

Ide Primary School

Inspection report

Unique Reference Number	113122
Local Authority	Devon
Inspection number	325757
Inspection dates	24–25 June 2009
Reporting inspector	Mark Lindfield HMI

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	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	103
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Emma Jones
Headteacher	Sean Millar
Date of previous school inspection	3 July 2000
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	High Street Ide Exeter EX2 9RN
Telephone number	01392 259964
Fax number	01392 459368

Age group	4–11
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Introduction

The inspection was carried out by one of Her Majesty's Inspectors.

Description of the school

Ide Primary School is smaller than average, but the number of pupils is steadily increasing. The proportion of pupils with learning difficulties and/or disabilities is below average although the percentage of pupils with a statement of special educational needs is above average. The proportion of girls is above average and they significantly outnumber boys in certain year groups. A few pupils are eligible for free school meals. Children of Early Years Foundation Stage age are taught in a Reception class, which currently comprises of 16 children.

A privately managed breakfast and after-school club are provided on the school site.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

Ide Primary School currently provides a satisfactory education for its pupils. However it is on a clear improvement path. Effective action has resulted in a trend of rising standards and progress in a number of key areas. The school is demonstrating a good capacity to continue to improve. Parents are supportive of the school and recognise the recent positive changes and the forward looking approach of the school. Pupils appreciate the friendly community atmosphere, saying that they are made to feel welcome by staff and pupils. Pupils comment particularly that the school 'gives you a large amount of energy' and 'it's amazing how we all get along'. Pupils are well behaved, feel safe and have a good understanding of the importance of leading a healthy lifestyle. They clearly enjoy school although their attendance is average. The school works closely with outside agencies to improve the attendance rate, although these actions are yet to have discernible impact.

Children make a good start in Reception. Increasingly strong links with the pre-school provider ensure that children have high levels of support on entry to school and settle well. Standards in the Year 2 assessments are above average and particularly good in reading and writing. Standards in Year 6 in English, science and in all subjects are above national averages and have been on an upward path in recent years. Standards in mathematics have previously been lower than in other subjects but the school has successfully improved pupils' use of calculation skills through regular problem-solving activities and investigations.

Teaching is satisfactory overall. It is clearly improving and with some strengths, most noticeably apparent in the final years of the school. The journey that pupils make through the school in all subjects from their starting points shows satisfactory progress overall. It accelerates particularly in science, mathematics and English in pupils' last years where the high standards of teaching ensure a marked increase in the rates of progress. Changes to the curriculum, linking subjects under themes and including specific themed weeks, have successfully made learning more interesting and enjoyable. However the present level of coverage of subjects does not promote pupils' progress equally well across all subjects and for all ages. Some teachers identify precisely what pupils need to learn in each lesson particularly well. They also communicate this clearly to pupils so that they are able to assess for themselves how well they are progressing in each lesson. However, learning objectives in other lessons lack precision and consequently pupils are vague about how well they are doing or what to do to improve.

The school provides good quality care, guidance and support for its pupils so that their personal development and well-being are good. Staff make increasing efforts to make links with the local community, for example, in providing strong support for the community shop. The school has developed close links with external agencies who are used well to support pupils' well-being and the care for vulnerable pupils. Academic guidance is good and pupils have a good understanding of their targets and what they have to do to improve their work. Marking identifies how pupils' work could be improved further and pupils are starting to be given opportunities to implement suggested actions for improvement in follow-up work.

The school's improvements are largely due to the skills of the headteacher and leadership team and to the active governing body. This is a school which increasingly listens to and accommodates the views of parents and pupils. Staff work well together to monitor and evaluate all aspects of the school's work and are becoming more involved in the school's leadership. They use their

understanding of the school's strengths and identify areas for development well to implement changes which improve pupils' achievements.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Children benefit from the good support and the close working relationships of staff. The quality of the classroom and outdoor environment is good and children have access to a wide range of interesting and stimulating resources. Children enjoy school and this is clearly evident in the way that they arrive in the mornings and quickly choose an activity to engage in. Parents and carers feel confident that they are welcome to work and play alongside their children at the start of the day. Children behave well and show their friendly approach by sharing and taking turns with toys and equipment. Children become increasingly independent and with improved access to the outdoor area are now free to build on their physical development and explore their creative ideas.

