

Lady Modiford's Church of England (Voluntary Aided) Primary School

Inspection report

Unique Reference Number	113481
Local Authority	Devon
Inspection number	338181
Inspection dates	15–16 July 2010
Reporting inspector	Ronald Hall

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	81
Appropriate authority	The governing body
Chair	Pam Wylie
Headteacher	Gavin Charles Hamilton
Date of previous school inspection	21 June 2007
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Introduction

This inspection was carried out by two additional inspectors. They spent the majority of their time observing learning in the four classes, visited eight lessons and observed four teachers. Inspectors also held meetings with the headteacher, staff, pupils, and representatives of the governing body. They observed the school's work, and looked at documentation including tracking of pupils' progress, samples of the monitoring of teaching and learning, school planning and the school development plan. Inspectors scrutinised samples of pupils' work and documents regarding safeguarding. Questionnaires from 41 parents and carers, 11 staff and 41 pupils were also analysed.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the extent to which leadership and management are driving improvement and have capacity to improve
- the extent to which all pupils make good progress, especially in mathematics, and what the school is doing to close the gap between boys and girls and for pupils with special educational needs and/or disabilities
- the extent to which teaching and the curriculum meet pupils' needs and promote their academic and personal development
- the accuracy of the school's self-evaluation and judgements
- the quality of the Early Years Foundation Stage provision.

Information about the school

This is a small village school, with the vast majority of pupils coming from White British heritage and a very small number from other ethnic groups. 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 average. These range from those with behavioural issues to those with learning difficulties. The school holds Healthy Schools status. There are privately run Breakfast and Afternoon Clubs on the premises, which are inspected separately.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

Lady Modiford's Primary School is an effective and happy school. Pupils enjoy attending. One commented, 'I think school is great, the curriculum is more fun and we want to learn.' However, there are some parents and carers who are not happy with certain aspects of the school. Inspection findings do not support their comments, and this is an issue that the school agrees they must address with real urgency.

The broad and well-balanced curriculum, although still undergoing change, is well organised, and offers the pupils a range of interesting and highly relevant learning opportunities. It is supported by an excellent range of extra-curricular activities such as cookery club and a wide range of sporting events, which contributes to the pupils' excellent awareness of healthy lifestyles. Pupils are polite and well mannered, and have an excellent understanding of how to keep themselves healthy and safe. The school is highly supportive of both staff and pupils which make it a warm and welcoming school. The headteacher, supported by the staff and governing body, has effectively improved many aspects of the school since the last inspection. The impact of this has been to improve the quality of teaching and learning and to achieve a sustained improvement in attainment and progress in all subjects. This demonstrates that the school has good capacity for sustained improvement. The school development plan is well focused and informed by accurate self-evaluation. Leaders and managers have created an Early Years Foundation Stage that provides an outstanding start to the pupils' education. Children enter the Early Years Foundation Stage below expected age-related levels and make good progress to enter Key Stage 1 with skills above those expected for their age. This good progress continues throughout the school, with pupils now reaching levels above national averages by the end of Year 6.

The focus for the headteacher has rightly been in improving the quality of teaching and learning for all pupils to raise standards, which are now good overall. However, although verbal feedback is excellent, the use of marking to inform pupils of their next steps is not yet consistent. The school has generated a range of useful and in-depth data on individual pupils' performance and has used these effectively to raise attainment and standards. It has, for example, recognised that some groups of pupils were not doing as well as they might, and put in place robust plans to correct this. This has resulted in the gaps between groups narrowing rapidly. Teachers' planning and assessment are supporting pupils' progress and attainment. Lady Modiford's Primary School has good links with other local schools and organisations, providing a range of learning opportunities. There are good links with a wide range of external agencies to ensure the needs of all the pupils are well met. The school has many effective contacts within with the local community but has recently lost the links that provided a more global

perspective. The school is looking to forge similar links as soon as possible to provide the pupils with the understanding of our multicultural diverse society.

What does the school need to do to improve further?

- Ensure regular and open communication with all parents and carers to develop their roles in their children's education by July 2011.
- Develop links outside of the local community on both a national and international level by July 2011, in order to ensure all pupils have an in-depth understanding of our multicultural diverse society.

