

Stokenham Area Primary School

Inspection report

Unique Reference Number	113223
Local Authority	Devon
Inspection number	338123
Inspection dates	3–4 December 2009
Reporting inspector	Rowena Onions

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

Type of school	Primary
School category	Community
Age range of pupils	4–11 years
Gender of pupils	Mixed
Number of pupils on the school roll	143
Appropriate authority	The governing body
Chair	Brenda Winter
Headteacher	Sue Jezard
Date of previous school inspection	4 December 2006
School address	Stokenham Kingsbridge Devon TQ7 2SJ
Telephone number	01548 580551

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings
St. Ann's Square
Manchester M2 7LA

T: 08456 404045
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2010



Introduction

This inspection was carried out by two additional inspectors. The inspectors visited eight lessons and held meetings with governors, staff and groups of pupils. They observed the school's work, and looked at documentation including the school improvement plan, minutes of governors' meetings and school tracking and progress information. They also took into account the views of parents expressed through parent questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- progress in Reception and in Years 1 and 2
- boys' progress in writing throughout the school
- the impact of day-to-day assessment on learning
- the way the curriculum supports learning and pupils' personal development
- the impact of current initiatives on school improvement, the local community and other schools.

Information about the school

This smaller-than-average primary school serves a wide rural area. A large percentage of the pupils live at some distance from the school and travel by school transport. Almost all pupils are of White British origin and speak English as their first language. A below-average proportion of pupils have a range of special educational needs and/or disabilities. The school has Healthy School status and an Artsmark. Nine months prior to the inspection, the school federated with another local school, with Stokenham's headteacher becoming the headteacher of both schools.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

1

Main findings

Stokenham is a good school. It is improving very rapidly and the impact of this is significant, leading to some outstanding aspects of its work. The good curriculum and outstanding care provided ensure that pupils have very strong knowledge of how to keep themselves safe and well and take active steps to promote this. They have an excellent sense of community and know how important it is to work together and to support each other. Their ability to collaborate, to apply good basic skills across a range of subjects and situations and their interest in learning means they are very well placed to take advantage of the next stage in their education. Pupils are very proud of their school and their achievements. Their opinions can be summed up by one pupil who wrote, 'We are clever, we are happy, we are healthy.'

Outstanding leadership by the headteacher, senior teachers and governors has placed high importance on school improvement. All staff have worked hard to develop the education provided. As a result of significantly improved teaching and a revised curriculum, standards in English, mathematics and science have risen each year for the last four years. In 2009, they were significantly above average and the current Year 6 pupils' work indicates they are on track to at least maintain these standards by the end of the year. Because teaching is good and there is a full commitment to equality of opportunity, pupils progress well throughout the school, irrespective of their level of attainment.

Pupils are very well managed in class, they behave well and lessons are calm and productive. With the effective use of assessment information, pupils are particularly well informed about what they are expected to learn and how they will know if they have been successful. As a result, they know the standard of their work and what they need to do to make improvements. Most lessons are now at least good. Over the last three years, common weaknesses in teaching have been systematically and successfully addressed. Where further improvements to teaching are now needed, they are different for individual teachers.

Considerable work has been done to revise the curriculum, which is now good. Emphasis is placed on the development of basic skills but increasing emphasis is being placed on the application of these in a wide range of contexts. Pupils' interest is captured through a wide range of enrichment activities such as visits and visitors. Pupils particularly enjoy lessons where they are active, either through practical activities or through the solving of problems. Though always good, levels of concentration and engagement are significantly higher when this is the case.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

The care, guidance and support provided for pupils are outstanding. All pupils are highly valued as individuals and their care and safety are given the highest priority. In the year prior to the inspection, there were two tragic events in the local community. These had significant impact on many pupils in the school. Helping pupils to cope with these has unified the school even further as a team. Pupils have been provided with individual and group support that has enabled them to develop emotionally and spiritually, as well as helping them gain a well-tuned perspective on safety issues. Very successful use has been made of outside agencies to support both pupils and staff. The school has provided strong, positive support for the families involved and this has brought the school closer to the network of local communities. This, and the federation of Stokenham with another school, has meant that the impact of the school's community cohesion practice on the locality has been very positive. It is also clear that pupils in Stokenham are benefiting greatly from the arrangement. When describing the numerous improvements made over the last three years, one member of staff commented, 'Same place, different school.' The speed and success of these improvements and the strong sense of 'team' means the school is demonstrating outstanding capacity to sustain improvement.

