

Ide Primary School

Inspection report

Unique Reference Number	113122
Local Authority	Devon
Inspection number	378645
Inspection dates	23–24 November 2011
Reporting inspector	Mike Burghart

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 of pupils on the school roll	109
Appropriate authority	The governing body
Chair	Nigel Walsh
Headteacher	Sean Millar
Date of previous school inspection	June 2009
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Age group	4–11
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Introduction

This inspection was carried out by two additional inspectors. They observed 11 lessons featuring the work of five teachers. They held meetings with representatives of the governing body, staff and groups of pupils, as well as meeting informally with parents and carers in the playground. They observed the school's work, and looked at strategic and curriculum planning, records of pupils' progress, reports from the local authority, school documentation and monitoring records of teaching and learning. Inspectors analysed 80 parents' and carers' questionnaire returns, as well as 12 from staff and 54 from pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- What is the impact of initiatives to address pupils achieving less well in writing than reading and mathematics?
- What is progress like in subjects other than English and mathematics?
- How well is target setting used to help pupils make progress?
- How effectively are subjects led and managed?
- What is the impact on learning of limited space inside and outside the building?

Information about the school

This is a below average-sized primary school serving a rural area. All pupils are of White British heritage and none speaks English as an additional language. The proportion of pupils known to be eligible for free school meals is below average. The proportion of pupils with special educational needs and/or disabilities is broadly average, but the proportion with statements of special educational needs is below average. A large project to provide a multi-use games area (known as the MUGA) on the school grounds, to be shared with the local community, is in the final days of completion.

The school holds a variety of awards including Healthy Schools Plus Outstanding status and the Platinum Travel Plan award. A private contractor runs breakfast and after-school clubs, and a pre-school group, which is not the responsibility of the governing body, operates on the school site. These facilities were not evaluated as part of this inspection.

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?

1

The school's capacity for sustained improvement

1

Main findings

This is an outstanding school much improved since its last inspection. Children get off to a good start in Reception where provision is good. Pupils of all abilities go on to make at least good progress and achieve well because teaching is consistently good and often better. Attainment is above average when pupils leave. There are outstanding features in reading and mathematics which are regularly well above average. This is complemented by outstanding personal development which is the result of very high quality care, guidance and support. Excellent curriculum opportunities, improved from satisfactory two years ago, very effectively support pupils' learning, encourage independence and foster enjoyment. Pupils respond with enthusiasm. 'We love it here!' was one girl's comment that sums up the views of the vast majority. Behaviour is outstanding, attendance is high and pupils readily take on responsibility. Their spiritual, moral, social and cultural development is excellent, especially well supported by pupils' good achievement in subjects in addition to English and mathematics. Relationships are strong at all levels and this has very positive effects on pupils' confidence and performance. The Healthy Schools Plus award is a testament to pupils' excellent understanding of how to keep healthy.

Excellent use is made of the analysis of data to determine aspirational targets for the school as a whole and good use is made of assessment information by teachers to set challenging targets for individual pupils. This is effective in ensuring that pupils in mixed-age classes are well provided for and make good progress. Staff successfully make sure that best use is made of limited space. Strategic development is outstanding. The impact of decisions made concerning the use of staffing and resources is carefully monitored. The headteacher is very well supported by staff and the governing body in using self-evaluation most effectively to pinpoint what is successful and what still needs doing. To its credit, this excellent team has accurately identified writing, particularly writing for a variety of purposes, as a relative weakness and very effectively introduced new initiatives to ensure everyone, boys in particular, consistently reaches their full potential. The new library is having a very positive impact. Outdoor provision, which until very recently did not fully support physical education, has been significantly improved and plans are in place to address an ongoing weakness in the lack of a dedicated outside space for Reception children. The school's track record of improvement is excellent. This, together with high-quality leadership and management, which includes not only senior leaders and governors but staff in general, underpins an outstanding capacity for sustained improvement.

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The school has the overwhelming support of parents and carers. One parent summed up this very popular view. 'This is a lovely, very caring and forward-looking school. We feel very involved with our children's learning and are lucky to have our children here.'

What does the school need to do to improve further?

- Build on the initiatives already proving successful to raise attainment and develop progress rates in writing by providing even more support for boys in particular, encouraging them to write for a variety of purposes across the curriculum.
- Improve outdoor learning opportunities for children in Reception by providing a secure, dedicated, well-resourced and accessible space.

