

Gulworthy Primary School

Inspection report

Unique Reference Number	113250
Local Authority	Devon
Inspection number	311177
Inspection date	13 February 2008
Reporting inspector	Stephen Lake

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
Gender of pupils	Mixed
Number on roll	
School	75
Appropriate authority	The governing body
Chair	Anna Hazeldene
Headteacher	William Hermon
Date of previous school inspection	1 November 2003
School address	Gulworthy Tavistock PL19 8JA
Telephone number	01822 832520
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Age group	4-11
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Introduction

The inspection was carried out by one Additional Inspector. The inspector evaluated the overall effectiveness of the school and investigated the following issues: attainment and achievement, especially in the Foundation Stage and in mathematics and science at Key Stage 2; the impact of the changes to leadership responsibilities of staff; and how well assessment information is used to support learning. Other aspects of the school's work were not investigated in detail but the inspector found no evidence to suggest that the school's own assessments, as given in its selfevaluation, were not justified and these have been included where appropriate in this report.

Description of the school

This is a much smaller than average size school serving a wide rural area. It is oversubscribed with many potential pupils waiting for places. The proportion of pupils from minority ethnic groups is well below average, as is the proportion of pupils entitled to free school meals. The proportion of pupils with learning difficulties and/or disabilities (LDD) is below average. A new headteacher has been appointed since the last inspection.

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 with some outstanding elements. Staff and parents appreciate the excellent leadership and vision of the headteacher. Leadership and management are good and improving. The headteacher encourages and empowers all staff to work together as an effective team. The strong focus upon improving the quality of teaching and learning and raising achievement has resulted in a rapid improvement in the standards attained by pupils over the last few years. This has been achieved whilst retaining, and building, on the strong family atmosphere that parents value. As one said, 'This is a school I would have been happy to go to as a child.' Pupils agree and say that they really enjoy coming to school. From starting points on entry to the school that are in line with typical expectations, pupils achieve well to attain above average standards in Year 6. Children make good progress in the Foundation Stage and continue to build on this as they move through the school. Standards are significantly above average by the end of Year 2, although standards in writing are not as high as in reading and mathematics. In Years 3 to 6, progress continues to be good and pupils attain above average standards by the end of Year 6. Standards in English are significantly above average. The school has lifted standards in recent years because detailed analysis of pupils' performance, through improved use of assessments, has guided teachers in setting appropriately challenging and realistic targets. However, the school has identified through these assessments that not all of the most able pupils achieve as well as they can. It recognises that the challenge for more able pupils across the curriculum needs to be more consistent if standards are to rise further. Standards in information and communication technology (ICT) have improved significantly since the last inspection and are now above average. The good progress made by pupils results from good teaching. Teachers know what they expect pupils to learn, and their clear explanations make pupils confident about tackling their work. Teachers know how to motivate and stimulate pupils to learn, making good use of ICT to make lessons interesting and support learning. Teachers know just when to let pupils work things out for themselves and when to prompt them through good questioning. Nevertheless, there is some inconsistency. In some lessons, pupils across the same year group occasionally work from identical worksheets that do not allow for the individual differences between pupils within the year group. This slows the pace of learning in these lessons. Pupils with learning difficulties and/or disabilities make good progress because they are supported well by competent teaching assistants and, when necessary, through the school's strong links with external agencies. Marking is generally rigorous and helpful and pupils say that they can always ask teachers to explain to them how they can improve their work. Pupils' personal development and well-being, including their spiritual, moral, social and cultural development, is good because of the high quality provision for this within the good curriculum. Pupils know how to stay healthy, as recognised by the 'Healthy Schools' award. They participate eagerly in sport and have a good understanding of how to stay fit. Pupils appreciate the many high quality activities that take place outside the school day, although some find it difficult to attend because of the distance they travel to school. They know how to stay safe because of the good guidance they receive. Pupils make a satisfactory contribution to the school community through the responsibilities they undertake, although the school is seeking ways to provide more opportunities for pupils to do this. The high standards attained and the strong emphasis upon how to live in a community, ensure pupils are prepared well for their future economic well-being. Attendance is satisfactory. Although the majority of pupils behave extremely well, behaviour overall is good as a small minority find it difficult to sustain concentration, especially when teaching is not matched closely enough to their individual needs. The good quality

