

# Meavy Church of England Primary School

Meavy, Yelverton, Devon, PL20 6PJ

**Inspection dates** 10–11 December 2014

<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		Good	2

## Summary of key findings for parents and pupils

### This is a good school

- School leaders successfully raise the quality of teaching to ensure pupils achieve well as they move through the school.
- Subject leaders are highly competent in bringing about further improvements within their areas of responsibility, so that pupils' achievement continues to improve.
- Governors know the school very well. They challenge school leaders and effectively promote improvements in teaching and achievement.
- The behaviour of pupils is outstanding. Pupils relish learning and this has a strong impact on the progress they make. The school's work to keep pupils safe is highly effective.
- Teachers have high expectations and ask questions which deepen pupils' understanding. They plan interesting activities so that pupils are keen to learn.
- Disabled pupils and those who have special educational needs have tailored support which enables them to make good progress.
- Other adults within the classroom skilfully provide guidance for pupils who have additional learning needs so that they do well.
- Pupils make good progress throughout the school and achieve well. By the end of Year 6, pupils are especially successful in mathematics and reading.
- Children in the early years provision make good progress. Staff are very attentive and take every opportunity to promote children's development.

### It is not yet an outstanding school because

- Pupils do not have enough opportunities to write, either in literacy lessons or in other subjects, and this hinders their progress and achievement in writing.
- Teachers' written guidance does not always help pupils improve their work and raise their standards.

## Information about this inspection

- The inspector observed learning in seven lessons of which five were jointly seen with school leaders. The inspector listened to pupils read and looked at pupils' work.
- The inspector met with pupils and talked with them about their learning. Meetings took place with governors, the executive headteacher, the senior teacher and subject leaders. A telephone conversation took place with a representative of the local authority.
- The inspector reviewed documentation including of: safeguarding, how the performance of staff is managed, behaviour and safety, attendance and checks on pupils' attainment and progress.
- The inspector took account of the 45 responses by parents to the online questionnaire (Parent View) and six returned staff questionnaires.

## Inspection team

Howard Jones, Lead inspector

Additional Inspector

## Full report

### Information about this school

- The school is much smaller than the average-sized primary school.
- In the Early Years Foundation Stage there is one full-time class in Reception, which is also grouped with some pupils from Year 1.
- Pupils in Key Stages 1 and 2 are taught in mixed-age classes.
- Most pupils are of White British heritage.
- When compared with national figures, the proportion of disabled pupils and those who have special educational needs is below average.
- Very few pupils in the school are eligible for support from pupil premium funding. The proportion is well-below average. The pupil premium is additional government funding to support those pupils who are known to be eligible for free school meals or those who are in care.
- There were too few pupils in Year 6 in 2014 to judge reliably whether the school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics.
- The school and one other primary school make up the West Dartmoor Federation. They share an executive headteacher. There is a federated governing body managing both schools.

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

- Improve teaching so that it is typically outstanding to promote pupils' progress further by:
  - increasing opportunities for pupils to write more in all their subjects so they make even better progress in their writing
  - ensuring the good practice in effective written guidance from marking seen in some parts of the school is consistent in all subjects and year groups so that pupils understand how to make more rapid progress and raise their standards.

