

Georgeham Church of England (VC) Primary School

Inspection report - amended

Unique Reference Number	113375
Local Authority	Devon
Inspection number	311237
Inspection date	13 December 2007
Reporting inspector	Alex Baxter

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 on roll	
School	106
Appropriate authority	The governing body
Chair	Ronnie Croff
Headteacher	Julian Thomas
Date of previous school inspection	19 January 2004
School address	Putsborough Road Georgeham Braunton EX33 1JT
Telephone number	01271 890440
Fax number	01271 890440

Age group	4-11
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Amended Report Addendum

Report amended due to administration error

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Introduction

The inspection was carried out by one Additional Inspector.

The inspector evaluated the overall effectiveness of the school and investigated the following issues: pupils' achievement, especially in writing and numeracy; provision in the Foundation Stage; the degree to which pupils' attitudes to learning are encouraged and contribute to their progress; and, how effectively new leadership and management are building on strengths and bringing about improvement. Evidence was gathered from observations of lessons and a school assembly and observations of pupils at lunch and play. It was also gathered from teachers' assessments, pupils' work, and discussions with pupils, staff, governors and parents. Other aspects of the school's work were not investigated in detail but the inspector found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in this report.

Description of the school

The school is smaller than most other primary schools nationally. Children's attainment on entry is generally above that expected for their age, but it can vary from year to year. Very few pupils are from minority ethnic backgrounds or have English as an additional language. The proportion of pupils with learning difficulties is similar to that found nationally, but is higher than this in some year groups. The school holds the following quality marks: Healthy School status and Activemark Gold award. There have been several changes in teaching staff over the past twelve months. The headteacher took up his post at the beginning of the autumn term in September 2007.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

Georgeham is an outstanding school. A variety of significant features combines to help pupils make exceptional progress. These include:

secure foundations, built on caring Christian values, high expectations and a proven track record of high standards and outstanding pupils' academic and personal achievement

a talented, diligent staff, enthused by an inspirational new headteacher, who share a determination to value and build on existing strengths and demonstrate an excellent capacity to promote continued improvement

excellent governance, with governors and parents fulfilling their roles supportively within a caring community where children readily give of their best, respect the contributions of others, and enjoy and experience success in learning academically and personally.

The school promotes a welcoming family ethos, fully reflecting its excellent partnerships with parents, the church and wider community. These links enable the school to sustain a successful commitment to developing the pupils' very positive attitudes to learning. Care, support and guidance are of high quality and, consequently, pupils' personal development and well-being are excellent. Pupils are right when they say that they feel safe at this school. Recent initiatives such as 'Star of the Week', where pupils' achievements are celebrated, really have stimulated the pupils' interest in learning. Pupils say, 'There is more fun now.' One parent reflected this when writing, 'Our child has enjoyed the excitement of who will be 'Star of the Week' and her enthusiasm is endless.'

Most aspects of the school's provision are outstanding. Not least, the way the new headteacher, in the very short time he has been in his post, has recognised existing strengths and worked with colleagues to nurture an increased momentum of improvement. Changes to the way pupils enter school at the start of the day, return to classes at the end of break times, and in the way pupils have ownership of their learning, have brought a noticeable sense of calmness and purpose to the day-to-day life of the school. This continued and clear educational direction represents excellent leadership and management and very sharp self-evaluation. There is very astute management of change incorporating a strong unity of purpose shared between staff, governors and parents and, increasingly, by the pupils themselves. The headteacher's encouragement of teamwork and improved use of data to track pupils' progress are helping staff to contribute even more effectively to the day-to-day running of the school.

Teaching and learning are outstanding. Teaching, in all parts of the school, is typified by high expectations of work and behaviour and appropriately challenging targets. It has a cumulative and positive effect in promoting pupils' excellent learning. The increasing involvement of pupils in evaluating their own efforts is strengthening the way pupils become more mature, independent and effective learners as they move through the school. Teachers have introduced displays known as 'learning walls' which now, more visually than in the past, show pupils what they have achieved and what they have to do next to improve. Because of this, pupils know what is expected, respect advice and the value given to their efforts, and apply themselves enthusiastically to their work. This approach is accelerating progress in writing, in particular, bringing it up to the high standards evident in pupils' speaking and reading skills.

