in the Early Years Foundation Stage in promoting independence and progress.

Information about the school

This small school serves its local area in rural Devon. Most pupils are of White British origin, with a few of Gypsy/Roma heritage. A small number of pupils speak English as an additional language. An average percentage of pupils have a range of special educational needs and/or disabilities. However, the school has an above average proportion of pupils with statements of special educational needs. These pupils have a range of differing needs, including some physical and specific disabilities. A significant number of pupils join year groups throughout the school during each academic year. Pupils are taught in four, mainly mixed age classes. There are two intakes into the Early Years Foundation Stage, at the beginning of the autumn and spring terms. These children are taught alongside pupils in Year 1.

Over recent years, the school has seen a considerable number of staff changes. This has had particular impact on pupils in Years 4 and 5, some of whom have had up to 12 teachers during their time at the school.

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

Woodbury Salterton is a good school. A key success is the way teaching and the curriculum enthuse pupils to want to learn and do well. Pupils love their school, describing it as 'just a brilliant school.' Excellent care is taken of each and every individual, with successes being celebrated and swift action being taken to support those with personal or educational difficulties.

Achievement is good overall. Children enter with skills at expected levels and get off to an excellent start in the Early Years Foundation Stage. This is successfully built on so that at the end of Year 6, attainment is above average in English and mathematics. Curriculum changes, which mean that pupils develop their skills in reading and writing through work on a specific theme, have had positive effect. Pupils see the reason for learning to write, for example, when they compose a letter to parents and carers saying they were disappointed in the number of lunchboxes they found to be unhealthy. Over recent years, progress in mathematics has lagged behind that in English. School improvement work is turning this situation around and the majority of pupils are making good progress. There remains, however, a small number in Years 4 and 5 who are having to make up lost ground and the achievement of this group in mathematics is at present only satisfactory. Pupils are not all as confident about mathematics as they are about English. This is in part because of earlier experiences and in part because the curriculum in mathematics is not as developed as it is in English. Pupils do not have as much opportunity to consolidate and extend their mathematical learning through links with other subjects.

Because they are so enthusiastic about school and because teachers are successful in choosing activities that are interactive and motivating, pupils behave extremely well in class and around the school. They are often seen supporting each other in lessons and in the playground. This illustrates their strong social and moral development. The empathy they show for others and the delight they take in learning new things demonstrate very good spiritual development. Pupils' cultural development is good. The school tries hard, with increasing success, to give pupils experiences that extend their understanding of cultures beyond their own. Pupils have an excellent understanding of how to lead a healthy lifestyle and take positive action to do this, encouraging others along the way.

Because of improved use of assessment, teachers have detailed knowledge of the strengths and weaknesses of individuals and use this well in planning work that challenges each appropriately. Pupils of all abilities and both boys and girls do equally well as a result. Individual targets mean that pupils are well informed about how to improve their work over time and report that this helps them improve. There are,

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however, some lessons where opportunities are missed to give pupils clear explanations of what they are aiming to achieve so that they can target their efforts more efficiently. This is also the case with some marking of completed work, which is not always sufficiently precise in showing pupils where they have done well and where they could improve.

The school has a dedicated staff team who work together very well. Improvement work has been firmly based on rigorous checking of the impact of provision on pupils' progress. Actions taken have been well thought out and successful. Data is used to check each pupil is making appropriate progress. The school is beginning to use the information to check that all groups do equally well, although this initiative is at an early stage. All staff and governors are fully supportive of the leadership of the school and self-evaluation is detailed and accurate. The school demonstrates good capacity to sustain improvement.

What does the school need to do to improve further?

- Ensure that all pupils achieve as well in mathematics as they do in English by
 - giving them more opportunity to apply and extend their mathematical skills through cross-curricular work
 - restoring the confidence of the small number of pupils who have been affected by their past experiences.
- Develop the use of assessment by
 - ensuring expected outcomes are clear and precise in all lessons
 - ensuring marking is consistent in showing pupils where they have done well and where they could improve their work
 - developing the tracking system so it more easily allows the monitoring of the progress of groups of pupils.

Outcomes for individuals and groups of pupils

2

Attainment in the school is rising and this year pupils in Year 6 are set to attain well above average standards. In the past, progress has not been even across the school, in part because of the number of staff changes, and pupils have sometimes had to make up lost ground. Recent changes mean that progress is now much more consistent and in almost all areas is good. An individualised approach to teaching and well-targeted extra help mean that pupils with a Gypsy/Roma background, those with special educational needs and/or disabilities, those with English as an additional language and children in care all do well. The school is successful in helping the significant number of pupils who join during each academic year to progress well. The emphasis on teaching pupils to think for themselves and to develop the ability to discuss their work is paying dividends. Their growing ability to do this was demonstrated in a mathematics lesson when pupils were asked to prove to their teacher that a certain number was a factor of four. They showed themselves to be very capable of using equipment and good mathematical

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language to do this. Pupils make good contributions to the everyday life of the school. Older pupils are proactive in helping their school to improve opportunities for learning through, for example, organising special event days, the most recent being a 'Roald Dahl day'. Pupils' attendance is only satisfactory, because of the number of parents and carers who take their children on term time holidays. This has some impact on the pupils' development of the understanding of attendance as a key workplace skill. These skills are otherwise strong. Pupils work very well collaboratively and individually and show a strong sense of the importance of doing their best. Although pupils generally have a strong understanding of how to keep themselves safe, the planned action to extend their knowledge of internet safety is timely.