## Inspection judgements

### The leadership and management are good

- With the help of all staff, leaders create a school in which pupils behave exceptionally well and want to learn from the good teaching they receive. The executive headteacher's effective leadership, supported by the senior teacher, brings continued improvements in the quality of teaching and successfully promotes pupils' learning. Consequently, pupils make good progress as they move through the school and achieve well.
- Leaders carefully check pupils' progress so that every pupil is well provided for. Leaders routinely observe teachers' classroom practice and use targeted training to enhance their techniques. As a result, good teaching is ensuring pupils' good progress and achievement.
- Weak teaching has been eliminated. Teachers' targets are linked to how they improve pupils' progress and attainment and this determines decisions about career and pay progression. All staff make a strong contribution to the school's improvement priorities and they are achieved.
- Subject leaders are taking astute actions to advance the quality of teaching and pupils' achievement in their areas of responsibility. All staff are reflective practitioners and the guidance and support of subject leaders are enhancing staff expertise and bringing additional gains in pupils' learning.
- The local authority provides highly effective support. This is especially so in promoting pupils' progress and in enabling school leaders to develop the quality of teaching further. The federation with another school is helpful to provide wider expertise, for example, in staff training and development.
- Leaders ensure that the planning of learning for disabled pupils and those who have special educational needs is a particular strength. Staff work closely with parents to ensure suitable learning for each individual. Because of individual support both within the classroom and in booster groups, these pupils have equal opportunity to become successful and access everything the school has to offer.
- Promoting pupils' well-being is a priority. The school's values pervade all aspects of engagement between staff and pupils and pupils comment on the strong sense of community they experience. These positive relationships ensure discrimination is not tolerated. Leaders also ensure that disadvantaged pupils are making good progress from the support they receive from additional funding.
- The additional primary sports funding effectively promotes pupils' physical fitness and well-being. Staff receive coaching which develops their competence in delivering physical education lessons. Pupils are participating more in both team and competitive sports, such as tag-rugby and cricket.
- The subjects taught give appropriate emphasis to pupils' developing knowledge and understanding in all year groups. Pupils have opportunities to use their mathematics skills in problem-solving activities during 'special-focus' weeks. Superb opportunities for pupils to explore their locality further enhance their learning. Topics, such as the Normans, require pupils to apply their historical skills when gaining subject knowledge and understanding. Pupils enjoy clubs, such as in the popular cross-stitch group. However, pupils lack opportunities to develop their writing across subjects.
- Many learning opportunities develop pupils spiritually, morally, socially and culturally. Consequently, pupils reflect deeply and have created the school's 'values tree' which portrays their collective aspirations. They ask searching questions about their world and the nature of God. They empathise with each other and recognise the positive in others. Pupils are developing their appreciation of what it means to grow up in modern British democratic society, while being aware of other cultures, as seen in their links with a school in Tanzania.
- Safeguarding procedures meet requirements and excellent risk assessments cover all aspects of school life, such as educational visits so that these are safe for the pupils who attend.
- **The governance of the school:**
  - Governors know the school's strengths and accurately focus on areas for development so that the school's performance improves further. They interpret the data on progress and attainment to good effect to compare how well the school is doing with others nationally. The governing body is well organised so that it can knowledgeably challenge school leaders and reflect on the impact of its own actions. Governors' expertise is enhanced through the training they undertake and they are up to date on new codes of practice. They have a good understanding of the quality of teaching and know what impact performance management of staff is having. They check teachers' performance closely so that salary and promotion are linked to pupils' progress. Governors do not tolerate discrimination within the school. They make sure additional funding brings improvements to disadvantaged pupils' achievement. They oversee the primary sports funding so that pupils' participation in sport is improving their team skills. The school's budget is effectively using resources to extend pupils' learning. Governors are overseeing changes in the way pupils' progress is assessed.

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

- The behaviour of pupils is outstanding. Pupils' attitudes toward their learning are having a consistently strong impact on their progress. Pupils are exceptionally eager to do well and respond positively to their teachers' expectations.
- Pupils are articulate, enjoy sharing their ideas and reflect on their learning. They listen to each other, work collaboratively and remain absorbed in their work. They sustain their concentration, including when work is most challenging. School records show these attitudes are typical over time.
- The atmosphere within the dining hall is calm and movement around the school, even within confined spaces, is orderly and mature. Relationships between pupils and staff are very positive. Pupils engage positively with visitors and are eager to talk about their work. Younger pupils confidently participate in public occasions, for example in their superb performance of a nativity play.
- The school's values are shared by pupils and staff. Pupils demonstrate mature social skills and assume responsibilities across the school, such as acting as 'play buddies' for younger pupils. Some are also sports and house captains. Pupils are involved within their local community and particularly enjoy caring for birds.

**Safety**

- The school's work to keep pupils safe and secure is outstanding. Staff are rigorously checked prior to appointment. Leaders are scrupulous in ensuring access to the school is secure and take effective action to keep the school site safe.
- Pupils spoken with were adamant they feel safe at school. Pupils say their teachers know them personally and always help and take appropriate actions should they have any concerns. Inspection findings strongly endorse these very positive views of pupils.
- The school goes further than most in helping individual pupils to understand risk without being afraid of new challenging experiences. Pupils say cyber-bullying is not a problem in this school. They know how to manage risk attached to use of the internet and know not to share personal details when online.
- Pupils treat each other as equals and do not tolerate discrimination. Very positive relationships with adults who know them very well ensure a very safe, harmonious school community. School records show that racist and bullying incidents are rare.
- Attendance is above average. Parents are very satisfied that their children are both happy and safe at this school.