Outcomes for individuals and groups of pupils

2

In lessons observed during the inspection, pupils made good progress, with achievement for all groups being good. In mathematics, pupils' past work and work within lessons illustrated their growing confidence in basic and more advanced number calculations and problem solving. For example, in a good mathematics lesson, the pupils were fully engaged working on problems related to areas and perimeter. Good use of collaborative work was seen to both enhance learning and encourage pupils of different ages to strive to achieve their best. Pupils are enthusiastic in their learning and state they fully enjoy learning. Those with special educational needs and/or disabilities make at least good progress from their starting points. The school is successfully narrowing the gaps between the attainment of boys and girls, autumn-born children and those with special educational needs and/or disabilities.

Pupils play a vital role in the life of the school and community, as members of an active school council, which works to raise money for numerous causes. They are increasingly involved in the development of the school and enjoy their responsibilities. Pupils' enjoyment of school is reflected in their improving attendance, which is now above the national average.

Pupils demonstrate excellent social skills and are helpful both to each other and to adults alike. Their good development of basic skills and effective skills of working with others prepares them well for later life. Pupils' spiritual, social and moral understanding is good and the effect of this can be seen in all they do and the way they behave. Although developing, the pupils' understanding of different cultures and the diversity within this country is not yet giving the pupils the required depth of knowledge expected for their age. The school has an outstanding healthy approach to life, which reinforces and develops the pupils' outstanding understanding of healthy lifestyles. This is driven not only by the senior leadership of the school but also the award-winning catering staff, who engage constantly with the pupils to develop their understanding. Pupils have a good understanding of staying safe and are confident in raising any concerns.

These are the grades for pupils' outcomes

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

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	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	2
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	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

In lessons observed, teaching was generally good with some outstanding elements. Teachers' good subject knowledge and skills enable them to use different approaches to engage pupils in lessons. There is a little inconsistency within teaching but there are robust plans in place to eliminate this. Good use is made of a range of resources and equipment to help make lessons fun and interesting. Interactive whiteboards and laptop computers are used particularly well. In lessons, the level of challenge and pace enthuses and motivates the pupils. Generally good use is made of partner and group work to help pupils share ideas. Teachers set challenging targets for their pupils and effectively monitor pupils' progress against these. Pupils generally know these targets but they are not consistently reinforced in teachers' marking. Thus, very occasionally, in some classes opportunities are missed to reinforce learning and give pupils the knowledge and understanding to show them how to move forward.

The curriculum, although undergoing considerable change, supports learning well and provides a good, broad and well-balanced foundation for the pupils' learning. There is an excellent use of visits and visitors to enhance learning, and resources are carefully selected to support and develop understanding. There is an excellent range of sporting and other extra-curricular activities that enrich and enhance the pupils' learning opportunities. Pupils commented on the changes to the curriculum and how it motivates them to learn.

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

The school uses its good links with the local high schools to ensure that transition arrangements are good. Plans for when pupils start school are also good and several parents commented how effective these were. The school has an excellent caring ethos. Staff model this very well and pupils copy accordingly. All pupils spoken to stated they trusted the staff, could talk to them for guidance and felt there was always someone there to support them when needed.

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	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The effective headteacher has a clear vision for improvement, which is successfully communicated to and shared by the majority of the staff. Leaders plan appropriately for improvement, having a clear knowledge of areas for development. They are well supported by the governors, who although relatively new, robustly and rigorously monitor the school and hold all staff to account. All staff are effectively involved in monitoring, target setting, planning and teaching and learning.

The school successfully promotes equal opportunities and robustly challenges discrimination, and is inclusive. School principles of a caring and learning community are well modeled and taught by all staff, which has a very positive impact on pupils' attitudes and personal development. The school promotes local and slightly wider community cohesion very well, as local links are strong and the pupils' responsible attitudes and behaviour in and around school reinforce the school ethos and teaching. The school had some national and international links that provided pupils with an improving understanding of different cultures and the effects they have on our society. However, the school has recently lost these links and has acknowledged that they must replace them as quickly as possible. The engagement with parents and carers is good, especially in welcoming children into the Early Years Foundation Stage and in transition from one class to the next. However, a number of parents and carers expressed concerns around a range of issues, which although not validated during the inspection, do raise concerns around the effectiveness of the school's communication with parents and carers.

Safeguarding arrangements are good and both staff and pupils state that they feel safe and secure in school. There are good safety and security systems in place for online learning and pupils fully understand the need for these measures.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children achieve exceptionally well in the Early Years Foundation Stage and make good progress from low starting points to reach standards which are generally above expectations for their age when they reach Year 1. This is due to consistently outstanding teaching. A prime example was a session related to the wider world, where children were both excitedly giving examples of what plants and animals needed to survive and exploring the outside area for clues about other creatures. 'What lived in this?' asked one little boy handing over a shell. On hearing the reply, he happily exclaimed, 'I need to find out about coral now.'

