

Clyst Heath Nursery and Community Primary School

Inspection report

Unique Reference Number	134641
Local Authority	Devon
Inspection number	341487
Inspection dates	25–26 November 2009
Reporting inspector	Mike Burghart

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	192
Appropriate authority	The governing body
Chair	Richard Price
Headteacher	Karen Hadley
Date of previous school inspection	1 December 2006
School address	Royal Crescent Clyst Heath Exeter EX2 7QT
Telephone number	01392 361415
Fax number	01392 361416
Email address	admin@clystheath.devon.sch.uk

Age group	3–11
Inspection dates	25–26 November 2009
Inspection number	341487

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

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

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

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

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

T: 08456 404045

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2009

Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 16 lessons and held meetings with governors, staff, groups of pupils, and parents and carers. They observed the school's work and, amongst other things, looked at class and school planning, records of pupils' progress, minutes of governors' meetings and reports from the local authority. The team considered responses to Ofsted questionnaires from 69 parents and carers, 18 staff and 92 pupils.

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

- the effect of the school's specific aim to support children who leave Reception significantly above average and whether they subsequently make sufficient progress
- the reasons for the apparent success of provision in supporting children in the Early Years Foundation Stage
- the impact of the school's monitoring of teaching and learning in driving improvements to teaching and pupils' achievement.

Information about the school

This is a smaller than average nursery and primary school serving a newly established community. The school was opened in new premises four years ago and has grown in numbers year on year ever since. There are nearly 100 more pupils on roll than at the time of the last inspection. The proportion of pupils who join the school other than in Nursery or Reception is well above average, especially between Years 3 and 6. Virtually all pupils are of White British heritage. The proportion of pupils with special educational needs and/or disabilities is broadly average. Such needs mainly feature moderate learning difficulties. Children in Nursery and Reception are taught in the same base, following the Early Years Foundation Stage curriculum.

The school runs breakfast and after-school clubs, which parents pay for, in its community room.

Amongst others, the school holds the Healthy School and Activemark awards.

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?

1

The school's capacity for sustained improvement

1

Main findings

This is an outstanding school at the heart of the new local community. It focuses equally successfully on pupils' academic and personal development. Care, guidance and support for pupils are excellent in all aspects of the school, from breakfast club through to the end of after-school club. It is no wonder pupils love school and are eager to learn. They feel safe and secure and relish the relationships with staff as well as other pupils. 'This is 15 times better than my last school!' was a Year 6 comment which sums up pupils' enthusiasm.

Excellent provision in Nursery and Reception gives children an outstanding start and lays the foundation for the school's happy, caring ethos. From levels of attainment that are below what is normally expected of their age, children make outstanding progress with notable features in personal, social and emotional development. Such positive progress continues throughout the school and pupils reach well above average standards by the end of Year 2 and Year 6.

The quality of pupils' learning, including those with special educational needs and/or disabilities, is excellent and this underpins outstanding achievement. It is a reflection of the school's overall excellent provision. The curriculum is vibrant, broad, relevant and successfully geared to pupils' enjoyment. Although the large majority of teaching is outstanding, new initiatives to make full use of assessment to set targets and draw pupils into gauging their own progress have not yet had full effect in a few lessons. Consequently, teaching is reported here as good overall and this is confirmed by the school's own excellent monitoring. Parents have overwhelming confidence in the school and especially the teaching. 'The school is staffed by teachers who clearly enjoy their jobs and this rubs off on the children,' noted one parent reflecting a common view.

Staff and governors form an excellent team, particularly well led by the headteacher, actively supported by the senior leadership team. Self-evaluation is extremely thorough and makes excellent use of data to identify strengths and areas for improvement. An example of the impact of this is the significant success in improving the writing of more able pupils as a result of targeted support and high levels of challenge. Another is the 'not resting on our laurels' approach that is moving the already good use of information and communication technology to an even higher level as a tool for learning. There is a shared drive for continual development deep rooted in turning theory into practice and evaluating success to maintain momentum. This represents outstanding capacity for sustained improvement.

