

Wolborough Church of England (Aided) Nursery and Primary School

Inspection report

Unique reference number	113477
Local authority	Devon
Inspection number	378751
Inspection dates	25–26 April 2012
Lead inspector	David Edwards HMI

This inspection was carried out under section 8 of the Education Act 2005 which gives Her Majesty's Chief Inspector of Education, Children's Services and Skills (HMCI) the authority to cause any school to be inspected. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Voluntary aided
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	224
Appropriate authority	The governing body
Chair	Sue Wells
Headteacher	Tracy Hoare
Date of previous school inspection	11–12 January 2011
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Age group	3–11
Inspection date(s)	25–26 April 2012
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Introduction

Inspection team

David Edwards

Her Majesty's Inspector

Mary Usher-Clark

Additional Inspector

This inspection was carried out with two days' notice. The inspectors visited the Early Years Foundation Stage and observed 14 lessons throughout the school taught by eight class teachers. In addition, discussions were held with three groups of pupils, the headteacher, the senior leadership team, teachers, teaching assistants, the Chair and other representatives of the governing body, and a local authority representative. The inspectors took account of the responses to the online questionnaire (Parent View) in planning the inspection, observed the school's work, and looked at information about pupils' performance, the school development plan, minutes from governing body meetings, school policies, and curriculum planning documents. In addition, questionnaires were scrutinised from 73 parents and carers, 22 staff and 97 pupils.

Information about the school

Wolborough is an average-sized primary school. The majority of pupils are White British, with a small proportion from minority ethnic backgrounds. The proportion of pupils who have a statement of special educational needs is larger than average, as is the proportion that have disabilities and less severe special educational needs. The proportion of pupils known to be eligible for free school meals is above the national average. The range of additional needs is wide and includes speech, language and communication difficulties; behavioural, social and emotional difficulties. A small proportion of pupils speak English as an additional language.

The school provides Early Years Foundation Stage education through a Nursery and Reception class. The governing body manages a breakfast club onsite. There have been two changes to the permanent teaching staff since the previous inspection. The school meets the government's current floor standards, which set out minimum requirements for pupils' attainment and progress. At the time of the previous inspection in January 2011 the school was issued with a notice to improve.

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	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	2
Leadership and management	2

Key findings

- Wolborough Church of England (Aided) Nursery and Primary School is a good school, which has made significant improvements in all key areas of its work since the last inspection. Leaders and managers now have an accurate understanding of the school’s effectiveness and what it needs to do to improve further. It is not yet outstanding because standards of attainment in English and mathematics have yet to come in line with national averages for all pupils. This is because the school has not had sufficient time to eradicate the legacy of underachievement from previous years. In accordance with section 13 (5) of the Education Act 2005, Her Majesty’s Chief Inspector is of the opinion that the school no longer requires significant improvement.
- Pupils’ achievement overall is good. They enjoy school, are highly motivated to learn and increasingly take active responsibility for learning. Nearly all pupils make good progress in acquiring sound English and mathematics skills. They apply these developing skills in reading, writing, communication and mathematics effectively across the curriculum.
- Pupils behave well in school and are safe. They are respectful and courteous to staff and visitors. Incidents of poor behaviour are managed well and the school works closely with partner agencies to meet the needs of pupils whose circumstances may make them vulnerable.
- The quality of teaching is typically good and sometimes outstanding. The legacy of underachievement is being systematically and successfully eradicated. Occasionally, lessons do not allow pupils sufficient time to work independently or in groups, which slows down the progress they make.
- Leaders and managers, including the governing body, are highly ambitious for the school and robust systems are in place to support teachers in their professional development. They are aware that opportunities to develop pupils’ learning and independence in the outdoor environment are limited. A strong

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Christian ethos permeates the work of the school which promotes pupils' good spiritual, moral, social and cultural development.

What does the school need to do to improve further?

- Raise the attainment of pupils throughout the school to bring their achievements in English and mathematics at least in line with the national average through ensuring sufficient time is given in lessons for pupils to work independently or in groups.
- Improve the outdoor learning environment throughout the school so that it better supports the curriculum and development needs of all pupils and provides further opportunities for pupils to practise independent learning.

