

Chagford Church of England Primary School

Inspection report

Unique Reference Number	113408
Local Authority	Devon
Inspection number	311256
Inspection dates	21–22 November 2007
Reporting inspector	Stephen Dennett

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

Type of school	Nursery
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School	126
Appropriate authority	The governing body
Chair	Alan Fynn
Headteacher	Justin Stone
Date of previous school inspection	21 October 2002
School address	Chagford Newton Abbot TQ13 8BZ
Telephone number	01647 432412
Fax number	01647 433690

Age group	4–11
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This smaller than average-sized school has five classes, one for children in the Reception Year and Year 1, a class for Year 2, and three classes for pupils in Years 3 to 6. Pupils come from the village and the surrounding rural area. Almost all pupils are from White British backgrounds and few speak a language other than English at home. The school experienced significant disruption recently, with changes in leadership and staffing, but is now stable. Around 8% of pupils have learning difficulties and/or disabilities and 2% have statements of special educational need.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

The school is effective in providing a good education for its pupils. There has been a good level of improvement recently and the school is well on the way to addressing all the issues arising from a period of considerable disruption. This has led to a significant improvement in the morale of staff. The school is in a good position for these improvements to continue. Parents recognise that improvement has taken place and many are rightly full of praise, especially the way the headteacher has engineered improvements to communications.

Children make good progress in the Reception Year, by the end of which most attain the expected levels in all areas of development. This good progress continues in Years 1 and 2, by the end of which most pupils attain standards in reading, writing and mathematics which are above the expected levels. At the end of Year 6, most pupils attain above the expected levels in English and science. Standards in mathematics have been variable, but now are broadly at the expected level. Overall, pupils' achievement is good and is improving.

Pupils behave well and report that there is no bullying. They have a very good understanding of how to keep healthy. They also know how to stay safe. Pupils enjoy their education very much and are enthusiastic learners. Attendance is satisfactory. Spiritual, moral, social and cultural development is good, supported by close links with the church and with other schools in different environments and countries. Pupils make a positive contribution to the community through such activities as the school band. They are looking forward to the next phase of their education as they have the skills that will contribute to their future well-being.

Teachers make good use of assessment information to plan work that matches pupils' capabilities. This results in pupils being set appropriate targets for improving their performance. Teaching assistants provide good support, enabling pupils of all abilities to make good progress. However, they are not used effectively in some introductory sessions. When weaknesses in teaching occur, this is because teachers do not ensure all pupils are working to their maximum capacity. Also, more able pupils are not always sufficiently challenged in mathematics. The curriculum provided by the school is good. All the required subjects are taught and there is a good range of additional activities, especially in sports and educational visits. Pupils are cared for well and all the requirements for safeguarding children are in place. Pupils receive good academic guidance that has been improved following more accurate tracking of their progress.

The school is well led by the headteacher and the senior teacher. There is a clear direction to the school's work. Subject management and leadership are satisfactory overall, but staff are not yet sufficiently involved in the overall management of the school. Monitoring and evaluation by staff are good and have correctly identified, for instance, weaknesses in mathematics. Governance is outstanding. Governors monitor the school's work very effectively. The school's evaluation of its performance is accurate and detailed. Targets have been met and are sufficiently challenging to prompt all pupils to make good progress.

Effectiveness of the Foundation Stage

Grade: 2

Provision for children in the Foundation Stage is good. Progress and achievement are good because of good teaching. Most children achieve the recommended early learning goals by the time they enter Year 1, making a good start in learning to read and write. Children have a good range of opportunities and resources and learn through an appropriate range of play-based

and more formal methods, which develop their social and communication skills well. Children's personal, social and emotional development is good overall, but the management of children's behaviour is not always consistent. There is a good outside area to develop opportunities for children to flow freely from inside to outside activities. The rooms are a stimulating environment for children to learn and, as a result, they thoroughly enjoy their time in school.

What the school should do to improve further

- develop the consistency of pupils' progress in all aspects of mathematics in order to raise standards, ensuring more able pupils, especially those in Years 3 to 6, are well challenged
- improve the contribution subject leaders make to the overall leadership and management of the school.

Achievement and standards

Grade: 2

Following good progress in Reception, pupils in Years 1 to 6 make good progress in reading, writing and science. Pupils with learning difficulties and/or disabilities make good progress because they are supported well in lessons by teachers and teaching assistants. Standards are above average at the end of Year 2 and above average in English and science at the end of Year 6. Pupils make good progress in mathematics in Years 1 and 2. Progress is more variable in Years 3 to 6 due to gaps in pupils' knowledge and understanding, which are the result of weaknesses in teaching in the past. Current standards in mathematics are average in Year 6. There is evidence that recent improvements are beginning to have a positive impact, for instance, in mental arithmetic. However, more able pupils are not sufficiently challenged and do not always achieve the levels of which they are capable.