Leaders and managers show a good determination to promote children's welfare and to ensure that children make good progress in their learning and personal development. The teaching of early reading and writing is a strength and children quickly develop their skills in these areas. A systematic phonics approach across all classes is particularly effective in ensuring children make good progress in reading. Those in charge of the Early Years Foundation Stage have an increasing understanding of the progress that children are making. With the support of the local authority they have identified and are beginning to implement strategies to develop children's mathematical understanding and their counting skills more quickly. All in all, children achieve well. From starting points generally at the level expected, they reach above average standards by the time they move to Year 1.

Staff make good use of ongoing assessments and observations to plan for the range of individual needs. They are quick to modify their plans in phonics sessions to suit individual learning needs when necessary. Additional activities enhance children's experiences. A visit to the Aquarium, for example, encouraged children's knowledge and understanding of sea animals and they were clearly stimulated by this opportunity.

What the school should do to improve further

- Ensure learning objectives are always sufficiently specific to the wide range of needs in the mixed-aged classes and used to help pupils identify the progress they are making.
- Continue to adapt and modify the curriculum to ensure broad and well-balanced coverage of all subjects so that pupils progress well in all areas.
- Ensure that actions taken to increase rates of attendance for all learners are effective.

Achievement and standards

Grade: 3

Pupils make good progress in Reception and many pupils are working above national expectations by the time they arrive in Year 1. They have developed their reading skills well across the Early Years Foundation Stage and the majority of pupils in Year 1 are more advanced in this area. Pupils currently make satisfactory progress across Years 1 and 2 so that their knowledge and skills in reading and writing are above average by the time they leave Year 2. Standards in mathematics have previously been average but the school's actions to improve

them have been successful. Pupils are currently making satisfactory and often better progress in mathematics.

Across Key Stage 2, pupils continue to make satisfactory progress which accelerates markedly in their final years. By the time they leave school in Year 6, pupils' standards are above average in English, mathematics and science and a significantly high proportion of pupils achieve the higher levels in these subjects. Whilst there have been improvements, most noticeably in information and communication technology, the school recognises that progress generally across other subjects is satisfactory. The school has clear and realistic plans to develop the curriculum to enhance and develop further pupils' skills and knowledge across all subjects. As a result of action taken, not only do the majority of pupils make satisfactory progress from their starting points but also an increasing proportion are making good progress. Pupils with learning difficulties and/or disabilities are helped to move on at a good rate.

Personal development and well-being

Grade: 2

Behaviour in lessons is typically good and pupils are friendly and welcoming. Pupils say that they find the school a friendly place where they feel happy and safe. The school has taken effective steps to improve behaviour at lunchtimes and in lessons with the result that pupils now are happy to play together across all ages. Pupils recognise these improvements and are confident that adults will listen and react positively should any concerns arise.

Pupils make a good contribution to the community. The school council is increasingly active. It has introduced new playground equipment and has contributed constructively to the new behaviour policy. Pupils adopt healthy lifestyles well and appreciate the good opportunities they have for physical exercise on the school field although the school's facilities for wet weather play are restricted. They respond well to initiatives to encourage them to walk to school. They are well prepared for their future lives through their increasing access to information technology and their improving skills in English, mathematics and science. Pupils have a good understanding of the difference between right and wrong and collaborate well in lessons. Their spiritual development is promoted well and pupils have some understanding of other faiths. Nevertheless, their understanding of the diversity of British society has some gaps. Plans are in place to broaden pupils' awareness through links with other schools.

Quality of provision

Teaching and learning

Grade: 3

The school's determination to improve the quality of teaching and learning is meeting with success and there are considerable strengths, but there is a lack of consistently good teaching. Good relationships are evident across the school and pupils are encouraged by the clear expectations of their behaviour. Teachers are increasingly adopting strategies which are interesting and enjoyable and engage pupils successfully in their learning. As a result, the majority of pupils show a very positive approach to learning and a genuine desire to do well. They listen attentively and share ideas in discussions through the judicious use of 'talking partners'. Good use is made of interactive whiteboards to support learning. Well-trained teaching assistants provide good support for pupils with additional learning needs and help them to make good progress.

In the most effective practice, teachers plan appropriately challenging work for pupils of all abilities. Good subject knowledge ensures that learning objectives are precise and varied across the class to meet the range of all abilities. Throughout the lesson these objectives are referred to so that pupils are able to accurately assess their own progress and identify the necessary steps to improve, but this is not a consistent feature in all lessons or in all subjects.