Main report

Achievement of pupils

Most children begin school in the Nursery with knowledge and skills that are well below age-related expectations. They settle well and make good progress throughout the Early Years Foundation Stage because of the good quality care and consistently good and outstanding teaching they receive. Provision is appropriately focused on children's personal, social and emotional development. The indoor learning environment is well resourced and provides plenty of opportunities for children to take turns and play cooperatively together. Parents and carers spoke positively in their questionnaires about their satisfaction with the school. One response captured the findings of this inspection and reflected the comments of the majority, 'I am very pleased with my child's progress since starting in this school which I feel is due to the hard work of teachers and the school in general to listen and respond to any concerns.' Outside opportunities to enhance curriculum learning or for pupils to exercise their growing independent learning skills are limited. The school acknowledges this, as do pupils. Inspectors met with a group of pupil representatives and one summed up the thoughts of the majority by saying, 'This school needs some doing-up!'

A supportive learning culture has been fully embedded which ensures pupils regularly exhibit a sense of enjoyment and fascination in learning. Currently, pupils in Key Stage 1 are making good progress in reading, writing and mathematics. Most recent assessments indicate that more pupils are working at age-related expectations and gaps in attainment, due to past underachievement, are rapidly closing. Pupils throughout Key Stage 2 are similarly making good and accelerated progress in developing their reading, writing and mathematics skills. Consequently, the trend in pupils' attainment since 2011 has grown closer to the national average. The school's rigorous monitoring of pupils' achievements indicates that groups of pupils, including disabled pupils and those with special educational needs, are firmly on track to

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achieve their challenging end-of-year targets. In particular, pupils in Year 6 are expected to exceed national average expectations this summer in English and mathematics. This success is due to the consistently good and better teaching pupils now receive along with the very careful monitoring of their individual progress.

Quality of teaching

Teaching is typically good and sometimes outstanding. The core values agreed by all stakeholders of forgiveness, friendship, perseverance, responsibility, truth and love are woven effectively into the curriculum. Pupils say they like the 'learning promises' that teachers have agreed and that demonstrate the school's commitment to child-centred learning. This approach has secured high levels of pupil engagement in learning. In the best lessons, teachers use their expert subject knowledge and modern technology to provide stimulating activities that closely match the needs and interests of all pupils. For example, older pupils showed instant engagement and enjoyment when asked to review a short animated film. They worked well together, shared out tasks and successfully completed their group writing task to a high standard.

The regular and careful monitoring of pupils' progress provides teachers with reliable data that allows them to target interventions specifically at those pupils who need it most. Consequently, pupils with disabilities and those with special educational needs make good progress in their learning. The majority of parents' and carers' questionnaires also indicate they are pleased with the progress their children are making. One comment from a parental questionnaire, reflecting a typical view, was, 'Children are making excellent progress... the school identifies any weaker areas in their learning and is providing extra support.'

Teachers' marking of pupils' work is a strength throughout the school. It is supportive and at the same time provides pupils with guidance on how to improve. All pupils now have opportunities to reflect on their learning and respond regularly to their teachers' carefully written comments. A group of Key Stage 2 pupils agreed that, 'Pupil conferencing is helpful because we are given time, one to one, to achieve our goals.'

In the Early Years Foundation Stage, adults provide children with a wide range of stimulating play-based learning activities. For example, children moved freely indoors and outside painting farm animals, learning how to share through building models and pruning the ivy growing outside. Activities include the delivery of good quality daily phonics sessions (linking letters with the sounds they make) that ensure children are developing into confident readers. For example, one child talking about colours said, 'If blue began with 'p' it would be a new colour called plue!'

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Behaviour and safety of pupils

The behaviour of pupils in class and around the school is good. A scrutiny of behavioural records, discussions with pupils, and responses by parents and carers show that this is the case over time. The school's strong commitment to its Christian values ensures an inclusive and child-centred approach to learning. These core values are woven into the curriculum and celebrated throughout the school in lively and engaging displays. These support pupils' good attitudes to learning and underpin the school's effective commitment to pupils' spiritual, moral, social and cultural development.

