

Woodbury Church of England Primary School

Castle Lane, Woodbury, Exeter, EX5 1NB

Inspection dates 6–7 February 2013

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|--------------------------------|----------------------|-------------|----------|
| Overall effectiveness | Previous inspection: | Good | 2 |
| | This inspection: | Good | 2 |
| Achievement of pupils | | Good | 2 |
| Quality of teaching | | Good | 2 |
| Behaviour and safety of pupils | | Outstanding | 1 |
| Leadership and management | | Good | 2 |

Summary of key findings for parents and pupils

This is a good school.

- Most pupils attain well above the national average by the age of 11. The great majority of pupils, including disabled pupils and those who have special educational needs, make good progress from their starting points. Progress in reading is often outstanding.
- Children in Reception make outstanding progress in developing personal and social skills, and acquiring language and numeracy skills, in response to outstanding teaching.
- The quality of teaching is consistently good and occasionally outstanding, usually when teachers have high expectations. In the best lessons, pupils are taught how to think for themselves. Teachers use assessment and pupils' targets very effectively to help them achieve well.
- Pupils behave outstandingly well. They greatly enjoy coming to school, feel very safe and well cared for, and would recommend the school to anyone.
- The headteacher and senior leadership team check the quality of teaching and learning systematically. Other staff and governors share the leadership's commitment to continue the path of improvement since the previous inspection. The school clearly shows the capacity to improve further.
- The great majority of parents who responded to the questionnaires recognise the school's strengths and are unanimous in saying that they would recommend it to others.

It is not yet an outstanding school because

- There is not yet enough outstanding teaching to enable the best possible progress. Occasionally teachers' expectations of what pupils, especially the more able, can do when working away from the teacher's direct supervision are not high enough.
- Pupils' progress, particularly that of boys, is not yet as rapid in writing as in other skills, in spite of the school's continuing efforts to improve it.
- Although teachers have benefited from a range of training programmes, they have limited opportunities to observe each other and share the most effective practice.

Information about this inspection

- The inspector observed eight lessons and parts of lessons. Two of the observations were carried out jointly with the headteacher.
- The inspector held meetings with the headteacher, other staff, pupils and three governors. He also had a telephone conversation with a representative of the local authority.
- The inspector observed the school's work and looked at a variety of school documentation, including records of the senior leadership's monitoring, the school's self-evaluation, documentation relating to safeguarding and data on pupils' performance. The inspector also scrutinised pupils' books for evidence of progress, teachers' marking and evidence showing coverage of the curriculum.
- The inspector took account of 26 responses received on-line from parents (Parent View), as well as three letters from parents and 23 staff questionnaires.

Inspection team

John Laver, Lead inspector

Additional inspector

Full report

Information about this school

- The school is smaller than the average-sized primary school.
- The proportion of pupils known to be eligible for extra funding through the pupil premium, including pupils known to be eligible for free school meals and pupils from service families, is well below average.
- The proportion of pupils supported at school action and the proportion supported at school action plus or with a statement of special educational needs are both below average.
- The great majority of pupils are of White British heritage.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- Children in the Early Years Foundation Stage are taught in a Reception class. Pupils in the rest of the school are taught in mixed-age classes.
- There is no alternative educational provision for pupils, but a privately-run breakfast club and privately-run after-school club both operate on the school site.

What does the school need to do to improve further?

- Improve teaching from being consistently good to mostly outstanding by:
 - raising teachers' expectations of higher-attaining pupils in particular, by ensuring that the work is always hard enough and they have a lot of opportunities to work away from the teacher
 - providing teachers with more opportunities to observe best practice amongst their colleagues.
- Raise attainment and improve progress in writing, especially for boys, by giving them further opportunities to develop high-quality writing across all areas of the curriculum.

Inspection judgements

The achievement of pupils is good

- Children join this small school with varying levels of attainment, but often above those expected for their age. However, pupils in the current Year 6 have a wide range of ability. Children in the current Reception class attain to a high level and make outstanding progress as a result of the teacher's high expectations and outstanding teaching, especially of basic language, literacy and numeracy skills.
- The resulting outstanding learning was observed, for example, in lessons where Reception children were learning to link letters and sounds (phonics) whilst practising their reading and writing. At the same time they were eagerly finding out about endangered animal species around the world. Children also have very well developed personal and social skills, for example moving sensibly between activities and collaborating well with each other in their chosen activities.
- Pupils' success in developing reading skills was very evident in the high scores achieved in the most recent Year 1 phonics check.
- Throughout Key Stages 1 and 2, pupils make good progress overall, and often outstanding progress in reading. Pupils were observed reading confidently, accurately, fluently and with enjoyment. Progress in writing, especially for boys, is less rapid. Sometimes there are missed opportunities to develop their ability to write at more length in various subjects or topics, although the school has worked hard to improve this area of learning with some success since the previous inspection.
- Disabled pupils and those who have special educational needs are well supported both in and out of lessons and share in the good progress. Because these pupils achieve at a greater rate than similar pupils nationally, the school's practice has attracted attention from some other schools in the area.
- Those few pupils who are eligible for pupil premium funding, particularly those known to be eligible for free school meals, also achieve at a much faster rate than similar pupils nationally, as is evident from their high average point scores. The funding is used, for example, to increase staff support and provide extra resources.
- Achievement has improved since the previous inspection, partly because pupils are very eager to learn, and partly because the quality of teaching has improved, as many parents recognise.
- In the best lessons, teachers encourage pupils to think critically for themselves. Pupils were observed explaining their ideas in various subjects confidently and at length. Speaking and listening skills are highly developed. These skills were seen in lessons about India with different year groups, when pupils in pairs or small groups learned about different ways of writing stories, or working out mathematical problems.
- Occasionally the teacher talks for too long or does not give higher-attaining pupils in particular enough demanding work early enough in the lesson. This is when the pace of learning slows and some pupils do not achieve as well as they should.