**The quality of teaching is good**

- The quality of teaching is good. School leaders' priority of improving the quality of teaching ensures it helps pupils to learn and achieve well in their reading and mathematics. In general, pupils are helped to achieve well in writing, although opportunities are not always provided for them to write more frequently in literacy sessions or reinforce their written skills in different subjects.
- Staff collaborate effectively to develop their practice. As a result, teaching is typically good and some exemplary.
- A positive climate for learning pervades the school. Displays of pupils' work celebrate how they apply their understanding, for example, in checking lines of symmetry. Pupils regularly use displays on which they map, for example, their developing ideas to support their learning in literacy.
- Teachers help pupils to share in a range of activities which enhance their learning. Pupils apply their mathematical skills in their topic work to support their investigations, as seen in their interpretation of data drawn from the Domesday survey. Effective use is made of the local environment to extend their learning, for instance, pupils' work on a guide to the local attraction of Meavy Mill Leat on Dartmoor.
- Pupils talk confidently about their learning and have many opportunities to work together and share their ideas. Teachers have high expectations and skilfully encourage pupils to attempt tasks which initially may daunt them. As a result, pupils across the ability range become increasingly successful in their work.
- Teachers have very good subject knowledge. They check pupils' progress and understanding closely during learning activities, as seen in a successful mathematics session on quadrilaterals in Years 3 and 4. Pupils became increasingly absorbed in their learning in response to questions which tested their understanding and deepened and extended their thinking.

- Teachers' planning of lessons effectively builds on pupils' previous learning, as seen in a literacy session in Years 5 and 6. In this situation, pupils were encouraged to reflect on their writing in ways which enabled them to move forward in their use of key subject skills to write a descriptive piece.
- Additional adults work effectively with class teachers so that all pupils have positive learning experiences. Because of targeted support, disabled pupils and those who have special educational needs are able to engage well in their learning and make good progress.
- The marking of pupils' work is not always effective across the school. There are some examples of good practice but this is not consistent across all subjects. Teachers' written guidance does not always help pupils improve their work because it is not directed closely enough to what pupils do not do well enough. Time is not always given for them to make improvements. Consequently, pupils do not make more rapid progress and improve their standard of work.

### **The achievement of pupils** is good

- Pupils' achievement is good. By the end of Key Stage 2, pupils are especially successful in mathematics and reading. Although attainment in writing has not kept pace with reading and mathematics, it has greatly improved. Although there is some fluctuation in attainment year on year because the numbers within year groups are small, the progress of current pupils in all year groups, from their individual starting points, is good.
- The most-able pupils achieve well. Throughout the school these pupils are making good progress in their reading, writing and mathematics. School evidence shows that these pupils are on track to exceed national expectations for their age by the end of Year 6.
- There were too few disadvantaged pupils in Year 6 in 2014 to report their progress and attainment compared with that of others in the school and pupils nationally without identifying individuals. Checks by the school show that pupils eligible for the pupil premium are making good progress within all year groups and that gaps are closing in attainment between them and other pupils. Inspection findings endorse the school's data.
- Because of the well-directed support and care the school provides, disabled pupils and those who have special educational needs make good progress. Their well-being is especially effectively provided for so that they become increasingly confident in their learning.
- Reading is promoted well so pupils enjoy reading a range of books. Older pupils are competent in using higher-level skills, such as inference, to deepen their understanding. The proportion of Year 1 pupils meeting the nationally expected standard in the 2014 check of phonics (letters and sounds) was below average. However, the work done by the school since then shows these pupils have made good gains in their basic literacy skills.
- Pupils' progress in writing has not been as consistently strong as in other subjects. This is because there are not sufficient opportunities for pupils to write more and more often in literacy sessions or in other subjects. Consequently, pupils do not reinforce their written language skills well enough. School leaders are taking effective action to address this situation, but it is too soon to evaluate the impact of actions taken.

### **The early years provision** is good

- Leadership in the early years provision is good. Collaborative work between staff is very effective and there are examples of exceptional teaching. Checks on how well children are achieving are routine and used successfully to plan a wide range of learning tasks which develop children's basic skills.
- Learning records show how well children are developing and draw on a variety of activities to map each child's learning. Staff comment in these records to help parents understand how well their children are doing. A particularly strong feature is the use of modern technology through which parents record their children's learning experiences out of school. The exchange of information is of mutual benefit to parents and staff, who gain a better understanding of children's overall development.
- Children's behaviour and provision for their safety are exemplary. Staff take the greatest care in providing for children's well-being. Children play and learn well together and move between the inside and outdoors in a most purposeful way. Staff take every appropriate opportunity to engage with the children, who respond very positively to them and have confidence to speak of any fears, worries or safety concerns.
- Children's phonic skills are developed extensively and the very large majority progress well in basic literacy skills. Children confidently express their ideas and understanding through play based, for example, around 'mini-worlds', such as the *Octonauts*. These experiences were seen to inspire children's imagination, and

adults skilfully use their interest to develop their literacy skills.

- The large majority of children enter Reception with skills and abilities that are typical for their age. By the time they leave, the majority progress well to attain a good level of development on entry to Year 1.

## 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>	113480
<b>Local authority</b>	Devon
<b>Inspection number</b>	449125

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 aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	95
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Jenny Sharp
<b>Headteacher</b>	Gavin Hamilton (Executive Headteacher)
<b>Date of previous school inspection</b>	23 June 2011
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