



Ide Primary School

Inspection Report

Unique Reference Number 113122
LEA Devon
Inspection number 279098
Inspection dates 28 June 2006 to 28 June 2006
Reporting inspector Martin Kerly AI

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

Type of school	Primary	School address	High Street
School category	Community		Ide
Age range of pupils	4 to 11		Exeter, Devon EX2 9RN
Gender of pupils	Mixed	Telephone number	01392 259964
Number on roll	68	Fax number	01392 459368
Appropriate authority	The governing body	Chair of governors	Mrs P Aubert
Date of previous inspection	3 July 2000	Headteacher	Mrs Edwina Hill

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

The school is much smaller than average, with three classes. It changed from a First School to a Primary School in September 2005 and there are no pupils in Years 5 and 6 at present. The headteacher is retiring at the end of the summer term 2006. A new headteacher has been appointed to take up post from September 2006. The school serves a village with families from a wide range of socio-economic backgrounds. Almost all pupils are White British and all speak English as their first language. The proportion of pupils with learning difficulties and physical disabilities is smaller than the national average but there are more pupils with statements of special educational need than usually found in schools of this size.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

This is a satisfactory school. It accurately judges its overall effectiveness as satisfactory but its view of some aspects of its performance, for example, the quality of teaching and leadership, is too generous. It has made reasonable improvements since the last inspection and has the capacity to improve further. It provides satisfactory value for money.

The achievement of almost all pupils, including those with learning difficulties and disabilities, is satisfactory. Pupils enter the school with abilities broadly in line with those found nationally. The provision and standards in Reception are satisfactory. By the end of Year 2, standards are broadly in line with national averages. Almost all Year 4 pupils are on track to reach standards in line with the national average by the end of Year 6. A few of the more able pupils do not achieve their full potential by the end of Year 2, and others in Year 4 are on course to exceed the school's rather modest predictions for them. The quality of teaching is satisfactory. Sometimes, more-able pupils are not fully challenged. Pupils' personal development is satisfactory. Their behaviour is good. The curriculum is satisfactory but there is no overall plan showing how it meets the needs of pupils in the new primary setting. All pupils receive good care and support and satisfactory academic guidance from the staff team. Leadership and management are satisfactory. However, systems for checking on the performance of the school and self-evaluation are inadequate and the preparations to move to a primary setting are incomplete. Governors are working effectively with the head-designate to address this, with a number of new arrangements to be introduced at the beginning of next term.

What the school should do to improve further

- Raise expectations and the level of challenge, particularly for the more able pupils.
- Establish a strategic plan to address all the implications of the school's growth in size and change to primary status.
- Set up systematic and rigorous monitoring of teaching and learning in order to support clear evaluations of the school's performance.

Achievement and standards

Grade: 3

Achievement from Reception through to Year 4 is satisfactory overall, with almost all pupils making satisfactory progress. Children enter school with a range of abilities but most have skills broadly as expected for their age. They make satisfactory progress in Reception, including in their writing, which previously has been slower than usual, so that by the end of the year most reach the nationally expected goals, particularly in personal and social development and reading.

Progress in Years 1 to 4 is satisfactory. Results from the very recent national assessments in Year 2 show standards in reading are above the national average. In

writing and mathematics they are broadly average. However, relatively few pupils have exceeded national expectations for this age group and some could have achieved more. Progress by many pupils by the end of Year 4 is good, particularly in reading and writing, with some of the more able pupils on course to exceed their relatively modest predictions set for the end of Year 6. At present there are no formal end-of-Year 6 targets set for these pupils. Those with learning difficulties and disabilities make overall satisfactory progress, given their starting points, and those with complex difficulties achieve well as a result of carefully organised support programmes.

Personal development and well-being

Grade: 3

Pupils' personal development and well-being are satisfactory, with a number of good features. Behaviour and attitudes in lessons and throughout the day are good and have improved since the last inspection. Attendance rates are average. Pupils enjoy their time in school; this is endorsed by all parents. One wrote, 'They all play and interact happily with each other, regardless of age.' Their overall spiritual, moral, social and cultural development is satisfactory. Pupils have a good sense of moral responsibility and their social development is good.

