

West Alvington Church of England Primary School

West Alvington, Kingsbridge, TQ7 3PP

Inspection dates

3–4 June 2015

Overall effectiveness	Previous inspection:	Requires improvement	3
	This inspection:	Requires improvement	3
Leadership and management		Requires improvement	3
Behaviour and safety of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Achievement of pupils		Requires improvement	3
Early years provision		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Support and monitoring of teaching by leaders have not improved teaching and pupils' achievement sufficiently well since the time of the previous inspection.
- Teaching requires improvement because pupils' progress is not consistently strong. It is weaker at Key Stage 1 than at Key Stage 2.
- Work given is not always challenging enough and this inhibits pupils' progress, particularly for the most-able pupils.
- There are times in lessons in Key Stage 1 when pupils' behaviour deteriorates and they lose focus on their work.
- There are not enough pupils reaching the higher levels in writing by the end of Year 2.
- Pupils are not practising their writing skills well enough in subjects other than literacy and numeracy.
- In mathematics, pupils are not provided with sufficient opportunities to use and apply their skills to solve problems or investigate.
- Marking in mathematics is not helping pupils to improve as well as possible.
- Children in Reception are not always provided with activities which are sufficiently distinct from those for Key Stage 1 pupils to enable them to learn well and develop their skills.

The school has the following strengths

- This is an improving school. Action taken by leaders has been particularly effective in improving pupils' progress and achievement across Key Stage 2.
- Governors have improved their effectiveness and ask challenging questions.
- Pupils' progress in reading is strong across the school. Older pupils select books carefully and give preferences for their choices of author.
- The personal and social needs of pupils are met well and pupils are becoming more resilient. There is generally a positive culture in classes; the school's values are promoted strongly.
- Pupils feel safe in school and have considerable confidence in the adults who look after them. They have a good understanding about how to keep themselves safe.
- Teaching assistants make a valuable contribution to supporting pupils' welfare and learning.
- Marking of pupils' writing provides clarity about which aspects need to be improved. Pupils typically respond to these and make improvements.
- Staff in the school and across the federation work well together. This is helping the quality of teaching to improve.

Information about this inspection

- The inspector observed nine lessons, one of which was observed jointly with the executive headteacher.
- The inspector held meetings with staff and members of the governing body; he talked to a representative of the local authority by telephone.
- The inspector talked with groups of pupils and individual pupils during lessons and play times to find out their views about the school. He also heard pupils read.
- The inspector took account of the 12 responses to the Ofsted online parent questionnaire (Parent View). Parents' views were also gathered from informal discussions at the start of the school day.
- The views of staff were gathered through discussions and 10 returns to the Ofsted staff questionnaire.
- The inspector observed the school's work and looked at documents, including: the school's evaluation of its own performance; safeguarding documents; attendance; systems for tracking pupils' progress; and the school's data on pupils' attainment and progress.

Inspection team

Peter Clifton, Lead inspector

Additional Inspector

Full report

Information about this school

- West Alvington Church of England Primary is much smaller than the average-sized primary school.
- The school is federated with two other schools, Charleton Church of England Primary School and All Saints Church of England Primary School, Thurlestone. The schools have an executive headteacher and a single governing body.
- Most pupils are of White British heritage.
- The proportion of pupils who are supported by the pupil premium is above average. However, very small numbers mean that there are few in each year group, including very few in Year 6 in 2014. The pupil premium is additional funding to support those known to be eligible for free school meals and those who are looked after.
- The proportion of disabled pupils and those who have special educational needs is above average.
- Children in the Reception class attend full time. In the mornings they are taught separately. In the afternoons there are other arrangements, including being taught together with Years 1 and 2 pupils.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress.
- The school has recently opened a pre-school provision on site, which runs in the mornings.

What does the school need to do to improve further?

- Establish good teaching in order to strengthen pupils' achievement and progress by:
 - making sure that work given is not too easy, particularly for most-able pupils in Key Stage 1, so that they can learn as well as possible
 - providing work that engages the interests of pupils so that they improve their attitudes to learning
 - ensuring that the provision for Reception children is sufficiently distinct, to enhance their progress and achievement
 - improving marking in mathematics so that pupils have a clearer understanding about how to improve and allowing them time to correct mistakes.
- Raise pupils' attainment and quicken their progress, in mathematics, by providing more opportunities for pupils to use and apply their skills to solve problems or investigate.
- Improve the effectiveness of leadership and management by:
 - carrying out more rigorous checks on the quality of teaching, to ensure that pupils' learning and progress are as good as possible
 - setting clearer expectations about the quality and quantity of written work to be completed in books for subjects other than literacy and numeracy, especially in Key Stage 1.