Children acquire the skills they need for their future well-being exceptionally well. This is developed through the consistent use of routines, giving children responsibility for small tasks and allowing them to initiate their own activities, so that they are confident in making appropriate decisions and choices. Children demonstrate how to stay safe and healthy through their outstanding behaviour. Relationships between peers, children and adults are outstanding. Excellent positive adult role models reinforce and develop this ethos further.

Assessment is used very effectively by all staff, who monitor children's progress and record it in their e-profiles. Group and individual observations are utilised effectively to plan activities which extend children's learning. The outstanding leadership gives clear direction to the staff of the provision and school as a whole, with a strong focus on achievement. Transition arrangements, both into and out of the provision, are excellent and these are closely linked to the very strong relationships with parents and carers.

Leadership of the Early Years Foundation Stage takes every opportunity to refine and enhance practice further. All policies and safeguarding procedures are in place and meet requirements.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	1
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

Views of parents and carers

The majority of parents and carers who responded to the inspection questionnaire are very supportive of the school. They appreciate the quality of education and care provided in the school. However, some feel their children are not making good enough progress and they are not given enough support to help their children's learning. Also a number feel the school is not meeting their child's particular needs. Inspection findings from school and national data do not support this view. Parents and carers recognise that everyone is seen as an individual and the majority are satisfied that their children are happy. One parent commented, 'My child came out of school laughing, telling all about everything they had done.' Another stated, 'My children are well cared for in a happy, learning environment.'

A small number identified concerns around the school not effectively communicating with parents and carers. Others felt the headteacher was not approachable. Parents and carers have concerns over the state of the building and lack of finances. However, inspection findings found that the school provides a good range of communication systems to reach parents and carers, such as regular newsletters and the school website. Given the age of the building, it is in relatively good condition and staff provide a bright and interesting environment for the pupils.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Lady Modiford's Church of England 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 41 completed questionnaires by the end of the on-site inspection. In total, there are 81 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	22	54	16	39	2	5	1	2
The school keeps my child safe	25	61	14	37	1	2	0	0
The school informs me about my child's progress	9	22	21	51	6	15	3	7
My child is making enough progress at this school	13	32	13	32	11	37	2	5
The teaching is good at this school	12	29	20	49	4	10	3	7
The school helps me to support my child's learning	8	20	20	49	11	27	2	5
The school helps my child to have a healthy lifestyle	20	49	20	49	0	0	1	2
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)	14	34	15	37	6	15	2	5
The school meets my child's particular needs	10	24	20	49	9	22	2	5
The school deals effectively with unacceptable behaviour	11	27	21	51	5	12	1	2
The school takes account of my suggestions and concerns	11	27	22	54	6	15	2	5
The school is led and managed effectively	8	20	21	51	3	7	5	12
Overall, I am happy with my child's experience at this school	14	34	19	46	4	10	3	7

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 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

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

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 is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 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. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

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:	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. ■ 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 pupil's 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.



19 July 2010

Dear Pupils

Inspection of Lady Modiford's Church of England Primary School, Yelverton, Devon PL20 6JR

Thank you for making the inspection team so welcome in your school. Your pleasant, positive attitude and friendliness contributed towards a very pleasant inspection. We were impressed by your confidence and the pride you take in your school. You have an excellent understanding of how to stay safe and healthy. You contribute to your local school community well and take pleasure in the positive reputation of your school. Many of you highlighted how safe and happy you feel in school because the teachers and staff take great care of you all.

We think you attend a good school. You were very positive in your questionnaires and we agree that the school will continue to improve. Your behaviour around school and during lessons was good.

The good relationships you have built up with the teachers and other staff encourage you to try hard and always do your best in lessons. The links you have with other organisations locally help to broaden your understanding. The headteacher, governors and staff have been and are working hard to make your school more successful.

In order to make your school even better, we have asked school leaders to work on the following things:

- Ensure they communicate well with and involve your parents and carers more in your education.
 - Make sure you understand about the multicultural diverse society in which you live.
- I wish you all the best in the future and I am sure you will all continue to help make your school an even better place for you to learn.

Yours sincerely

Ronald Hall Lead inspector

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