curriculum meets most pupils' needs effectively and supports pupils' personal development well. In acknowledgement of the rural area in which pupils live, the curriculum ensures that pupils are aware of the diversity of cultures within Britain and the wider world. The good quality links with a school in Kenya and visitors from people of other backgrounds, who come to the school to talk to pupils about their cultures and religions, provide them with a rich and varied experience. Pupils' work is valued through good quality displays that reflect the rich variety of activities and exciting learning opportunities provided, especially in art, science and ICT. It is obvious why pupils enjoy school so much and are achieving well. Nevertheless, the school is not complacent and recognises the need both to provide more challenge, through the curriculum, for the most able pupils and to ensure that the varying needs of individual pupils are met. Care, guidance and support are good. The school has good quality procedures for ensuring the safety and well-being of pupils. Those with learning difficulties and/or disabilities are supported well. The effective systems for checking pupils' progress are used well to help pupils improve their achievement, although the guidance for the most able pupils to support them in achieving the best they can is inconsistent. The school has recognised this and has developed links with a local secondary school to support gifted and talented pupils, although it is too early to see the impact of this upon standards. The school has excellent procedures for looking at itself. It has identified very accurately what works well or what needs to improve. Subject leaders work closely with the headteacher to raise standards, although some procedures to allow them to monitor the implementation of the good quality school improvement plan are not yet fully in place. Governance is good. Although there are many new governors, the effective procedures for ensuring that they learn their role quickly have maintained the effectiveness of the governing body. Governors provide good support, manage the budget well and hold the school to account well. Given the clear and significant improvements that have taken place over recent years, the school is in a good position to improve further.

Effectiveness of the Foundation Stage

Grade: 2

Children get a good start to school and achieve well in the Foundation Stage because of the consistently good teaching that they receive. Standards vary from year to year because of the small cohort but usually are above average on entry to Year 1. Children's skills in ICT are excellent due to the high emphasis placed upon using this as a learning tool. For example, young children are already confident using digital cameras to record their work. Leadership and management are good in the Foundation Stage. All adults work together effectively to promote children's personal development and ensure they are well prepared for learning. Parents speak highly of the good care that helps children to feel secure and confident as they are integrated into the school. Typical of the comments made was 'She has been made very welcome and can't wait to tell me what she has been doing every day.' All areas of learning are covered well, and there is a good balance between direct teaching and opportunities for children to learn through purposeful play. Children settle in quickly, have positive attitudes and learn to relate well with others. The good quality assessments of how well children are learning are used well to identify the next steps in learning. The accommodation for the Foundation Stage has improved significantly since the last inspection, although the school correctly has as a priority to provide a sheltered area for outdoor play.

What the school should do to improve further

- Ensure that pupils that are more able are challenged consistently to achieve the best that they can.

- Ensure that the good quality assessment information is used effectively to plan work matched to the individual needs of pupils.

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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?	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 effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	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 disabilities make progress	2

Personal development and well-being

How good is 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
How well learners enjoy their education	1
The attendance of learners	3
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	3
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 the 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

¹ Grade 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.

Annex A

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	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	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

Text from letter to pupils explaining the findings of the inspection

- 14 February 2008 Dear Pupils Inspection of Gulworthy Primary School, Gulworthy PL19 8JA
Thank you for talking to me about your school when I visited. You made me very welcome and gave me a lot of help in finding out about your school. Here are some of the things that I found out:
- Yours is a good school where you are learning well right from the time you start in the Foundation Stage.
- Your standards are better than in most schools, especially at age 7 and in English at age 11, where they are very much better.
- You are making good progress in your learning and standards are getting better all the time, especially in information and communication technology (ICT).
- You told me that you really enjoy school because the teachers make learning interesting. I agree. I think that the teaching is good.
- You know how to stay safe, eat healthily and keep fit because the curriculum gives you many opportunities to learn about this and take part in sport.
- I was impressed by the way the school helps you to learn about people from other cultures.
- Your school is as good as it is because the leadership and management are good. The leadership of the headteacher is excellent.
- I was particularly impressed by the outstanding way in which the governors and teachers find out what is working well or what needs improving in the school. I have asked your school to do just a few things to help make it even better:
- To make sure that those of you who are more able always get work that challenges you to do the very best you can.
- To use the good information that it has on you to plan work in all lessons that meets your individual needs rather than giving the same work to a whole year group. You can help with both of these things by telling your teachers when work is too easy or too hard for you. Yours sincerely Stephen Lake Lead inspector



14 February 2008

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- I was impressed by the way the school helps you to learn about people from other cultures.
- Your school is as good as it is because the leadership and management are good. The leadership of the headteacher is excellent.
- I was particularly impressed by the outstanding way in which the governors and teachers find out what is working well or what needs improving in the school.

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- To use the good information that it has on you to plan work in all lessons that meets your individual needs rather than giving the same work to a whole year group.

You can help with both of these things by telling your teachers when work is too easy or too hard for you.

Yours sincerely
Stephen Lake
Lead inspector