

# Payhembury Church of England Primary School

Payhembury, Honiton, EX14 3HT

**Inspection dates** 25–26 February 2015

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
Leadership and management		Good	2
Behaviour and safety of pupils		Outstanding	1
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Requires improvement	3

## Summary of key findings for parents and pupils

### This is a good school.

- The inspirational headteacher sets high expectations. Her unrelenting drive for high standards has resulted in sustained improvements in areas of weakness identified in the previous inspection.
- By the time pupils in Year 6 leave, they often attain highly and make strong progress in reading, writing and mathematics.
- Governors know the school well. They provide good challenge to talented senior and middle leaders. Consequently, leaders tackle any weaknesses swiftly and with rigor.
- Conscientious staff instil a desire for learning and achievement in their pupils. Pupils in Key Stage 2 demonstrate a thirst for learning and a strong desire to do well. Attitudes to learning are exemplary and underpin good progress.
- Teachers' strong subject knowledge and the 'language rich' environment result in pupils making exceptional progress in reading.
- High quality specialist teaching in French and in physical education is a strength of the good curriculum.
- The school's values of 'Perseverance, Acceptance, Respect, Caring and Honesty' are central to the work of the school and equip pupils well for life in modern Britain.
- Older pupils are proud to take up the many responsibilities on offer to them; they lead clubs and support younger pupils with reading and play.
- Disabled pupils and those with special educational needs are given the support they need to make good progress.
- Attendance is above average and pupils are punctual to school and to lessons.
- Pupils are vociferous in their praise of the school. They say the school keeps them safe.
- Parents speak of the 'unique family feel' of the school.

### It is not yet an outstanding school because

- Activities in the Early Years Foundation Stage are not always matched well to children's needs.
- The progress of some boys in writing is weaker than in other subjects.
- Mathematics teaching does not provide pupils, particularly the more able, with opportunities to develop resilience in problem solving.

## Information about this inspection

- The inspector observed teaching and learning in all classes and one whole-school assembly. She observed 11 lessons, four of which were observed jointly with the headteacher.
- Meetings and discussions were held with the headteacher, middle leaders, teachers, a pre-school representative, pupils and three members of the governing body. A telephone discussion took place with a representative from the local authority.
- The views of 34 parents and carers who responded to the online survey, Parent View, were analysed. The inspector took into consideration discussions with a small group of eight parents and the views of eight responses to the staff questionnaire.
- The inspector scrutinised a range of documentation, including the school's information on pupils' attainment and progress, school improvement plans, work in pupils' books, safeguarding documents and information relating to the management of teachers' performance.
- Playtimes and lunchtimes were observed. The inspector listened to pupils in Years 2 and 6 reading.

## Inspection team

Tracy Hannon, Lead inspector

Seconded Inspector

## Full report

### Information about this school

- This school is smaller than the average-sized primary school.
- Pupils are taught in three mixed-age classes: Reception and Years 1 and 2, Years 3 and 4 and Years 5 and 6.
- All pupils are of White British heritage and speak English as a first language.
- The proportion of pupils eligible for the pupil premium funding is well below the national average. This is additional government funding for pupils known to be eligible for free school meals and looked after children.
- The proportion of disabled pupils and those with special educational needs is below the national average.
- Early years provision in the Reception class is full time.
- The school runs a breakfast club.
- The headteacher has recently taken on the role of acting executive headteacher of another local school.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

### What does the school need to do to improve further?

- Improve the quality of teaching and learning in the Early Years Foundation Stage by:
  - ensuring that activities are planned to meet children's needs as a result of regular and accurate assessment
  - making sure that parents have the information they need to know how their children are doing and how best they can help.
- Further strengthen the quality of teaching in mathematics by ensuring that teachers plan activities that develop pupils' resilience and ability to apply mathematical reasoning.
- Raise achievement in writing further by:
  - ensuring that teachers in the Early Years Foundation Stage have higher expectations of what the children can achieve in writing
  - making sure that children in Year 1 have the opportunity to apply their good phonic knowledge in writing for a range of purposes
  - ensuring that teaching provides the appropriate support for lower achieving boys to make rapid progress.