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

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

- Build on existing outstanding practice to improve the quality of teaching by:
 - developing the use made of assessment information to set targets and involve pupils more in evaluating their own performance.

Outcomes for individuals and groups of pupils**1**

Although the newness of the school and the small size of year groups until this year make statistical comparisons difficult, it is clear that pupils are achieving particularly well. They make outstanding progress from the start of Nursery to the end of Year 6. Pupils who join the school other than in the Early Years Foundation Stage are very successfully helped to settle in and make the same progress as everyone else. Pupils, particularly the more able, show independence in their learning, for example in being able to research and evaluate information as well as being extremely adept at working together. The way in which pupils of all abilities apply themselves and develop their understanding is a strong indication of the excellent quality of their learning. Lessons observed show pupils have very positive attitudes. They are considerate to one another and respond particularly well to staff, appreciating that they are extremely well cared for. The learning and progress of those pupils with special educational needs and/or disabilities show the same outstanding gains as other pupils.

Behaviour is outstanding, notwithstanding those pupils who have personal targets for self-control and sometimes need timely reminders. There is plenty of evidence that pupils' personal development is excellent. Pupils are responding well to the school's encouragement that they grow up as sensible, healthy, young people. This has a significant impact on learning. In a Years 4/5 lesson, pupils were entranced by the notion of 'magic dust' as the trigger for role play, with very positive effects on their understanding of how different characters might feel. Pupils' enjoyment of school is confirmed by their improved, and now above average, attendance. In almost all lessons, pupils enjoy learning. They appreciate being given the opportunity to share their views and influence what happens in their class and the school. The school council and the playground mediators are shining examples of pupils playing a real part in contributing to the school as a community.

These are the grades for pupils' outcomes

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

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

How effective is the provision?

Outstanding features in the quality of teaching across the whole school are responsible for pupils' success in academic and personal development. Teachers' planning as part of teams known as 'domains' cuts across traditional curriculum boundaries to make sure work is interesting and, at the same time, builds systematically on a platform of skills and experience. Excellent curriculum provision is significantly enhanced by a wide range and number of extra-curricular activities, visits and visitors. The Year 3 video link with the National Space Centre was a wonderful opportunity created to extend learning.

A highlight of teaching is in the probing open-ended questioning that teachers use to get pupils to reason and express themselves logically. An excellent example was in Years 5 and 6 where pupils were very effectively encouraged to raise questions for a character in a video clip. The quality of their thinking and the sensitivity of their suggestions showed literacy skills well above expectations for this age range.

An excellent partnership between teachers and teaching assistants gives outstanding support to those with additional needs. This forms the basis of the high level of pastoral and physical care that parents and pupils rightly see as characteristic of this school. This care extends to all aspects of provision including child care in breakfast and after-school clubs.

Information from assessment is used effectively in terms of overall planning and identifying learning objectives. In most classes, for most of the time, this also gives strong support to pupils with targets that show them what to aspire to. On a very few occasions, notably at the start of Key Stage 2, pupils are not sufficiently drawn into actively evaluating how well they are doing and opportunities are missed to make the

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

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

next steps in learning clear. The school is well aware of this. Plans are in hand to guarantee consistency by introducing a new procedure to assess pupils' progress and making use of the school's existing best practice as a training model.

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	1
The effectiveness of care, guidance and support	1

How effective are leadership and management?

Outstanding leadership and management from headteacher, governors and senior leaders are founded on rigorous and accurate (if sometimes too modest) self-evaluation. Safeguarding arrangements are excellent with all requirements more than met and very well documented. The school truly knows itself well and vigorously acts upon areas for development. It has coped extremely well with a dramatic rise in numbers on roll and the complications of new building and site work. The result is an excellent environment with outstanding deployment of staff and resources. The comment of one pupil that 'we have a titanic amount of school equipment' is a credit not only to his literacy skills but to the school's management.