The quality of teaching is good

- School leaders have provided support to improve teaching since the previous inspection. As a result teaching, which has for a long time been typically good, is now not only consistently, but sometimes shows outstanding characteristics, particularly in Reception. Teaching is not yet outstanding because there are still variations in quality in the rest of the school.
- Strengths in the teaching include teachers' careful assessment of pupils' progress and the frequency with which teachers use pupils' targets when setting out lesson objectives. Teachers mark pupils' books with detailed and constructive comments. Pupils confirmed to the inspector that they have a good understanding of how to improve their work.
- Teachers question pupils well, encourage long verbal answers and usually set tasks which

encourage pupils to think and discuss as well as do written work.

- Teaching assistants provide effective support, especially to disabled pupils and those who have special educational needs, who make very good progress in lessons.
- Often the teaching is lively and makes very good use of a range of resources, seen for example when pupils were finding out ways of using more 'interesting' words to make their writing more exciting.
- The quality of teaching and learning only slackens occasionally, usually when teachers' normally high expectations fall. It is seen when too much time is spent on tasks which are not particularly demanding. Some older pupils agreed with the inspector that tasks, for example in mathematics, can sometimes be too easy or unnecessarily repetitive.

The behaviour and safety of pupils are outstanding

- Pupils behave exceptionally well in and out of lessons. They get on very well together and there are no exclusions for misbehaviour.
- Both pupils and parents are very positive about behaviour and believe that the school provides a very safe environment. Pupils do not think that bullying of any type is an issue, and feel very well cared for at school, being very complimentary about support from staff.
- Attendance levels are consistently high, well above average. This reflects pupils' enthusiasm for school.
- Pupils enjoy taking on responsibility, for example on the school council. They talk enthusiastically about helping younger children, for example reading to them.
- Pupils greatly enjoy the out-of-school clubs and the range of trips, including residential visits.
- Pupils' eagerness to learn is one of the school's strengths. Their keenness in lessons and willingness to support each other contribute strongly to good progress and the welcoming, friendly environment.

The leadership and management are good

- The headteacher, well supported by all staff, is not complacent in the light of previous successes, but continues the drive to improve the school further. School leaders evaluate the school systematically and accurately and ensure that it has the right priorities for improvement.
- The local authority recognises the school's strengths and does not provide much direct support, because it knows that the school is building on already strong foundations.
- The leadership encourages teachers to develop their skills, but currently there are too few opportunities for teachers to observe colleagues and see the best practice for themselves.
- School leaders now track pupils' progress more systematically, and this has increased staff accountability. Teachers' performance is carefully checked and there is a close link between staff remuneration and pupils' progress. The leadership ensures that pupil premium funding is having a positive impact on the learning of eligible pupils, for example through providing additional staff support.
- Pupils enjoy the school's curriculum. They like most of their lessons, especially when they learn about topics like India, observed in classrooms during the inspection, and which link different subjects like geography and mathematics together.
- There is outstanding provision to further pupils' spiritual, moral, social and cultural development. Pupils' sense of moral purpose, based on Christian values, is developed through assemblies and a range of activities such as raising money for charities. Pupils talk about the Tanzanian link and relationships forged through a link with a Bristol school.
- The school enjoys a good reputation for the quality of its music, sport and school productions.
- Most parents believe they have good links with the school. For example, parents of Reception children report back on activities suggested by staff for their children to do at home.
- Woodbury is a school which values highly the contribution of each pupil, and its friendly and

supportive nature means that it is free from any discrimination, and all pupils get opportunities to do well both in and out of lessons.

- The school meets safeguarding requirements. Staff and governors are appropriately trained, and pupils themselves are very aware of how to keep safe.

■ **The governance of the school:**

- The governing body knows the school very well, both its strengths and areas for development. Governors make sure that resources, including the pupil premium funding, are used well to benefit pupils' progress. They are also appropriately involved in setting challenging targets for the headteacher's performance and monitoring his impact on school improvement. Governors are very active in school, taking advantage of opportunities to check on progress in the classroom, developing their own expertise through appropriate training and strengthening their awareness of assessment data. They understand how the progress of pupils compares to other schools nationally. When necessary, governors challenge the leadership constructively to ensure that that they understand the strategies undertaken to maintain improvement.

What inspection judgements mean

| School | | |
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| Grade | Judgement | Description |
| Grade 1 | Outstanding | An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment. |
| Grade 2 | Good | A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment. |
| Grade 3 | Requires improvement | A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection. |
| Grade 4 | Inadequate | <p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p> |

School details

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| Unique reference number | 113440 |
| Local authority | Devon |
| Inspection number | 403208 |

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

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| 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 | 151 |
| Appropriate authority | The governing body |
| Chair | Graham Gerdes |
| Headteacher | Nigel Tancock |
| Date of previous school inspection | 11 October 2007 |
| Telephone number | 01395 232614 |
| Fax number | 01395 233745 |
| Email address | admin@woodbury.devon.sch.uk |

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