Inspection judgements

The leadership and management **require improvement**

- Leadership and management require improvement because weaknesses in the quality of teaching have not been fully tackled and as a result, there is inconsistency in pupils' achievement. Leaders have not ensured that teaching is enabling different groups of pupils to achieve as well as they can.
 - The amount and quality of work completed by pupils in their books in subjects other than literacy and numeracy, particularly at Key Stage 1, mean that leaders have more to do to ensure that pupils always do their best work, including in writing.
 - The school is committed to promoting equality of opportunity and discrimination is not tolerated. Leaders and governors are aware that achievement is currently stronger at Key Stage 2 than it is at Key Stage 1. Provision in Reception is best when the children are taught separately. At other times, children's needs are not met as well and this limits their progress and achievement.
 - Middle leaders, such as those in charge of subjects from across the federation, have supported development within their areas of responsibility and this has led to improvement since the time of the previous inspection. They collaborate and support each other well. Staff have welcomed individual input and say it has helped them to improve their practice.
 - Leaders have created a culture in the school where the support provided to improve the quality of teaching and to promote pupils' good behaviour is welcomed.
 - Staff promote the pupils' spiritual, moral, social and cultural development effectively and this is reflected in the general good conduct of pupils. The leaders' promotion of British values such as tolerance, kindness and respect is a strength of the school. Individual pupils are known well by staff, and leaders ensure that pupils' pastoral needs are well supported. Older pupils comment that they have a voice in the school and are listened to. Pupils know about different faiths and cultures as well as the school's Christian values. This helps to prepare pupils for life in modern Britain.
 - The curriculum includes a good range of additional activities including trips, going on residential visits and using the local environment, which help pupils to build their teamwork skills. Pupils appreciate these.
 - Leaders have worked successfully to improve the quality of provision and pupils' attitudes to learning across Key Stage 2. This has strengthened pupils' achievement.
 - Leaders use the pupil premium effectively to provide additional support for individual disadvantaged pupils including through teaching and activities to meet their personal, social and emotional development. The school records show that gaps in attainment with other pupils are closing as a result of this.
 - Leaders and other staff engage well with parents. Discussions with parents and the surveys show that parents are rightly confident that their children's personal needs are met well and they are happy at school.
 - The primary physical education and sport premium has been used effectively to co-ordinate physical education and sport across the three schools and purchase equipment to offer greater choice. School 'sport champions' come into school to run lunchtime sporting activities. There has been a rise in the number of pupils taking part in competitive sports and after-school clubs.
 - The local authority provides enhanced support for the school and this is helping the school to improve. Leaders value this support.
 - The school's safeguarding procedures are effective and checks on staff meet statutory requirements. Training to ensure that staff know about child protection is up to date.
- **The governance of the school:**
- Governors are effective. They are dedicated to improving the school's outcomes and ensure that the quality of provision is the best it can possibly be. They know that pupils' achievement is currently stronger at Key Stage 2 than it is at Key Stage 1 and that this is reflected in the quality of teaching. They are suitably involved in the management of staff performance and make sure that teachers' pay is linked to pupils' progress. They have a clear understanding of how good teaching is rewarded and any underperformance tackled.
 - Governors have a secure understanding of the school's progress information and published results, including how these results relate to the national picture. They know about how additional funding is used and have satisfied themselves that this is helping to reduce any gaps in attainment for disadvantaged pupils.
 - There is a balance of experience and expertise among governors and they are ready to ask challenging questions. They visit the school regularly and receive reports from different leaders. Governors are very

supportive of the executive headteacher and the changes he has made and continues to make.

The behaviour and safety of pupils

require improvement

Behaviour

- The behaviour of pupils requires improvement. Pupils generally behave well in lessons and have increasingly positive attitudes to learning as they move up year groups. However, on some occasions where teaching does not hold their interest, they become distracted, start to chat and fidget and lose their focus on learning.
- Pupils' behaviour and attitudes to learning are currently much stronger in Key Stage 2 than they are in Key Stage 1. Older pupils are resilient learners and persevere with tasks even when they are tricky.
- Leaders have a detailed understanding of the challenges that some pupils face which can affect attitudes and behaviour and have a broad range of strategies to support the pupils' individual personal needs. Leaders give examples of where the school's work has been very effective in improving pupils' attitudes and behaviour.
- Pupils understand the school's rules for good behaviour and sanctions for any inappropriate behaviour. Typically, pupils' conduct in and around the school is good and pupils say that any disagreements are quickly resolved.
- Pupils are friendly and polite and treat each other and adults with respect. Older pupils mix well with younger pupils and they cooperate well together, for example at lunchtimes to play games and engage in sporting activities. They make sure that nobody is left out at playtimes.
- Most parents who responded to the questionnaire believe that the school makes sure pupils are well behaved.

Safety

- The school's work to keep pupils safe and secure is good. Pupils say they feel safe and valued as individuals. They know they can use the school's quiet room (known as the beach hut) should they feel upset or angry. Pupils are confident that they can confide in an adult if something is worrying them at school.
- All parents who responded to the questionnaire agree that the school keeps their children safe and that pupils are well looked after.
- Pupils know how to keep themselves safe both in and out of school and in different situations such as when on trips and visits. This also includes when on line using computers or mobile phones. They know they should not give out personal information.
- Pupils say that there is no bullying or racism. They know that bullying can take different forms including physical bullying, name-calling and cyber bullying.
- Pupils comment that they like coming to school and that regular attendance is promoted by leaders.