Pupils' spiritual and cultural development is satisfactory but their awareness and understanding of Britain's diverse cultures are too limited. Pupils have a good understanding of how to keep themselves safe and the importance of healthy lifestyles. They appreciate the whole-school keep-fit sessions at the start of the day. One told inspectors, 'It's fun because you get to do all sorts of tricks like Rodeo.' Pupils are keen to take responsibilities in school, for example, as school counsellors or 'buddies,' and enjoy taking part in local community events. They gain satisfactory levels of skills needed for their next stage of education but have only limited opportunities to develop and practise information and communication technology (ICT) skills.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory. Teachers' management of behaviour has improved and is good, helping to establish a learning ethos in lessons. All pupils are in classes with two year groups. Most lessons are planned to reflect the range of learning needs of different groups. Sometimes this is further strengthened by moving small groups of more-able pupils or those with learning difficulties to another class for a specific lesson, for example, in spelling. In some lessons the learning of particular groups of pupils slows because they receive insufficient direct teaching whilst the teacher focuses on another group, and sometimes more-able pupils are not fully extended. Pupils with complex learning difficulties and physical disabilities are supported well by the teachers and teaching assistants, enabling them to make good gains in learning alongside their peers; for example, in a Year 2 science lesson when

researching the qualities of different foods and their impact on their health. Assessment of pupils' learning is satisfactory. There are some improving systems for formally recording attainment and teachers use their assessments in English to set literacy targets matched to specific pupils' needs. This is contributing well to their learning. Marking of pupils' work is satisfactory. The marking of pupils' English books in Year 4 is good, with clear guidance about how to improve, but this quality is not consistent in all subjects and year groups.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory. Curriculum planning is undergoing significant changes to reflect the new school structure and organisation of classes and year groups. However, there are no clear overall principles or aims needed to guide curriculum planning for the seven years of a primary school with an evolving class structure. The physical education curriculum has been successfully adapted in response to the opportunities provided by the excellent new hall. Other aspects, for example, ICT, lack significant allocations on class timetables. The curriculum in Reception follows the national expectations for this age group, although the range of activities set up outside is restricted by the lack of shelter. Personal, social and health education is satisfactory, including recently confirmed arrangements for sex education for older pupils. The curriculum is adapted well to meet the needs of pupils with learning difficulties and disabilities, enabling them to be fully included in all activities. The range of after-school club activities has expanded but remains fairly restricted. The residential visit in Year 3 is a good feature and is valued by the pupils.

Care, guidance and support

Grade: 3

Care, guidance and support for pupils are satisfactory overall, with good levels of care and support. The staff team works well with pupils' families and other agencies to support those pupils with disabilities and complex needs. Formal arrangements for child protection and ensuring the safety of pupils have improved and are now good, as are the arrangements for supervision throughout the school day. Pupils receive good support and guidance about their personal development but academic guidance, whilst developing, remains inconsistent and not fully established. Pupils know what they have to do to improve in English because they have effective literacy targets, but they have none for numeracy and this restricts their learning. The school's long-term predictions about pupils' academic progress have not been developed into challenging targets, and are too modest for the more able pupils.

Leadership and management

Grade: 3

The leadership and management of the school are satisfactory and have brought about reasonable improvements. The headteacher has had a significant teaching commitment

and has recently been absent from school for a while. This has constrained the time available for leading the major strategic developments related to changing from a small First School to a larger Primary School. The coordinator for special educational needs and the recently appointed Key Stage 2 coordinator manage their responsibilities well. However, the role of subject leaders is not clearly established. Most parents report feeling sufficiently involved in the school.

Processes for monitoring the performance of the school and self-evaluation, particularly the quality of teaching, are inadequate, being over-reliant on informal approaches, lacking rigour and any systematic focus. This leads to over-generous judgements and consequently the school does not have an accurate view of teaching. Improved systems for collecting performance data and tracking the progress of pupils are providing the school with a clearer picture of achievement and standards. The governors have strengthened their own role in the evaluation process and their structured programme of visits is helping to develop a clearer understanding of what the school needs to do to improve. They have been working effectively with the head-designate, in response to the needs of an expanding school, by reducing the headteacher's teaching commitment, recruiting two new teachers and creating a fourth class from the beginning of next term. These effective steps have strengthened the school's capacity to improve.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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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?	3	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	3	NA
The effectiveness of the school's self-evaluation	4	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	3	NA
The standards ¹ reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	3	NA

Personal development and well-being

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

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	3	NA
How well are learners cared for, guided and supported?	3	NA

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	4	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Dear Children,

A team of two inspectors visited your school recently to find out how well the school is doing. Thank you for making us so very welcome. We thoroughly enjoyed talking to you and seeing some of your work. We are pleased to say there are a number of things that are good about your school but there are also some things which need to get better. We judged that the school gives you what adults call a satisfactory education. Here are some of the most important things that we found to be good:

- most of you are good at reading
- you behave well, care about one another and are keen to take on jobs around the school
- you enjoy the activities in lessons and outside the classroom, especially those that help you keep fit
- the new hall means you can do lots of interesting things in physical education
- all the staff take good care of you and make sure you are safe in school.

We have asked the headteacher, staff and governors to improve the school by working together on three things:

- make sure those of you who find your work easy are given interesting and challenging things to do
- plan carefully what needs to be done now that children stay in the school until Year 6
- work out a good system for checking up on how well the school is doing.

Thank you for your help in the inspection.

Yours sincerely,

Mr M Kerly Lead Inspector