What does the school need to do to improve further?

- Improve the impact of teaching and the curriculum on learning by:
 - helping each teacher to maximise the effectiveness of their teaching
 - ensuring that all lessons make learning as active as possible.

Outcomes for individuals and groups of pupils**2**

Standards in Year 6 have risen from below to significantly above average in four years and progress made by pupils in Years 3 to 6, including those with special educational needs and/or disabilities, is now securely good. Standards at the end of Year 2 have been more variable, being broadly average overall. Progress in Years 1 and 2 is also improving and pupils now have good levels of attainment in relation to their starting points. The high expectations of staff are helping all pupils to improve but are being particularly effective in raising rates of progress amongst higher-attaining pupils. Improvements made to the teaching of writing have benefited both boys and girls and all are now making good progress. Pupils throughout the school are learning how to learn successfully. In the main they concentrate and apply themselves well, although there are some occasions when teaching is not as strong, when their interest and attention drops a little.

The pupils are a lively group of young people! They show they want to be healthy, for example, by joining in enthusiastically with physical activities and by eating the fruit provided for them. Pupils demonstrate good levels of responsibility, for instance, acting as playground buddies. They make increasing contributions to the community outside the school, for example, working with the National Trust to help manage a local woodland. Their ability to empathise with and support others is notable. This, combined with their excitement about many things in the world in which they live

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

and a growing ability to reflect on their actions and achievements, means their moral and spiritual development is strong. Their social and cultural development with respect to their own lives is excellent. Pupils are gradually gaining a wider cultural understanding, but this is an aspect of their personal development that the school is rightly taking action to improve.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	1
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	1
Taking into account:	
Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Staff have worked really hard to improve the impact of teaching in the school. They have worked as a team to introduce teaching styles and assessment practices that have made their teaching good. There are now no common weaknesses, but in most lessons observed, both during the inspection and in the school monitoring, there are aspects which, if improved, could lift the quality of the teaching of individual teachers still further. Teaching assistants are well trained and play an important part in promoting successful learning. The curriculum is now at a stage where in many lessons, activities are given interest and relevance through their context and type, but there has not yet been the time to ensure that this is always the case. The school is actively engaged in developing the national and international aspects of the curriculum, for example, linking with a school in South Africa and one in a very different context in Great Britain in order to further improve pupils' awareness of life outside their immediate experience.

The teaching, curriculum and care given to pupils with special educational needs and/or disabilities and those who are experiencing other problems is successful in

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

helping these pupils make good progress and very strong in giving them high self-esteem. Everyone is involved in caring for and safeguarding the pupils. Systems for ensuring important information about them is communicated to all who have a need to know are exemplary. This means, for example, that the site manager is as aware of a child who has food allergies as the teachers are.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

Outstanding leadership by the headteacher has promoted a single mindedness and determination on the part of all staff and governors to provide a highly effective education for the pupils. They are well on the way to achieving this, but retain the vision for future improvements. Rigorous and honest monitoring and school self-evaluation have highlighted the improvements needed and actions have been very successful. The right of each individual to as good an education as possible, and to live without any form of discrimination, is evident at every layer of the school's leadership and work. Relationships with parents have been developed and the information provided for them about the school and their children is very good. Parents have had the opportunity to question and discuss important developments such as the federation and the school now rightly feels that it is well placed to involve parents more fully with school self-evaluation and improvement.

The school has excellent partnerships with others that have, for example, expanded the pupils' experiences and eased transition to the next stage of their education as well as helping them work through recent difficult times. Community cohesion is good and is being expanded well. The school has become more outward looking and has played its part in promoting developments in other schools, for example, working with the local authority to develop teacher assessment systems.