Governors' management of the budget is excellent, grounded in the conviction that all decisions must be accountable in terms of pupils' progress. Monitoring, especially of the quality of teaching and learning, is first rate and ensures that there are continual improvements. Staff at all levels, teaching and non-teaching, report that they are proud to be part of the team. They are a full part of raising priorities for further development and then helping to address them. Links with parents and outside agencies are very strong, due in no small part to the work of the school administrative officer, recognised widely for her warm welcome and efficiency.

All pupils, regardless of ability or background, are treated equally. Pupils are keen to say that there is no discrimination and that the school treats them fairly. The school's contribution to, and partnership with, the local community is excellent. At weekends, the school actually is the church and there are lettings to local organisations every night of the week which continue in holiday times. Links with the wider community across the United Kingdom and the world in general are growing as the size of the school increases. These are already good and support a judgement of good overall for community cohesion with outstanding local features.

These are the grades for leadership and management

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 of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	1
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	1
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	1

Early Years Foundation Stage

Children get off to a flying start because of the excellent care and support and outstanding teaching they get in Nursery and Reception. Induction procedures and excellent leadership and management ensure that children settle in quickly. Staff have an outstanding understanding of how young children learn. There is an excellent balance of activities children choose for themselves and those they are directed to. Facilities are excellent with a much prized and well-used outdoor adventure learning area. Children grow in confidence exploring their capabilities and learning to share, be considerate and take their turn. They make outstanding progress, particularly in personal, social and emotional development, and make the most of the varied and exciting experiences that are provided for them. They leave for Year 1 as emerging readers and writers. Children's response in behaviour and attitudes is outstanding. The way children rush in ready to learn shows how much they enjoy being in the early years base.

Children who attend breakfast and after-school clubs are well looked after. They are able to be involved in lots of enjoyable play activities which successfully extend their learning. Staff keep good records and share information with teachers to make sure the school has a clear picture of all-round progress.

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

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

Responses to the Ofsted questionnaire were overwhelmingly positive. Parents and carers value this school because of the way it cares for and nurtures their children. They are very complimentary about the headteacher's leadership and about the work of the staff. They are pleased with the undoubted quality of the learning environment and the school's excellent links with, and support for, the new community.

There was no consensus of negative comments and all were expressed in constructive terms.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Clyst Heath Nursery and Community 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 69 completed questionnaires by the end of the on-site inspection. In total, there are 192 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	56	81	13	19	0	0	0	0
The school keeps my child safe	50	73	19	28	0	0	0	0
The school informs me about my child's progress	43	62	25	36	1	1	0	0
My child is making enough progress at this school	46	67	21	30	2	3	0	0
The teaching is good at this school	52	75	17	27	0	0	0	0
The school helps me to support my child's learning	48	70	18	26	1	1	0	0
The school helps my child to have a healthy lifestyle	46	67	21	30	2	3	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)	39	57	24	35	0	0	0	0
The school meets my child's particular needs	43	62	24	35	1	1	0	0
The school deals effectively with unacceptable behaviour	40	58	28	41	0	0	0	0
The school takes account of my suggestions and concerns	40	58	28	41	1	1	0	0
The school is led and managed effectively	57	83	12	17	0	0	0	0
Overall, I am happy with my child's experience at this school	54	78	15	22	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 Clyst Heath Nursery and Community Primary School, Exeter EX2 7QT

Thank you for your warm welcome and the help you gave us during the inspection. We were very impressed by your behaviour and the way you confidently told us all about Clyst Heath. We found it to be an outstanding school where you have fun learning and do well. There are lots of things to be proud of.

Here are some of the highlights.

- You are reaching standards that are better than in most schools.
- The school building and grounds make a great place to learn.
- Staff take excellent care of you and make sure you are safe.
- Teachers are good at teaching you new things. They make learning interesting.
- You are being shown how to grow up as sensible, caring, healthy young people.
- Children get off to a really good start in Nursery and Reception.
- The way the school is run by the headteacher, governors and staff is excellent.

All this adds up to a very successful school. But as teachers might say, 'Outstanding doesn't mean perfect', so we have asked staff to work out even more ways to help you see for yourselves how well you are learning and making progress.

You can help by continuing to work hard. We wish you well for the future.

Yours sincerely

Mike Burghart

Lead inspector

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