

Chittlehampton Church of England Primary School

Inspection report

Unique Reference Number	113449
Local Authority	Devon
Inspection number	311272
Inspection date	20 October 2008
Reporting inspector	Stephen Dennett

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	38
Government funded early education provision for children aged 3 to the end of the EYFS	4
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Rob Paynter
Headteacher	Jayne Kyle
Date of previous school inspection	7 June 2004
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Chittlehampton Umberleigh EX37 9QW
Telephone number	01769 540286
Fax number	01769 540789

Age group	4–11
Inspection date	20 October 2008
Inspection number	311272

© Crown copyright 2008

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This two-class school serves a rural village and its surrounding district. All pupils are from White British backgrounds and none speak a language other than English at home. The proportion of pupils with learning difficulties and/or disabilities is higher than found nationally; most commonly, these pupils have specific learning difficulties. Provision is made for children in the Early Years Foundation Stage (EYFS) in the Key Stage 1 class.

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 which provides a broad and effective education for its pupils. A number of improvements have been made since the last inspection and the school is moving forward well. The key to the school's success is the strong and dedicated teamwork of the staff and governors, which supports the good leadership and direction provided by the headteacher. Most parents responded to the questionnaire sent out prior to the inspection and nearly all the replies were positive. 'Teaching standards are very high and I feel confident as a parent that my child is receiving the best possible education,' commented one parent.

The number of children entering the school is small and they have a very wide range of abilities. By the time they leave at the end of Year 6, they reach above average standards in English, mathematics and science. Children in the EYFS get a good start to their education in a lively and stimulating atmosphere. However, the outside play area is too small to ensure that they have sufficient opportunities to develop their physical and imaginative skills on a regular basis.

The pupils enjoy school and this is reflected in their good attendance and punctuality. They say lessons are fun and enjoy the challenges set for them. They willingly take on responsibilities and the 'ambassadors' (pupils in Year 6 with a range of important responsibilities around the school) have a particularly mature attitude to their position, explaining that they have to be good role models for the younger pupils. The school council is also effective. Pupils have a good knowledge of how to stay safe and are aware of the importance of sustaining a healthy lifestyle. Good standards in literacy, numeracy and information and communication technology (ICT), along with pupils' good teamwork, personal and social skills, mean that they are prepared well for their futures lives.

Teaching is good. Teachers plan carefully, ensuring lessons are lively and relevant. They match tasks well to the different ages and abilities of pupils in their classes. As a result, pupils are well motivated and learn effectively. The curriculum is lively and imaginative. A wide range of visits and visitors enhance pupils' learning experiences and add to their enjoyment of learning. Pupils have good relationships with their teachers, who interact with them well. The school provides a good level of care for its pupils, particularly in relation to their personal development. Pupils receive good support to help them to achieve well. Pupils find that the setting of targets and careful marking help them to understand clearly what they need to do to make progress in their learning.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Almost all the children who start in Reception come from the local pre-school and already know the school and some of the older pupils in Key Stage 1. This means that they arrive with confidence and fit in very quickly. Parents agree that they settle in well. Their levels of attainment when they start at Chittlehampton vary, but they all make good progress over the year in all areas of development. The curriculum is well planned to provide good opportunities to choose play activities linked to a theme as well as teaching key ideas. It is restricted by the lack of suitable outside space in which to explore, experiment, engage in role play and develop their physical skills. The children benefit from being with older pupils and hearing their ideas in whole-class sessions even though they do not always have the vocabulary to join in the discussion. The children are well looked after and their staff make sure the surroundings are

safe. The EYFS is well managed. Planning is meticulous and children's reactions and achievements are regularly assessed, so that it is clear which steps they need to take next.

What the school should do to improve further

- Improve the outdoor play area, so that pupils have better opportunities to develop their physical and imaginative skills.

Achievement and standards

Grade: 2

Pupils achieve well and standards are above average by the end of Year 6. Actions taken to improve standards in mathematics and writing at Key Stage 2 have proved to be successful, as have strategies to improve ICT at Key Stage 1. The most recent national test results were above expectations in English, mathematics and science at the end of Year 6. The number of pupils taking the tests each year is very small, so statistical analysis is unreliable. However, pupils generally reach above average results at the end of Year 2 as well. Targets for 2009 are appropriately challenging. Pupils with learning difficulties and/or disabilities receive very good support from teaching assistants, both in and out of the classroom. As a result, they make good progress with their learning.

Personal development and well-being

Grade: 2

Pupils enjoy their learning. Good behaviour, secure relationships and self-confident pupils are all evident in this lively school. Occasionally, however, play in the small playground gets a little over boisterous. Children in the EYFS enjoy their lessons. They learn to work and play together, listen to others and to express their own ideas. Pupils have positive social and moral attitudes. Good opportunities to explore the faiths and traditions of other cultures considerably enhance pupils' understanding of growing up in a multicultural society. The school council ensures that all pupils have a voice in the school and this has led to the installation of mirrors in the pupils' cloakrooms, for example. It is highly effective and has been crucial in obtaining support for a child in Uganda, for which it has organised a variety of fundraising events, including a spelling marathon. Pupils have a keen awareness of their responsibilities, both in school and in the wider community, as illustrated by their popular village productions.