Staff, pupils and the community benefit from the work of a highly effective governing body. This group have, for instance, very efficiently steered the school through federation, all the time keeping in mind the needs of the pupils at Stokenham. The governors are very knowledgeable and feel a full part of the school team, so they are able to not only support the school but to hold it to account in a very constructive way.

These are the grades for leadership and management

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	1
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	1
The effectiveness of the school’s engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Because there are small numbers in each group, attainment on entry to the school differs from year to year but overall is broadly at the level that is normally expected of this age group. As in the rest of the school, the quality of the education the children receive is improving significantly, as is the progress they make. Over the last year, the children made good progress and, by the end of their Reception year, they attained standards in excess of the national expectation for their age.

A great deal of time and thought has been given to the development of teaching and the curriculum. Teachers use a range of skills to interest and engage children in their learning. They demonstrate an enthusiasm for learning which is quickly picked up by the children. Overall, the curriculum allows for a good mix of activities inside and out and a good balance between those directly taught by adults and those where the children choose what to do themselves. There are occasions, however, when introductions to activities are a little too long and the children’s enthusiasm and concentration drops. Provision to ensure the all-round development of each individual mirrors that in the rest of the school and is equally effective.

Outstanding leadership has promoted rapid development and ensured that current national advice about provision for young children has been considered and then adapted for the particular circumstances in the school. As in the rest of the school, staff are outward looking and have helped to establish a support group of local teachers who work together to improve the impact of their work.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
--	----------

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	1

Views of parents and carers

Fifty-four inspection questionnaires were returned during the inspection. These questionnaires show that the vast majority of parents are happy with the education provided for their children. A very small number expressed concerns about pupils' behaviour and about the quality of teaching. On the whole, however, the parents' views concurred with those of the inspectors. They confirm that their children like school. Parents are particularly pleased with the way the school looks after their children and keeps them safe.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Stokenham Area Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 54 completed questionnaires by the end of the on-site inspection. In total, there are 143 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	27	50	26	48	1	2	0	0
The school keeps my child safe	32	59	22	41	0	0	0	0
The school informs me about my child’s progress	26	48	26	48	2	4	0	0
My child is making enough progress at this school	28	52	22	41	3	6	1	2
The teaching is good at this school	34	63	16	30	4	7	0	0
The school helps me to support my child’s learning	26	48	25	46	2	4	0	0
The school helps my child to have a healthy lifestyle	32	59	19	35	2	4	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	28	52	19	35	2	4	1	2
The school meets my child’s particular needs	30	56	18	33	2	4	2	4
The school deals effectively with unacceptable behaviour	25	46	23	43	4	7	1	2
The school takes account of my suggestions and concerns	23	43	25	46	3	6	1	2
The school is led and managed effectively	32	59	19	35	2	4	1	2
Overall, I am happy with my child’s experience at this school	33	61	17	31	3	6	1	2

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.



7 December 2009

Dear Pupils

Inspection of Stokenham Area Primary School, Stokenham TQ7 2SJ

We really enjoyed our two days at your school and would like to thank you for your help and friendly conversations. I know you will be pleased to know that we judge yours to be a good school.

Here are some of the highlights:

- You make good progress in reading, writing and mathematics and you reach above average standards.
- You really enjoy school and try so hard to learn.
- You get on so well together and in the way you support each other.
- Each of you is treated as a really important person and great care is taken of each one of you.
- Teachers help you to know how you can improve your work.
- Everyone in your school, including you, is working together to make it an even better place.

To make things even better we have asked your school to make sure all your lessons are interesting and help you learn really well.

We are very glad that you like your school and think you are right to do so. We think that you could help your teachers to make your school even better by working through your school council to let teachers know what it is that helps you to learn best in lessons.

Yours faithfully

Rowena Onions
Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone [08456 404045](tel:08456404045), or email enquiries@ofsted.gov.uk.