## Inspection judgements

### The leadership and management are good

- The ambition and vision of the headteacher have been fundamental to strengthening the school's good performance since the last inspection. She has been unrelenting in her work to inspire pupils to have a love for learning and to always 'aspire to be the very best you can be'.
- Senior and middle leaders make good use of their skills and expertise to challenge and support each other in the pursuit of excellence. All leaders have a clear understanding of strengths and weaknesses within the school. They are given time to support colleagues and check up on the success of actions. Leaders have been robust in dealing with weak provision in the Early Years Foundation Stage and local authority records reflect improvements in this area.
- The school improvement plan is thorough; priorities are accurately identified, with links made directly to pupils' achievements. This enables the governing body to evaluate precisely the impact of actions taken.
- Leaders have improved their systems for tracking pupils' progress since the previous inspection. Pupil progress meetings are effective in holding teachers to account. Pupils in danger of falling behind are quickly identified and support put in place. This reflects the school's commitment to every pupil having the opportunity to succeed.
- Leaders and governors have made effective use of performance management procedures to tackle weaknesses in teaching. Staff are positive about the training and support the school provides, which helps them to improve.
- The school provides pupils with a broad and stimulating curriculum. This supports pupils' good progress and prepares them well for life in modern Britain. Teachers are particularly successful in encouraging pupils to reflect on their learning and this contributes to pupils' outstanding behaviour and enjoyment of learning. A wide range of after-school clubs, visits out and visitors in to school enhance the planned activities well. The school was quick to respond to changes in the National Curriculum for computing. Curriculum plans show a clear focus on coding skills and pupils develop high levels of competence in this area.
- Pupils' participation in sport is a strong feature of the curriculum. Additional funding has had a good impact, with specialist coaches delivering high quality lessons. They support teachers in improving their subject knowledge in physical education. Pupil participation has increased dramatically and the pupils are very proud of their success, winning local tournaments in hockey, tag rugby and athletics.
- The teaching of religious education is a strength of the school. Pupils have many opportunities to learn about different faiths and cultures. A group of pupils explained to the inspector that 'Obviously, we don't have a mix of cultures in our school but we are all different and respect each other's differences. We learn about a range of cultures and religions and we find similarities as well as differences.'
- Pupils work together in 'family groups'. Older pupils lead these groups and support younger children in school sport and fundraising events. These activities support pupils' awareness of, and commitment to, British values such as democracy and tolerance.
- The breakfast club provided by the school is well attended. It provides a safe and healthy start to the school day.
- Support provided by the local authority is effective. For example, the adviser has supported leaders in improving the way the school tracks pupils' progress. Teachers work with local clusters of schools to learn and share best practice. The local authority also draws on the school's strengths, such as the management partnership, to support another school.
- **The governance of the school:**
  - Governors are ambitious for the school. They have an accurate understanding of the school's performance compared to schools nationally and locally. Governors use their regular visits to the school to check on school improvement priorities. They currently lack a clear system for formally recording these visits and are looking at ways to improve. Governors receive good quality information on school performance and use this to challenge and support the headteacher and senior leaders. For example, governors frequently check how the pupil premium funding is improving pupils' achievement.
  - Governors oversee the performance of staff closely and consider teachers' performance when considering pay rewards.
  - Governors engage the local authority in conducting 'governance health checks' and are swift to put in place improvements needed.
  - Governors' regular monitoring programme ensures that all statutory safeguarding requirements are met.

**The behaviour and safety of pupils are outstanding****Behaviour**

- The behaviour of pupils is outstanding.
- Positive attitudes towards their learning contribute to pupils' good academic and personal achievements. Pupils take enormous pride in their work. This can be seen in the high quality of presentation and attention to detail in their books and more particularly, in the Key Stage 2 'reflection journals'. Pupils use these to record reflections of their learning, what they enjoyed most, how well they have achieved and how they would improve. Teachers have no input into these records, yet, without exception, pupils take great care to do their very neatest cursive handwriting and carefully considered reflections.
- Pupils enjoy coming to school. Attendance remains above the national average. School leaders do not authorise holidays in term time.
- Responses from staff questionnaires and the online parent questionnaire, Parent View, agree that the school makes sure pupils are well behaved.
- Pupils place a great deal of importance on respecting the views of others and ensuring that all are treated equally.

**Safety**

- The school's work to keep pupils safe and secure is outstanding.
- Pupils have a secure understanding of all types of bullying and are adamant that there is no bullying in the school. They say that 'Occasionally there are fallouts because we are like a big family. We can usually sort things ourselves and if we can't, adults will.'
- Pupils have a good understanding of e-safety and know about cyber bullying, as well as other forms of bullying. They speak knowledgeably about how to keep themselves safe.
- Training in all aspects of safeguarding is rigorous. Thorough systems are in place to identify vulnerable pupils and leaders act quickly to put support in place for the pupils and their families.