Outcomes for individuals and groups of pupils**1**

Attainment when children first arrive is what is normally expected, although there are marked variations between small year groups. Pupils, including those with special educational needs and/or disabilities, make at least good progress throughout the school and across the curriculum. Reading and mathematics are consistently well above average. More-able pupils frequently reach levels more associated with the first years of secondary education than the primary school. That attainment is judged as above average rather than well above average is due to some pupils doing relatively less well in writing. This was more obvious in 2010 than previous years. Detailed analysis of current Year 6 pupils' performance indicates that all pupils are well on course to reach at least the nationally expected level in English. School tracking records show that over half have already achieved this. There is extremely convincing evidence that over two thirds of Year 6 pupils are more than likely to attain at least above average levels.

Pupils' academic success is particularly well supported by personal development. Pupils respond extremely well to the school's close-knit community and outstanding care, guidance and support. There is a high level of trust between pupils and staff which means that pupils are not afraid to make mistakes and learn from them. A marked success is the way pupils are evaluating their own performance and that of their classmates. In a typically good Years 3 and 4 mathematics lesson, pupils very effectively spent time talking with partners, focusing on their class and individual targets to gauge their progress. Regardless of age or ability, pupils work well with others as well as independently.

Pupils' knowledge of how to stay safe and keep fit and healthy is outstanding. Pupils in Years 5 and 6 vociferously itemised how to avoid potential risks on the internet. Pupils are very enthusiastic about the school's success in gymnastics and dance and everyone is looking forward to using the new outdoor facilities. Pupils make an outstanding contribution to the school as a community. They are keen to act as

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monitors, for example getting the hall ready for assembly, and are proud to represent their classes as school councillors. High attendance is an indication that pupils very much enjoy school.

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	1
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	2
Taking into account:	
Pupils’ attendance ¹	1
The extent of pupils’ spiritual, moral, social and cultural development	1

How effective is the provision?

Strengths in pupils’ academic and personal development are the direct result of good, and often outstanding, teaching and very high quality care, guidance and support. Staff know pupils really well and are careful to match work to individuals’ needs. This benefits all pupils, but especially those who are more vulnerable or have special educational needs and/or disabilities. Such pupils are given extra support which makes it easier for them to follow the overall curriculum. Teaching assistants make a strong contribution to this work. Typical strengths in teaching were exemplified in a Years 1 and 2 lesson exploring letters and sounds where the teacher listened carefully to pupils. In a Years 5 and 6 art lesson, pupils’ spiritual and creative development was much enhanced by excellent questioning and opportunities to reflect on how the work of Henry Moore made people feel. Effective use of space and resources, and marking which shows pupils how to make improvements, are common to all classes. Staff are well aware of how teaching could be even better. There are a few occasions when activities go on for too long and a small minority of pupils are not fully engaged.

A highlight of the school’s rapid improvement has been the way the curriculum has been designed, not only around what pupils have to cover but what they would like

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

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to learn. The integrated approach presents opportunities for pupils to develop their own ideas, for example through research about Ancient Egypt or the preservation of Dartmoor. Role play is used very effectively. Events such as a Second World War evacuees’ day were fine examples of how learning can be fun as well as informative.

Planning is excellent and its impact is regularly and rigorously reviewed to inform what happens next. Work is planned and delivered at different ability levels and is very effective in mixed-age and mixed-ability classes. A wide range of very popular trips, including a week in London, a host of visitors and a good variety of extra-curricular activities give outstanding enrichment to a curriculum that underpins the school’s success.

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	1
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The drive and ambition of the headteacher are infectious. Staff and governors are fully engaged and committed and morale is high. There is a feeling that nothing is impossible and there are copious examples of how apparently huge obstacles have been overcome. Extensive remodelling of the grounds in a very short time is an example of the outstanding work of the governing body. This is a testament to strategic planning which is closely linked through high quality monitoring and evaluation to pupils’ learning and enjoyment and the excellent partnership with parents and carers, and outside agencies. The school has an accurate view of its strengths and areas for development, despite a tendency to be too self-effacing. Self-evaluation is used incisively to make changes for the better. This has brought about significant improvements since the last inspection in outcomes, provision, leadership and management. There is a constant search for what will make things even better. Subject and phase leaders make a good contribution to overall management and take responsibility for action plans within their own area of responsibility.

The monitoring of teaching and learning through direct observation and analysing outcomes is excellent and a fundamental reason why provision has been so effectively improved. While there is more to do to develop pupils’ knowledge and understanding further, the school’s contribution to community cohesion is nevertheless good. Opportunities in the curriculum, for example in geography and religious education, give pupils a good insight into other lifestyles, faiths and customs.

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The impact of the school’s excellent safeguarding arrangements and procedures is outstanding, ensuring that everyone is kept safe. The Platinum Travel Plan award shows how this extends beyond the school. Staff are very careful to see that no pupil is discriminated against for any reason. The effectiveness of the school’s promotion of equality of opportunity is judged as good rather than outstanding. This is because some pupils have not always been effectively helped to do their best in writing, and the outdoor space to create learning opportunities for Reception falls short of what is expected. This is not a reflection on the way pupils are treated, which is an undoubted strength.

