

Low Trenchard Church of England Primary School

Lewdown, Okehampton, Devon, EX20 4DP

Inspection dates 18–19 September 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
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Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils enjoy school, make good progress and achieve well in all subjects.
- The quality of teaching has improved and has resulted in higher standards. Pupils' results in English and mathematics have continued to rise since the last inspection and are now above the national average.
- Regular opportunities for pupils to read have ensured that their attainment in reading is above average.
- The quality of teaching is good. Lessons are expertly planned to meet the needs of all pupils in the mixed year group classes. Teachers are supported well by highly committed teaching assistants.
- Pupils are very respectful to each other and their teachers. Behaviour is good and their understanding of right and wrong indicates a strong moral code.
- The values within this school demonstrate that every child really does matter. Parents, carers and pupils agree that the pupils are kept very safe and are well looked after. Attendance is above average.
- The highly respected headteacher leads and manages a small, but strong, team supported by governors, who ensure that this good school continues to improve, yet retains the core values important to the local community.

It is not yet an outstanding school because:

- There are a few lessons where teachers are not giving pupils enough opportunities to develop their independent learning skills.
- The progress made in writing is not as rapid as in reading and mathematics.

Information about this inspection

- The inspector observed eight lessons taught by two teachers, a Graduate Training Programme trainee and small-group work taught by teaching assistants. He also made observations of sessions on the teaching of phonics (pupils learning letter patterns and the sounds they represent to enable them to read).
- The inspector heard some pupils from Key Stage 1 read and had a meeting with pupils from Key Stage 2.
- Other meetings and discussions were held with a governor, a representative from the local authority and school staff. The inspector also met with some parents and carers at the start of the school day.
- The inspector took account of the 17 responses to the on-line questionnaire (Parent View) and responses to the staff questionnaire during the inspection.
- He observed the school's work and looked at a range of documents, including the school improvement plans, priorities for development, achievement data and documents relating to safeguarding children.
- Most of the Years 5 and 6 pupils were away from school during the inspection on a residential trip.

Inspection team

John Cavill, Lead inspector

Additional inspector

Full report

Information about this school

- Lew Trenchard is a much smaller than average-sized rural primary school where most pupils attend from the local community. The majority of pupils are of White British heritage.
- The school has seen a marked rise in the number of pupils on roll at the school during the last two years. This is especially noticable in the rising numbers within the Early Years Foundation Stage and Key Stage 1.
- The proportion of disabled pupils and those with special educational needs supported by school action plus or with a statement of special educational needs is average. The proportion of pupils who are supported through school action is above average.
- The proportion of pupils who are known to be eligible for support under the pupil premium scheme is average.
- The school meets the current floor standards, the minimum standards expected by the government for pupils' attainment and progress.
- A privately managed nursery is located within the school but is to be inspected separately.

What does the school need to do to improve further?

- Improve pupils' achievement, by continuing the drive to improve their use of vocabulary through creative writing, to further raise progress and attainment in writing.
- Raise the quality of teaching to outstanding overall by:
 - ensuring that teachers provide pupils, especially those in Key Stage 1, with sufficiently challenging work to develop their independent learning skills
 - ensuring that pupils know what success looks like in their learning in lessons.

Inspection judgements

The achievement of pupils

is good

- When children start at the school in the Reception Year their knowledge and skills are generally below what would normally be expected for their age, particularly in literacy and numeracy. However, there is variability between different cohorts and the range of abilities is often wide. For some children their emotional and social development is also lower than would normally be expected.
- Children make good progress in the Early Years Foundation Stage and typically reach levels that would normally be expected when they leave Reception. Literacy and numeracy levels remain slightly weaker than other areas. The large gains made by some pupils in emotional and social development show the focus that this school has on the 'whole child'.
- Pupils continue to make good progress throughout the school and their attainment by the time they leave the school at the end of Year 6 is above average in both English and mathematics and is continuing to improve. However, a small gap still exists between the performance in writing when compared with reading and mathematics. While the school has enjoyed some success in closing this gap with pupils demonstrating a much better use of vocabulary through some good creative writing, and even though pupils' achievement in writing is now slightly better than average, pupils continue to do better in reading and mathematics.
- Pupil tracking data used by the school to monitor performance show that all pupils currently at the school are making good progress. This is especially the case for those who are known to be eligible for the pupil premium and for disabled pupils and those who have special educational needs, many of which are making accelerated progress from their individual starting points. This is secured with well-focused support and effective interventions delivered by teachers and teaching assistants, ensuring equality of opportunity.
- The pupils enjoy reading regularly at school, which has a positive impact on the good progress that the pupils are making. Phonics is taught regularly within the Reception and Key Stage 1 class and is effective. This is building a good foundation and improving literacy skills across the school. A good example of this was where pupils in a Year 1 guided reading session supported their peers' reading by helping them break down the words and blend sounds together well. Pupils select suitable resources in lessons to support their learning in mathematics and make good progress.
- Communication, reading, writing and mathematics are developed well across all subjects within the curriculum, supporting the good rate of progress being made.

