

Woodbury Church of England Primary School

Inspection report

Unique Reference Number	113440
Local Authority	Devon
Inspection number	311270
Inspection date	11 October 2007
Reporting inspector	Tom Simpson

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School	131
Appropriate authority	The governing body
Chair	Steve Noyes
Headteacher	Nigel Tancock
Date of previous school inspection	19 May 2003
School address	Castle Lane Woodbury Exeter EX5 1NB
Telephone number	01395 232614
Fax number	01395 233745

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Introduction

The inspection was carried out by one Additional Inspector, who evaluated the overall effectiveness of the school and investigated the following issues: • standards and achievement in the Foundation Stage • achievement in Years 1 and 2, particularly in writing and for boys • the extent of assessment procedures and their impact on achievement and • the effects of leadership and management on the standards being reached by the pupils. Evidence was gathered from lesson observations, analysis of the school's tracking and assessment data and discussions with the headteacher, senior management team, governors and pupils. The views of parents were gathered from the returns of Ofsted's questionnaires. 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 form, were not justified, and these have been included where appropriate in this report.

Description of the school

This is a smaller than average school serving a largely rural community. Most pupils are from a White British background and none is at an early stage of learning English as an additional language. The proportion of pupils with learning difficulties and/or disabilities is above average. Attainment on entry varies but is around that usually found. The school has recently gained 'Healthy School' status.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a good school with some outstanding features. The pupils do well because of the very good attention given to their individual needs. Staff at all levels are highly committed to raising academic standards while still providing a stimulating curriculum and a high level of personal care. Most parents recognise this and one typically wrote, 'This school has been a great experience for our child. It has many benefits for children and parents, including a safe, friendly and hard working environment which I am sure will continue in the future.'

A major reason for the school's success is the good quality of leadership and management at all levels. The headteacher has created an ethos where all staff are enthusiastic, mutually supportive and keen to take the school further forward. He is well supported by a deputy headteacher who, with other senior staff, makes a very good contribution to the school's development. This results in a consistently good standard of education throughout the school, although staff changes have meant some subject leaders do not yet fully monitor their areas of responsibility. The governing body is well involved in monitoring different aspects of the school's work. While very supportive of what the school is doing, the governors are fully prepared and able to challenge the management if necessary. The school is continually striving to become even better and has effective procedures to support its evaluation of the quality of provision and the extent of pupils' progress. The resulting information is used well to identify areas of weakness and these are quickly addressed, leading to a continually improving quality of education that clearly has the potential to be outstanding.

Provision for Reception children is good, which means that they get off to a good start in their schooling. A number enter the school with weaknesses in aspects of their communication, language and literacy and in their ability to work independently. However, they make good progress during their time in the Foundation Stage, particularly in their personal, social and emotional development, and are well prepared for the rest of their schooling by the time they reach Year 1. This good progress is maintained as the pupils proceed through the school and they achieve well. By the time they leave Year 6, standards are consistently significantly above the national average in all the key subjects. Although still above average and improving as a result of the school's actions, standards in writing are not as high as they are in reading or mathematics. This is particularly the case for boys, some of whom are not reaching the standards they might, particularly at the higher levels. Pupils with learning difficulties and/or difficulties are well supported and make good progress.

Pupils' personal development is exceptional. They love coming to school and attendance is above the national average. They feel very safe and have a very good understanding of how to lead healthy lifestyles. They make an excellent contribution to the school and to the wider community. The active and democratically elected school council, for example, has been deeply involved in a number of projects, such as improving the school's environment. Members of the council are particularly proud of their role in helping to select new teaching staff. Older pupils enjoy the various opportunities they have for supporting themselves and others, such as organising lunchtime story sessions for younger pupils. Pupils also enjoy supporting a number of international charities such as Children in Need. Behaviour is good in lessons and around the school. Most pupils show a very good level of care for one another and empathise very well with one another's feelings and views.

The curriculum is good. A small number of parents expressed concern about pupils having to be taught in mixed-age classes because of the size of the school but careful planning ensures that the needs of pupils of different ages in these classes are met well. There are good links between different subjects and the topics provided for the pupils are motivating and relevant. However, higher-attaining boys are not given enough writing opportunities in all subjects. An excellent range of additional activities includes out-of-lesson clubs, visits, visitors and a number of theme weeks focusing, for example, on science, art, and design and technology. Pupils' academic and personal development is currently well supported by a topic on the rainforests. There are good links with other local schools, including a partnership with the local community college to support the needs of more able pupils.

Teaching and learning are good and there is sometimes outstanding teaching. All staff have a good understanding of the pupils' needs and provide challenging and interesting work for them in lessons. Pupils are managed positively, with the result that relationships are excellent at all levels. Although it is good, there is some inconsistency in the marking of pupils' work. Effective assessment of pupils' progress contributes well to their achievement.

Care, support and guidance are outstanding and contribute exceptionally well to pupils' personal development. High levels of trust between pupils and staff ensure that anxieties and concerns are quickly identified and rectified. Staff attach great importance to raising and maintaining pupils' self-esteem. There is very good involvement with outside agencies, such as the health and educational psychology services, particularly to support the more vulnerable pupils. There is also very good guidance for pupils on what they need to do next to improve their academic standards. Thorough systems ensure pupils' safety.

Effectiveness of the Foundation Stage

Grade: 2

This good and well-managed provision gives children a good start to their education. Good induction procedures include home visits and visits to the school although links with pre-school providers do not yet fully support the development of children's capacity to work and learn independently. Staff in the Reception class have a good understanding of the needs of children of this age. As a result, teaching and learning are good and children make good progress. The curriculum is good and the work provided is both interesting and relevant. For example, there is a strong emphasis on developing early literacy.

What the school should do to improve further

- Improve standards in writing, particularly of potentially higher-attaining boys, by enriching their experience of written language across the whole curriculum.

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

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

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	2
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	2

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
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?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
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

11 October 2007

Dear Pupils

Inspection of Woodbury CE Primary School, Woodbury, EX5 1NB

Thank you for making me so welcome at your school. I really enjoyed meeting you and hearing about your work. I want particularly to thank the members of the school council who gave up part of their lunch break to speak to me. I found that your school provides you with a good education which has some excellent aspects.

Here are some of the things I found to be particularly good:

- The headteacher and other staff are good at making sure you have a good education.
- You are exceptionally well cared for by the adults at the school.
- You are well behaved and your personal development is excellent. For example, you are very good at taking on responsibility, and I was particularly impressed with the work of the school council.
- You are making good progress and reaching standards that are better than those seen in most other schools.
- Teaching and learning are good, as are the activities staff plan for you, which is why you enjoy school so much.

Here is what I have suggested the school does now:

- Ensure that you do as well in writing as you do in other subjects. Boys in particular can help by working very hard to improve their standards in writing.

Thank you again for your help.

With best wishes,

Tom Simpson Lead inspector



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