The school works successfully with other agencies where necessary to support pupils whose circumstances or learning needs may make them vulnerable. Parents and carers reported that standards of behaviour are typically good in the school and believe that all reasonable steps are taken to keep their children safe. One parent summed up the views of the majority by writing, 'My child really enjoys going to school and is often full of the things he has done each day.' Pupils say they have a clear understanding of the different forms of bullying, including physical harassment and cyber-bullying. They report that bullying in any form is rare. One pupil commented, 'Like any school there are disagreements between pupils but incidents are dealt with by staff here very well.' Pupils who spoke with inspectors, and the majority who completed the pupil questionnaire, are confident that the school keeps them safe. They also have a good understanding of what constitutes unsafe situations and are knowledgeable on the importance of internet safety.

Leadership and management

Since the time of the previous inspection the headteacher has maintained a relentless drive to improve the quality of teaching so that any elements of inadequate provision have been successfully eradicated. Through the timely support of the local authority and specialist advisors, all leaders, including the governing body, are now highly confident, well trained and ambitious for the school. Rigorous monitoring of all aspects of the school's work now promotes a culture of high aspiration, self-challenge and accurate self-evaluation. The school's capacity for further improvement is good.

The school cares and provides effectively for the safety of pupils. All adults that work in the school are appropriately trained and regularly updated in the procedures for safeguarding pupils. The senior administrator is vigilant in keeping records and there are effective communications with parents and carers.

Senior leaders give high priority to the professional development of all staff which is carefully targeted to ensure that the good provision and teaching typically found within the school is sustainable. This enables the school to channel its energies with growing success into providing a good curriculum that promotes pupils' strengthening spiritual, moral, social and cultural awareness. Leaders and managers, however, are aware of the need to improve the external learning environment of the

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school so that the curriculum can provide greater opportunities for pupils to exercise their independence as well as their spiritual, moral, social and cultural development.

Discrimination of any kind is not tolerated. The school's commitment to equality is evident, for example in the incisive actions taken to improve attendance since the previous inspection and to reduce the achievement gap for pupils identified as requiring additional support. The school's Christian ethos is central to the good all-round education it provides for pupils and it enjoys close links with the local church. Throughout the school engaging displays, such as a cross made of 'lent dusters', emphasise and celebrate the school's core values. Pupils are also provided with regular opportunities to participate in the wider community. Recently, for example, pupils, parents, carers and governors took part in a high-profile community pancake race to celebrate the start of Lent. Parents' and carers' questionnaire responses confirm they hold positive views on the school. A few raised concerns about the lack of notice of school events and others would like more information about how their child is progressing in school. These concerns were shared with the school and, where appropriate, are commented on in this report.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all 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	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance:	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour:	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Floor standards:	the national minimum expectation of attainment and progression measures.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety:	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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 April 2012

Dear Pupils



Inspection of Wolborough Church of England (Aided) Nursery and Primary School, Newton Abbott, TQ12 2JX

Thank you for making us welcome when we came to inspect your school recently. In particular, thank you to those of you who completed the questionnaire, shared your work and spoke with us about what you think about your school. It was all very helpful. We have found that your school has improved a lot since the previous inspection in 2011 and is now a securely good and improving school. Here are some of the best things about the school.

Your headteacher and senior leaders have introduced effective plans to improve the monitoring of the good progress you all make in your learning. Your teachers plan lessons that are interesting and make you think carefully. Children in the Nursery and Reception classes settle quickly to learning and make good progress because adults help them to learn while playing. The school's special focus on your core values ensures your attitude to learning is extremely positive and your behaviour around the school is good. Also, your attendance overall has improved. Well done and keep it up!

There are a few things we would like your headteacher to introduce to help you reach even higher standards, particularly in English and mathematics. We would like every lesson to give you opportunities to work independently and in groups. This will help you make even better progress in your work. Those of you we spoke with said they would like improvements to be made to the outdoor learning environment. We walked around the school with some of your teachers and we agree with you. There are lots of things that could be done to make learning outside as fun and enjoyable as it is inside. So, I have asked those who lead and manage your school to work closely with you in planning improvements. In this way, you will develop and take on a growing responsibility for your learning that will lead to you becoming even more successful learners.

Yours sincerely

David Edwards
Her Majesty's Inspector

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