Children make a good start in Reception where they make good progress with most developing skills above those normally expected. They do exceptionally well in extending their speaking

and writing skills. However, opportunities for children to learn practically and by making their own choices are constrained at times by the lack of space and facilities available. Good progress continues in Years 1 and 2. Progress in writing is noticeably increasing, especially by potentially higher attainers, as pupils learn to evaluate and improve their own work. Standards in Year 2 are above average in speaking, reading, writing and mathematics. By the end of Year 6, standards are very high in English and mathematics and have been so for a number of years. These standards represent outstanding achievement in relation to pupils' capabilities and reflect not only high quality teaching but also high levels of commitment from the pupils themselves.

The school provides an excellent curriculum for its pupils. Teachers and their assistants adapt learning activities extremely successfully to meet pupils' needs, including those with learning difficulties. The school's close links with parents and outside agencies contribute to the excellent range of clubs, educational visits and community activities. Daily assemblies and enjoyable learning activities, such as dance, choir and skate club, contribute strongly to the pupils' excellent spiritual, moral, social and cultural development and to their good attendance. Pupils take their responsibilities seriously, for example, as members of the school council when offering ideas willingly and thoughtfully to benefit the school. These qualities reflect the pupils' highly developed understanding of healthy living and excellent preparation for their future economic well-being.

Effectiveness of the Foundation Stage

Grade: 2

Provision for children in the Foundation Stage and its leadership are good. Staff promote very good relationships with the onsite playgroup and with parents. These ensure that children experience a warm welcome and a good start to their education in the Reception/Year 1 class. Teaching and learning are good and there are outstanding features, especially the way that children's early writing skills are developed. The teacher and her assistant also provide excellent care, support and guidance. As a result, children make good progress. Most children reach, and many exceed, the early learning goals set for their age and do particularly well in developing their speaking and listening, numeracy and writing skills. The school has improved outdoor learning facilities since the last inspection. These help children to enjoy and benefit from a good range of learning opportunities, including both adult led and activities chosen by the children themselves. However, the accommodation lacks sufficient space for children to learn more practically through indoor role play, for example. In addition, children have to use toilets in the main building and this is not only an inconvenience, but also limits their ability to make their own choices.

What the school should do to improve further

- Improve the accommodation and facilities for children in Reception to increase opportunities for them to learn practically and to make choices for themselves.

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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?	1
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?	1
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	1

Achievement and standards

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

Personal development and well-being

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

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	1
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	1

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?	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
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

13 December 2007

Dear Pupils

Inspection of Georgeham Cof E Primary School, Georgeham EX33 1JT

I really enjoyed visiting your school and was very impressed by the calm, orderly way in which everyone in the school goes about their work. I noticed too how you and many of your parents felt the same sense of purpose on arriving at the school in the morning. I would like to thank those of you who took the time to talk to me, particularly the school council. I agree with many of you and your parents who quite rightly feel that Georgeham is an outstanding school.

- These are the main things I found.
- You make outstanding progress and the standards you reach in Year 6 are much higher than in most schools.
- It was very pleasing to see your excellent relationships and behaviour. It is clear that you respect the caring adults who look after you so well.
- Teaching and learning are excellent. The way you are encouraged to think for yourselves about your work and how you could do even better is a particularly impressive feature.
- You really enjoy school. This is because you have excellent learning activities and learn happily with and from each other. You are very knowledgeable about how to live healthily and safely and contribute very enthusiastically to your school and community.
- Your new headteacher and senior managers lead and manage the school very well indeed.

To help the school to become even better I have asked the headteacher and governors to improve the accommodation and facilities for children in Reception to make it a better and more enjoyable place to learn.

Please keep giving of your best.

Thank you once again, and best wishes for the future. Yours sincerely

Alex Baxter Lead Inspector

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