**The quality of teaching is good**

- Positive relationships between staff and pupils, particularly in Years 3 to 6, empower pupils to achieve particularly well. Teachers know pupils well and carefully tailor the activities to meet individual needs. Parts of lessons observed by the inspector moved seamlessly from periods of 'buzz and excitement' to periods of self-imposed silence by pupils, totally engrossed in their learning.
- The teaching of reading is a particular strength across the school. High-quality reading materials and technology have been particularly effective in instilling a love of reading. In the Early Years Foundation Stage, the children's eyes 'light up' when the teacher shares a book. They talk excitedly about the text.
- Work in books, in Years 2 to 6 clearly demonstrates that teaching is consistently good, and sometimes outstanding. Teachers make well-judged checks on learning to ensure pupils make good progress.
- The teaching of writing is good in Years 2 to 6. A school-wide focus on writing has led to improved teaching of writing skills. The school's records of achievement are accurate, however, in identifying that not all children are making rapid gains in their writing skills. This is particularly a priority for lower-ability boys and for the youngest children. Work in books and displays in the classroom in the Early Years Foundation Stage and Year 1 do not reflect the high expectations seen elsewhere in the school.
- Standards in mathematics are high. Teachers' marking clearly helps most pupils to make at least good progress. For a few more able pupils, the work set does not help them to make rapid progress. When faced with a complex problem, they do not always demonstrate the resilience needed to be successful. This is preventing them from achieving the very highest levels.
- Teaching assistants are skilled and effective in questioning and supporting pupils' learning. They are deployed well by class teachers to support a range of pupils' needs and abilities.

**The achievement of pupils is good**

- Children in the Early Years Foundation Stage achieve particularly well in personal, social and emotional development and in reading. In 2014, a higher proportion than nationally achieved a good level of development.
- By the end of Year 1, pupils typically achieve above average in the national phonics check.

- By the time pupils leave Year 6, they have made good progress, with a high proportion achieving better than expected progress in reading and mathematics. Attainment in reading, writing and mathematics is typically above that nationally.
- Achievement is also good because of the exemplary attitudes pupils have towards their learning.
- Achievement in reading is especially strong because the school promotes reading for enjoyment and a love of books.
- Leaders have taken decisive and effective action to tackle weaker achievement in writing. The gap between progress made in writing and that made in reading and mathematics has closed. More pupils attain the very highest levels in writing than pupils nationally.
- The school works with a number of specialist external agencies to plan programmes of support for disabled pupils and those with special educational needs. This is effective and ensures that pupils make good progress against their well-defined targets.
- The very small number of pupils who attract additional government funding make good progress. There is no gap between the progress of disadvantaged pupils and that of their peers. Over time, disadvantaged pupils attain standards at least in line with all pupils nationally.
- The most able pupils achieve well and make good progress. For a few more able pupils in mathematics, their resilience in dealing with problem solving is weaker than their ability to carry out calculations. This prevents pupils from achieving the very highest levels at the end of Year 6.
- By the time pupils leave the school, they have strong skills in reading, writing and speaking in French.

### The early years provision

### requires improvement

- The quality of provision in the Early Years Foundation Stage has declined this year. This is due to a period of turbulence and instability in staffing since the autumn term. Currently not all children are on track to achieve the good progress made in previous years.
- Teachers do not always plan activities at the right level to ensure children make swift progress, particularly in developing children's creative and physical skills.
- Leaders have been swift to engage the local authority to tackle identified weaknesses. They have made improvements to the learning environment and to planning. However, the use of regular and accurate assessments is not sufficiently established to ensure rapid 'catch-up' for pupils, particularly in their creative and physical development. Children are sometimes given activities that are too hard or too easy.
- Close links with the pre-school have been effective in ensuring children get off to a good start at school. Parents speak positively about arrangements for starting school. However, a small minority of parents express their concerns that they are not aware of what their children are doing and how they can best help them. The inspector agrees that in this academic year, the strategies for engaging all parents have not been as effective as in previous years.
- Children join the school with good speaking and listening skills. The teacher plans activities to ensure the children continue to make good progress in this aspect. As a result, children speak eloquently and listen attentively to adults and one another.
- Children's knowledge of letters and sounds is good. During a 'phonic hunt', they were able to sound out the individual letter sounds to help spell the words correctly. Although they have good spelling knowledge, there are not enough opportunities for children to apply this good knowledge to write in sentences. This is slowing children's progress in writing.
- Staff ensure that safety is a priority. Children were observed moving purposefully and safely around the outdoor area with their clipboards when on a shape hunt. The extensive areas within the Early Years Foundation Stage are well-organised, safe areas for children to learn and play.
- Children behave well, show good attitudes towards their learning, and help each other. They speak about their activities with great enthusiasm and pride. They are able to work independently when the tasks are appropriately planned. They sustain good levels of concentration, both on activities that they choose themselves and those led by adults.
- Over time, children have left the Early Years Foundation Stage well prepared for Year 1. They have achieved standards above those found nationally across all aspects of learning, particularly in personal, social and emotional development. Although recent provision has been less effective, nonetheless school leaders are taking action to ensure that children continue to enter Year 1 ready for more formal learning.

## What inspection judgements mean

School	Grade	Judgement	Description
	Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
	Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
	Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
	Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	113360
<b>Local authority</b>	Devon
<b>Inspection number</b>	448449

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

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	69
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Cate Edmonds
<b>Headteacher</b>	Penny Hammett
<b>Date of previous school inspection</b>	9–10 March 2010
<b>Telephone number</b>	01404841291
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