Quality of provision

Teaching and learning

Grade: 2

Teachers are confident and have good subject knowledge, and this enables them to be adventurous in their approaches. They plan their lessons carefully, ensuring that pupils know what they are going to learn and to what this will lead. The learning of children in the EYFS is carefully planned and they are given a good range of themed play activities alongside teacher-led sessions. However, occasionally in lessons seen, children's learning was over directed by staff. Very effective use is made of teaching assistants to support groups of pupils in both classes. This ensures that pupils are always on a level of work which is well matched to their needs. There is also good provision for pupils with learning difficulties and/or disabilities. Pupils say they feel fully involved in their learning and they eagerly tackle tasks set. Behaviour is managed

well and pupils are usually well focused as a result. Marking is good and older pupils in particular find it useful in their efforts to further improve their work.

Curriculum and other activities

Grade: 2

The curriculum promotes enjoyment of learning in all areas and meets all statutory requirements. A clear emphasis is placed on the development of literacy, numeracy and ICT skills. There is a wide range of activities to enrich pupils' learning, such as sports clubs, swimming, arts activities and dramatic performances. Good links with the church also add significantly to pupils' understanding of spiritual and moral issues. Pupils benefit from a wide variety of visits and visitors, and a good programme promotes pupils' personal and social education and extends their knowledge of physical and emotional health. However, the lack of a school field occasionally restricts pupils' access to physical exercise.

Care, guidance and support

Grade: 2

Pupils are made to feel safe and all say they are able to discuss any problems with an adult in the school. The school takes good care of the children in the EYFS and provides specialist help whenever needed. All staff have a clear commitment to the care and support of every pupil and pupils' personal development is monitored well. On one occasion during the inspection there were too many balls being used in the playground for safety; this was, however, quickly dealt with. There are good links with outside agencies to further support pupils when needed. There are appropriate arrangements for risk assessments and there are secure procedures for safeguarding pupils. The school monitors pupils' academic progress very well through its individual pupil tracking system for all subjects. Pupils have a good knowledge of how well they are learning. Pupils with learning difficulties and/or disabilities are identified quickly and receive good support, with the result that they make good progress in their learning.

Leadership and management

Grade: 2

Strong relationships between the headteacher, staff and governors, together with a firm commitment to ensuring that pupils continue to enjoy school and show real enthusiasm for learning, are the key principles behind the good leadership and management of the school. The school's self-evaluation is generally accurate. Both staff and governors know how well the school is doing, but also have a clear understanding of what needs to be improved and a good capacity to bring these improvements about, as illustrated by improvements made in assessment, writing, mathematics and ICT. The governors monitor and challenge the school's work effectively. The provision for children in the EYFS is managed well and closely monitored by the headteacher. The school promotes community cohesion well. It works very closely with the local community and promotes its interests and wants through a variety of means, including close liaison with the local 'cluster' of schools and the Community College in South Molton. School leaders carefully evaluate the provision made to ensure it meets immediate and longer-term needs.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
---	----------------

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 capacity to make any necessary improvements	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	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/or disabilities make progress	2

¹Grade 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.

Personal development and well-being

How good are the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	2
The attendance of learners	2
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	2
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 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?	2

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 eliminated	2
How well does the school contribute to community cohesion?	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

Annex B

Text from letter to pupils explaining the findings of the inspection

21 October 2008

Dear Pupils

Inspection of Chittlehampton CE VA Primary School, Umberleigh, EX37 9QW

Thank you very much for the friendly way in which you welcomed us to your school. You all seem very happy and it was good to hear you say how much you liked your work and the extra activities in which you were involved. We think the education provided by your school is good and that the teachers are working hard to make it better.

The things we liked best were:

- Your good behaviour and the enthusiastic way in which you take part in lessons.
- The good progress you are making in reading, writing, numeracy and ICT.
- How seriously you take keeping safe, eating healthy food and taking plenty of exercise.
- The way in which teachers make learning fun, especially when they use the interactive whiteboards.
- The good care teachers and staff take of you while you are in school.
- The good work done by the school council and ambassadors in helping to run the school.
- The way in which the headteacher and governors lead the school well and are very keen to make it even better.

There is one thing we think could make the school even better:

- An improved outdoor area for the youngest children so that they have better opportunities to work outside when they need to.

We are glad you like your school and I am sure you will play your part in helping to make it even better by working hard and doing your best.

Yours sincerely

Stephen Dennett Lead inspector