Personal development and well-being

Grade: 2

Pupils' spiritual, moral, social and cultural development is good and there are many opportunities for reflection, for example, in assemblies. Pupils' cultural, including multicultural, development is enhanced by links with artists, musicians and a school in Uganda. Behaviour is good in classes and around the school, although occasionally younger children misbehave. Pupils report that there is very little bullying and, when it does occur, it is dealt with promptly and effectively by teachers. Pupils have very positive attitudes to work and their enjoyment of their education is outstanding. Attendance is satisfactory and most pupils arrive on time. Pupils say they feel safe at school and know who to go to when they need support or guidance. They also have an excellent understanding of healthy eating and exercise. Pupils make a good contribution to the community through such activities as the school band. The development of pupils' basic skills that will contribute to their future economic well-being is good. Pupils work well together in teams.

Quality of provision

Teaching and learning

Grade: 2

Teaching is good because it enables pupils to make good progress. Most lessons are interesting and teachers use a wide range of different teaching styles to engage pupils' interest. Relationships are good throughout the school. Teaching assistants provide good support,

enabling pupils to make good progress, especially those with learning difficulties and/or disabilities. However, they are not always used effectively in introductory sessions. When weaknesses in teaching occur, this is because teachers do not ensure that more able pupils are working to their maximum capacity. More able pupils are not always sufficiently challenged in mathematics. Teachers make good use of assessment information to plan work that matches pupils' capabilities well. This results in pupils having an appropriate understanding of the targets designed to improve their performance.

Curriculum and other activities

Grade: 2

The curriculum is well planned and is becoming more creative in order to inspire and motivate pupils. Extra-curricular activities include exciting visits, such as the history field trip to Tintagel. Pupils talk enthusiastically about visits which clearly greatly increase their engagement in learning. Standards in art have been positively improved by the working with artists. One area that needs further development is the mathematics curriculum, which does not provide sufficiently challenging work for more able pupils. There is good provision in the English curriculum to promote pupils' enjoyment of writing. Provision for pupils' personal, social and health education is good.

Care, guidance and support

Grade: 2

All statutory requirements are met and protection procedures are fully in place. There are good links with external agencies to support pupils with learning difficulties and/or disabilities. Good tracking procedures are used effectively to set individual targets and all pupils are well aware of what they need to do to improve. One pupil said, 'My teacher is always telling me how to make my work better.' However, pupils' targets have not yet been set in all classes. Marking is good. There are good links with parents and regular opportunities for them to discuss their children's progress with staff. There are good systems for identifying pupils at risk and with known medical conditions, and staff are well informed about their pupils' needs.

Leadership and management

Grade: 2

Following the disruption of recent years, the present headteacher has effectively dealt with the issues which were impeding the school's progress and the school is now improving rapidly. The school is well led. There is a clear educational direction to all it does and parents commented on how communications have improved over the last year. One parent commented, 'This school has improved 100% since the current headteacher took over.' The school has set challenging targets for improvement which are having a marked effect on standards. The school's self-evaluation process is good and effectively identifies areas for further improvement. All these factors clearly indicate that the school has a good capacity for improvement. The school has taken effective steps to promote and secure equality of opportunity and discrimination. It has a positive, caring ethos. The school is well run; efficient use is made of resources, although occasionally better use could be made of learning support assistants during the introduction to lessons. The governing body's monitoring of the school's provision is outstanding and governors have contributed substantially to the school's continuing improvement. All these

factors have had a positive effect on the quality of education provided and the progress made by pupils.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	2
How well learners enjoy their education	1
The attendance of learners	3
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	1
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

22 November 2007

Dear Pupils

Inspection of Chagford C of E Primary School, Chagford, TQ13 8BZ

Thank you for making us so welcome and helping us when we visited your school. We were especially impressed by how polite you were and how well you answered all our questions. Yours is a good school. Most of you are doing well in your reading and writing. You also do well in science. Although most of you are making progress in mathematics, some of you in the top groups do not get enough work that really makes you think hard. You are well taught and provided with great trips out, like the one you enjoyed to Tintagel. The headteacher and governors do a good job in running and improving the school and your parents are very happy with the way they know what's going on.

- Here are the things that we think are best about your school:
- You know how to keep healthy and take lots of exercise.
- You enjoy your lessons very much and get really excited about learning.
- The governors really know the school well and help the headteacher and staff in their efforts to make Chagford a successful school.
- You are well cared for.

- These are the things that we think could be better:
- Some of you do not do as well as you could in mathematics, especially the most able pupils. We have asked your teachers to make sure you are all helped to do your best.
- We think that teachers need to contribute more to the leadership and management of the school.

Thank you again for being so helpful and friendly when we came to see you.

Yours sincerely Stephen Dennett Lead inspector

22 November 2007

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- Annex B**
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