These are the grades for leadership and management

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	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
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	1

Early Years Foundation Stage

Children are extremely well cared for in Reception. Teachers and their assistants know children well and make sure they have an enjoyable and worthwhile start to school life. Record keeping is good, identifying what children are doing in each session and how well. This information is used effectively to track children’s progress across all six main areas of learning and target how improvements can be made. There is a good diet of activities that children choose for themselves and those they are directed to by staff. On a few occasions activities are allowed to go on too long, with some children becoming restless. However, for the clear majority of their time children are well focused and eager to join in. Overall, children’s learning and progress are good. There are highlights in the ways in which children are being taught how to listen as well as to speak in preparation for reading, writing and appreciation of numbers. Progress in social, emotional and creative development is strong and this successfully underpins pupils’ personal development in later years.

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Children behave extremely well and are considerate, readily taking turns, sharing and helping each other. They are helped to settle quickly into school routines and clearly enjoy the many varied activities on offer. There was a lot of deliberation between boys creating a truck and trailer out of large wooden blocks to help them carry bats. Problem solving was prompted very effectively by the teacher, with the boys concluding, 'We haven't got enough blocks!' Team building was even more successful than trailer building and was much enjoyed.

The strengths that were evident in early years provision at the time of the last inspection have been maintained. However, the quality of leadership and management has been improved as a result of in-service training and the opportunity for staff to liaise with Reception staff in different settings. Parents and carers have confidence that their children are safe, happy and purposefully involved in learning.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
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	2

Views of parents and carers

The proportion of Ofsted questionnaire returns was well above average. Parents and carers are extremely positive about the school, especially about the school's leadership, how their children are kept safe, helped to learn, and grow up as sensible young people. Although a very few points were made about a perceived lack of information over their children's progress, there was no consensus of negative comments. Inspectors find that communication and the partnership between home and school are strong. Staff and governors are reviewing the way information about pupils' achievement is made available. 'The school is an amazing place where my child has really improved in every aspect,' is a typical example of parents' and carers' extremely supportive views.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Ide 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 80 completed questionnaires by the end of the on-site inspection. In total, there are 109 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	53	66	27	34	0	0	0	0
The school keeps my child safe	63	79	17	21	0	0	0	0
The school informs me about my child’s progress	40	50	38	48	0	0	2	3
My child is making enough progress at this school	45	56	32	40	1	1	0	0
The teaching is good at this school	52	65	26	33	0	0	0	0
The school helps me to support my child’s learning	55	69	23	29	2	3	0	0
The school helps my child to have a healthy lifestyle	56	70	19	24	3	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)	42	53	28	35	2	3	0	0
The school meets my child’s particular needs	42	53	33	41	4	5	0	0
The school deals effectively with unacceptable behaviour	38	48	36	45	0	0	0	0
The school takes account of my suggestions and concerns	39	49	38	48	2	3	0	0
The school is led and managed effectively	50	63	27	34	3	4	0	0
Overall, I am happy with my child’s experience at this school	57	71	22	28	0	0	0	0

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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 are for the period 1 September 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



25 November 2011

Dear Pupils

Inspection of Ide Primary School, Exeter EX2 9RN

It was a pleasure to visit your school. We judge it to be outstanding. This means that staff know you very well and look after you extremely carefully. They help you to grow as considerate young people, as well as ensuring that you succeed. I was particularly impressed with the Year 6 pupils who talked to me about the school. They told me how safe you all feel and how much you enjoy learning. The trips, visits and visitors that make your work really interesting across all subjects help you to make good progress as well as being fun. What a treat the Second World War drama day was! Congratulations on such composing, singing and jitterbugging.

Here are some of the many highlights of your school.

- You get off to a good start in Reception.
- Your behaviour is outstanding. You told me it is not perfect, but it is certainly close.
- By the time you leave for the secondary school, standards are above those in most other primary schools.
- Teaching is good and in lots of lessons better than this.
- Teachers use what they know about how well you are getting on to set targets to show you what will improve your work.
- Your attendance is high and much improved.
- The way the school is run is outstanding.

The headteacher, staff and governors know what is going well and are always trying to make things even better. They know that some of you have been less successful in writing than in reading and mathematics. They also know that outdoor space and equipment are needed to give Reception children the same kind of opportunities as in other schools. We have asked them to improve both of these aspects.

I know you will enjoy the new MUGA for outdoor activities. It looks fantastic. Best wishes for the future. Keep up the good work.

Yours sincerely

Mike Burghart
Lead inspector

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