Curriculum and other activities

Grade: 3

The curriculum is becomingly increasingly creative and staff take account of national guidance and the views of parents and pupils to review and develop it. A particular strength is the way in which teachers plan special events, such as a mathematics week and an environmental week, to stimulate learning. Staff are successfully providing more opportunities to develop and consolidate pupils' numeracy skills and this is contributing to improving progress. The more recent developments to link subjects are adding interest but not ensuring that there is good depth and breadth of coverage in each subject to help pupils progress well.

A range of visits to places linked to the curriculum themes broadens pupils' experiences. Pupils have many opportunities to participate in a variety of enrichment activities and clubs. Personal, social and health education provision is good. It supports pupils well in developing a sense of community and understanding of their roles and responsibilities as young citizens.

Care, guidance and support

Grade: 2

The quality of care provided by the school is good and this is reflected in the happy and welcoming atmosphere. Pupils with learning difficulties and/or disabilities have their needs carefully assessed. A wide range of support is provided to match these pupils' needs and ensure their personal welfare, with effective use of outside agencies. All safeguarding procedures are in place and recruitment procedures are well organised by efficient administrative staff. Staff have attended appropriate first-aid training and take care to attend training that meets the more specific needs of pupils with learning difficulties and/or disabilities, including statements of special educational needs.

Pupils' books are regularly marked and the feedback from teachers is increasingly detailed and helpful. However, pupils are not always guided clearly enough to follow up on the advice in their books. Pupils are set targets for improvement and most pupils have a clear idea of what they need to concentrate on most to improve their performance.

Leadership and management

Grade: 3

The headteacher has worked systematically to review and develop many aspects of the school and good progress has been made in several significant areas. For example, steps taken to improve pupils' behaviour have been successful and there is a clear rising trend in standards in English, mathematics and science by the time pupils leave the school. The focus on making the curriculum more interesting and creative is reflected in the positive views of pupils. At the same time, the leadership roles of subject coordinators have been developed so that they now have a clearer understanding of their subject's strengths and weaknesses and take a more active role in monitoring.

Self-evaluation is accurate and is helping to move the school forward well. The introduction of systems to closely track pupils' progress have served to increase expectations and are used well to gauge the effectiveness of intervention programmes aimed at helping pupils. The recent track record of improvement shows that the school has built up a good capacity for further development. Governors support the school's improvement well, and keep in close contact with developments through their active monitoring roles.

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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?	3
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?	3

Achievement and standards

How well do learners achieve?	3
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	3
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	3
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?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
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?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
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	3
How well does the school contribute to community cohesion?	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
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**

29 June 2009

Dear Pupils

Inspection of Ide Primary School, Exeter, EX2 9RN

Thank you for your friendly welcome. I was impressed by the politeness and kindness that you showed during the inspection. I really enjoyed visiting your school, looking at your work and talking with you.

Your school provides you with a satisfactory education. It is improving and already has good features to its work. You were quick to explain how things have improved in many ways. You particularly noticed how behaviour around the school and in lessons is better. You also appreciate the chance to make decisions and to be involved in making the school better. I noticed the good range of toys and games used at lunchtimes which arrived because of your requests through the school council. Many of your parents said how they had also noticed the changes for the better. They told me that they can see that the school is now looking ahead to find ways to improve even more.

Your teachers are intent on making lessons more enjoyable and exciting for you. You spoke clearly about the fun and excitement you get from the visits you go on and how much you had enjoyed your first residential trip to London. Your teachers are friendly and get to know you well during your time at school. They carefully plan work for you. In the best lessons, all of you are really clear about what you are learning. This means that at the end of these lessons you are able to judge accurately how well you have got on and what you need to do to do better. I have asked your teachers to try and ensure that this happens more frequently and in all subjects.

Your school works hard to make all subjects exciting and interesting and I noticed how much you and your parents enjoy events like the mathematics and environmental weeks. Your results in English, mathematics and science are above average and are clearly getting better. I have asked the school to make sure that you do as well as this in all the subjects that you study. Your behaviour is good and you enjoy discussing ideas with your talking partners. It was good to see how kind you are and how willingly you help each other. Whilst you clearly enjoy school your attendance at school is only satisfactory. You can help to improve this. I have suggested that the school continues to work with you to improve attendance.

Yours faithfully

Mark Lindfield HMI