The quality of teaching

is good

- Teaching is consistently good and enables all pupils, including those known to be eligible for the pupil premium and disabled pupils and those who have special educational needs, to make good progress in all subjects.
- Teachers plan lessons with precision, meeting the needs of all pupils with tasks matched to their ability. They are well supported by experienced teaching assistants. There is a positive climate for learning in classrooms and good strategies are used to ensure that pupils remain on task. However, there are some occasions, particularly in Key Stage 1, when pupils do not have sufficient opportunities to develop their independent learning skills. This is caused by teachers controlling the pace in lessons too much, limiting some pupils' opportunities to extend their learning.
- All parents and carers who responded to the questionnaire or spoke to an inspector thought that their child was taught well and made good progress at the school. Relationships in lessons are good.
- Teachers monitor learning well with some good questioning. This allows them to adapt the tasks for pupils accurately and ensure that they continue to work hard and remain focused. This was seen in the class where pupils in Year 1 were working on number counting. A practical activity with numbers was provided for lower-ability pupils, enabling them to continue

learning while the more able were being given some extended work.

- The assessment of pupils' work is regular and provides guidance for the next step in their learning. Pupils are encouraged to work in groups and share their ideas with a partner. Pupils also assess how well they and their classmates have been doing in the lesson.
- Teaching in the Early Years Foundation Stage is good and children make good progress. There is good use made of both the indoor and outside space to promote their learning. They are encouraged to think creatively as seen in the child-initiated activity session where the children were excited to role play characters in the 'castle' together.
- The teaching of reading is good and is supported by daily phonics sessions in Key Stage 1. Teachers ensure that pupils have many opportunities to practise their literacy and numeracy skills across all subjects in the curriculum. The teaching of writing, mathematics and communication is good and planned well to ensure maximum impact. For example, in a Year 3 mathematics lesson, reinforcing number bonds helped pupils to improve their mental calculation and, in a Year 4 literacy lesson, amusing sentences captured the imagination of pupils and increased their understanding of vocabulary.

The behaviour and safety of pupils are good

- Lessons have a positive atmosphere and pupils enjoy their learning. They settle well and any inappropriate behaviour is managed well by adults and hardly ever disrupts the learning of others.
- Outside at play, pupils are happy and relaxed. They move around the school well together and clearly demonstrate that they know right from wrong.
- Almost all parents and carers who responded to the questionnaire or spoke to the inspector indicated that the behaviour at the school is good. This matches the views expressed by pupils in discussion. They were also pleased to say that there is now no bullying of any kind, including physical, emotional and cyber bullying. The inspection supports this view and found the behaviour of pupils to be good.
- All pupils, including those in the Early Years Foundation Stage, feel safe. Pupils and all parents and carers who responded to the questionnaire agreed with these findings, recognising that their children are well looked after. Pupils report that they are confident that adults at the school will effectively deal with any problems that they may have.
- Pupils are keen to come to school and are punctual. Attendance is above average and the school is reducing the number of pupils who are persistently absent with better engagement with parents and carers. There are no exclusions recorded at the school.
- Pupils are keen to take an active role in school life. The school council provides a pupil voice and the wide range of sporting activities provides opportunities to represent the school. All of these are undertaken with enthusiasm, as are the day-to-day responsibilities that pupils have around the school. They are keen to do well and value the 'merit mark' system of rewards.

The leadership and management are good

- The headteacher leads a dedicated team of professionals focused on improving the outcomes for all children at the school. All leaders, including governors, have an ambition for the school and constantly strive for improvements that make a difference to pupil outcomes.
- The vision for the school is communicated very well and is shared by everyone involved. Leaders have high expectations and share a common purpose leading to common goals and ensure that the school continues to improve.
- Leaders have focused on the core function of the school and secured improvements in the quality of teaching. Performance monitoring systems are effective and robustly managed by leaders to keep a focus on improving outcomes. Professional development is used to support the changes that will have the most impact and staff have been galvanised with a single aim to sustain improvement at the school. This is driven by a desire to improve the life chances for the pupils.
- Leaders have secured some sustained improvements since the last inspection, most notably in

teaching and pupils' progress and, consequently, standards are now higher. The introduction of a phonics programme in the younger years has improved literacy outcomes and is instrumental in helping to close the achievement gap in writing.

- The curriculum is effective and creative, which responds well to pupils' needs and aspirations. Topic work, such as the theme of Greece and the Olympics last term, or castles and churches linked to the recent residential trip to London this term, helps to capture the imagination. Good use is made of the wonderful outside space at the school with vegetable plots to allow Key Stage 1 pupils to grow and eat their own food.
- Pupils' spiritual, moral, social and cultural development is carefully mapped against the curriculum to ensure that pupils can enrich their lives with a wide range of experiences.
- All statutory requirements relating to safeguarding are met and there is no evidence of any discrimination.
- The light touch support provided by the local authority, following some focused intervention, reflects the improvements seen at this good school.

■ **The governance of the school:**

continues to play an important part in the improvements seen at this school
 is reflective and provides good challenge and support for the senior leaders
 actively seeks improvements in performance that are sustainable and impact directly on the achievement of pupils
 shows that governors have a clear understanding of the school's strengths and areas for development, manages finances well and is fully involved in the evaluation and planning of activities that are key to this school's success.

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

Unique reference number	113412
Local authority	Devon
Inspection number	401366

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	57
Appropriate authority	The governing body
Chair	Pat Coxson
Headteacher	Tim Woodward
Date of previous school inspection	25–26 November 2009
Telephone number	01566 783273
Email address	admin@lewtrenchard.devon.sch.uk

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