The quality of teaching

requires improvement

- Teaching requires improvement because pupils' progress across the school is not consistently strong and there are weaknesses in the quality of planning and teaching for some groups of pupils.
- Work given is sometimes too easy and too quickly completed and teachers do not always make their expectations for different groups clear enough. This results in pupils not consistently producing their best work and includes most-able pupils because they are not always challenged to think hard enough.
- Marking and assessment in mathematics are inconsistent and do not always provide clear pointers on how pupils can improve their work. Mistakes are not always noticed by teachers and this results in errors being repeated.
- While there are some notable examples of pupils investigating and applying their understanding in mathematics in Years 5 and 6, the samples of work show that this is not yet a regular enough feature of teaching across the school.
- Marking of pupils' writing is a strength across the school. Comments in the pupils' literacy books, for example in Years 5 and 6, are especially helpful and frequently refer to how pupils can improve their punctuation, spelling and grammar. As a result, pupils delight in reading texts and hunting for errors. Pupils are given time in lessons to look at comments and make improvements.
- Reading is a strength of the school. Phonics (letters and the sounds they represent) are taught well. This is helping, for example, readers in Year 1 to gain in confidence and fluency. Older pupils describe what

they like or dislike about different books and authors and share their ideas with each other. This includes humour and their understanding of meaning beyond the text. Teachers regularly introduce different 'taster' texts to widen pupils' reading habits.

- Teaching assistants are skilled at promoting learning and sensitive to the needs of individual pupils. This includes disabled pupils and those who have special educational needs and disadvantaged pupils. For example, they quickly calm down pupils who have become upset and re-engage them in learning.

The achievement of pupils

requires improvement

- Over the past two years, pupils' attainment by the end of Year 2 and Year 6 has been broadly average or below average. This does not represent good progress from their different starting points.
- In the 2013 national tests, the results show that Year 6 pupils did not do well enough. However, the 2014 results show an improved picture of progress in reading, writing and mathematics.
- The school's records of pupils' progress for the current Year 6 show that pupils are on track to make good progress in reading, writing and mathematics, with reading being the strongest area. Leaders have successfully worked to strengthen the proportion of pupils who reach the higher Level 5.
- The progress of pupils in Key Stage 1 in writing and mathematics is weaker than in reading. This is mainly because too few pupils reach the higher Level 3.
- In the Year 6 national tests in 2014, the school had too few disadvantaged pupils to permit any reliable comparison of their attainment with national figures. Analysis from the school records show that these pupils make progress which is typically as good as that of other pupils and sometimes better, including a few who have made excellent progress. As a result, overall, gaps in attainment between this group of pupils and others in the school are closing.
- Overall, the most-able pupils make progress which requires improvement because it is not yet consistently good. The progress of these pupils is strongest in reading across the school. The samples of pupils' work and lessons observed show better provision for these pupils in Key Stage 2 than in Key Stage 1. Provision and progress are strongest in Years 5 and 6.
- Disabled pupils and those who have special educational needs make progress which is better in reading than it is in writing and mathematics where it is not yet consistently good. This is because planning does not always meet their needs consistently well. However, they are often supported well in their learning by teaching assistants.

The early years provision

requires improvement

- Children start in the early years with skills and knowledge below that which is typical for their age. Their progress requires improvement. The quality of teaching for children is inconsistent. At its best, for example, during phonics sessions, where they learn basic reading and writing skills, it is good and meets their needs well. However, there are times when planned activities are less effective in helping children to learn and develop. For example, when activities are not sufficiently different to those provided for Years 1 and 2 pupils.
- Leaders keep clear records of the children's attainment and progress, which cover all the different areas of learning. They include annotations of what the children have achieved. However, leaders have not ensured that activities planned always use these assessments consistently well and is the reason why leadership requires improvement.
- Regular use is made of the outdoor area. Children enjoy hunting for minibeasts and use these experiences to extend their vocabulary and gain an interest in the environment.
- Children make good progress in their personal, social and emotional development. They play happily together in the outdoor area, know school routines and behave well. They respond quickly to requests by adults and listen well. This prepares them well socially for Year 1, although their learning is not yet good.
- Children are kept safe and relationships are harmonious. As a result, children feel safe and choose activities confidently. They share resources and consider the needs of others.
- Leaders have established good links with parents. Home visits and regular meetings ensure that the parents are securely involved in their children's achievements.

What inspection judgements mean

School	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

Unique reference number	113404
Local authority	Devon
Inspection number	462488

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	38
Appropriate authority	The governing body
Chair	Julie Cardrick Jonathan Naylor (co-chairs)
Headteacher	Philip Medway (executive headteacher)
Date of previous school inspection	5–6 June 2013
Telephone number	01548 852002
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