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	1
The extent to which pupils adopt healthy lifestyles	1
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	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Leaders have succeeded in developing a consistency of practice in teaching since the school was last inspected. Pupils are very well managed and the high expectations of the teachers are generally met. Teaching assistants are skilled and well deployed. Teachers ensure lessons are active and they use questioning well to promote the

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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inclusion of all pupils. However, they do not always make clear what pupils should concentrate on when completing their work during the lesson. The curriculum has been developed well, particularly in promoting pupils' personal skills and in English. Pupils greatly appreciate all the enrichment activities that are planned. They report that visits help them to learn through first-hand experiences so they are able to make more sense of the work they do back in school. The broad curriculum means that pupils have good opportunities to develop skills and knowledge in a range of subjects such as in geography and history. Science work is very practical and this makes it a favourite with the pupils. Creativity is developed well and much of the art work displayed around the school is of high quality. The school has a family ethos which means that each individual is valued and nurtured. Work with families is extensive and the school takes advantage of good links with other agencies to help support pupils. Work and partnerships to support pupils with complex needs is particularly effective. Parents and carers value highly the care taken of their children.

These are the grades for the quality of provision

The quality of teaching Taking into account: The use of assessment to support learning	2
	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

Staff and governors have worked together to develop the school with energy and enthusiasm. Advice has been sought and taken, and improvement is evident as a result. Staff have high expectations of themselves as well of the pupils. The school ethos of valuing and supporting the individual means that equality of opportunity is of key importance. Target setting is aspirational and the school is now close to ensuring all pupils meet their targets. Work is already in place to ensure that those pupils who experienced the large number of staff changes are helped to make up any lost ground. Governors are very supportive and have played a good part in helping the school retain stability when there have been changes in staffing. Governors are knowledgeable about the school and active in holding it to account. Safeguarding is given high priority and all requirements are in place. There are many activities and initiatives that promote community cohesion at all levels. However, much of this work is at an informal level and so it is difficult to evaluate the impact or to identify where there is scope for improvement.

These are the grades for leadership and management

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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	3
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

An extremely well-planned, well-balanced curriculum means that children progress exceptionally well and develop independence and resilience. By the end of Reception, they have skills that are above those expected in all areas of learning. Children are very interested in what they are doing and so they become well-motivated learners. The success of the provision can be summed up by a remark made by a child who, when creating a model, said to his companions, 'Let's not give up doing this.' These children persevered with their task for the next half-hour. Activities provide children with excellent opportunities to learn through working directly with adults, to practise what they have learned and to further their own interests. They are encouraged to think through problems and come up with solutions for themselves. Assessment processes are robust and provide detailed information about each child. This enables subtle adult interventions so that children are very precisely challenged. During the inspection, they were, for example, encouraged to use their skills of observation of mini-beasts to make detailed models and to practise their writing when making cards. The provision has been greatly improved over the last two years, demonstrating the significant success of its leadership.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	1
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

Views of parents and carers

Most parents and carers are highly supportive of most aspects of the school. They are particularly pleased with the quality of teaching and leadership and feel that their children like school. Inspectors agree with these opinions. A small number of parents and carers expressed some concerns about their children's progress and would like more information about it. Inspectors found that the school provides a good amount of formal information for parents and carers and has an 'open door' policy which allows them to discuss their children's progress informally at any stage of the year. The inspection also found that progress for all groups of pupils is good overall.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Woodbury Salterton 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 42 completed questionnaires by the end of the on-site inspection. In total, there are 94 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	31	74	10	24	1	2	0	0
The school keeps my child safe	29	69	10	24	2	5	0	0
The school informs me about my child's progress	18	43	18	43	4	10	1	2
My child is making enough progress at this school	21	50	15	36	4	10	1	2
The teaching is good at this school	22	52	16	38	2	5	2	5
The school helps me to support my child's learning	17	40	20	48	3	7	0	0
The school helps my child to have a healthy lifestyle	15	36	22	52	1	2	1	2
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)	16	38	19	45	3	7	0	0
The school meets my child's particular needs	18	43	17	40	4	10	0	0
The school deals effectively with unacceptable behaviour	20	48	15	36	1	2	2	5
The school takes account of my suggestions and concerns	19	45	15	36	2	5	1	2
The school is led and managed effectively	22	52	14	33	1	2	1	2
Overall, I am happy with my child's experience at this school	23	55	13	31	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

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.



14 June 2010

Dear Pupils

Inspection of Woodbury Salterton Church of England Primary School, Exeter EX5 1PP

We really enjoyed our time at your school and would like to thank you for your help and friendly conversations. I know you will be pleased to know that we judge yours to be a good school.

Here are some of the things we liked.

- The good progress that you make, particularly in reading and writing.
- The excellent start children are given in the Reception Year.
- The fact that you get on so well together and have an exceptional understanding of how to stay healthy.
- The way teachers make your work interesting and fun.
- The care adults take to make you feel safe and happy.
- The way that everyone in your school is working together to make it an even better place.

To make things even better, this is what we have asked your school to do now.

- Give you more opportunity to do mathematics as part of your theme work and help all of you to be confident when you are doing mathematics.
- Make sure that you know exactly what you are aiming to learn in each lesson and that marking shows you where you have done well and how you could have made your work even better.

We are very glad that you like your school and can see why you do so. We think that you could help your teachers by continuing to work really hard and following up the suggestions that they make when your work is marked.

Yours sincerely

Rowena Onions

Lead Inspector

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