

# Shaldon Primary School

Bridge Road, Shaldon, Teignmouth, Devon, TQ14 0DD

**Inspection dates** 4–5 March 2014

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Outstanding</b>	<b>1</b>
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

## Summary of key findings for parents and pupils

### This is an outstanding school.

- Pupils love their school and love to learn. They have excellent attitudes towards their work and at all times strive to do their best.
- Pupils in all year groups make outstanding progress. The standards they attain by the end of Year 6 are well above the national averages and have been since the previous inspection.
- Outstanding teaching across the school ensures that all pupils, including those who are disabled or have special educational needs, make excellent progress from their individual starting points.
- Teachers inspire pupils by planning exciting lessons that capture their imagination. They have very high expectations of what pupils can achieve and the work provides exactly the right degree of difficulty.
- Pupils use their reading, writing and mathematical skills exceptionally well in all the work they do.
- The quality of marking is exemplary and a strength at the school. The pupils act very well on the advice given by their teachers, or fellow pupils, to improve their work. Consequently, pupils' achievement is continuing to rise even further.
- Pupils' behaviour in and around the school is outstanding. Pupils feel very safe in school and are extremely well cared for. They are always courteous and polite, representing their school very well. However, some pupils do not fully understand what cyber bullying means.
- Pupils are very proud to represent the school within the community, especially in sport and music. These are aspects of the school that are very strong due to the importance placed on them by leaders and governors.
- The headteacher provides inspirational leadership and leads by example. Her example encourages all pupils and staff to achieve their full potential.
- Leadership at all levels and governance are highly effective. Together with the headteacher they maintain a relentless focus on continuously improving the achievement of all pupils.
- A wide range of visits to places of interest and the visitors who bring additional skills and expertise to the school extend pupils' learning experiences. These additional experiences make an excellent contribution to pupils' spiritual, moral, social and cultural development.

## Information about this inspection

- Inspectors visited 15 lessons and observed nine teachers. The headteacher joined an inspector to observe two of the lessons. Inspectors looked at the teaching of phonics (linking letters and sounds) being delivered by teachers and teaching assistants.
- Inspectors held discussions with the headteacher, staff, pupils, parents and carers, governors and a representative from the local authority.
- Inspectors looked at a range of documents, including the school improvement plans, priorities for development, achievement data and documents relating to safeguarding children.
- Inspectors took account of the 65 responses to the Parent View online questionnaire and the 19 responses to the staff questionnaire. An inspector also spoke to some parents and carers on the playground at the end of the school day.

## Inspection team

John Cavill, Lead Inspector

Additional Inspector

Linda Rafferty

Additional Inspector

## Full report

### Information about this school

- Shaldon is an average-sized primary school.
- Pupils are taught in seven single-age classes from Reception through to Year 6.
- Most pupils are of White British heritage.
- The proportion of disabled pupils and those who have special educational needs supported through school action is slightly above average.
- The proportion of pupils who are supported at school action plus (those pupils who need extra help) or with a statement of special educational needs is slightly below average.
- This proportion of pupils who are eligible to receive the additional pupil premium funding is well below average. The pupil premium is additional funding for children in the care of the local authority, pupils known to be eligible for free school meals and those with a parent or carer in the armed forces.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

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

- Improve pupils' awareness and understanding of cyber bullying.

## Inspection judgements

### The achievement of pupils

### is outstanding

- Achievement across the school is outstanding. The standards pupils reach in reading, writing and mathematics are considerably above national averages. They are now higher than at the time of the previous inspection and are predicted to rise further.
- Children who join the school in the Early Years Foundation Stage have skills that are typically similar to what would normally be expected for their age. Children make excellent progress in the Reception class thanks to outstanding teaching. Interesting and carefully planned activities ensure children's interest remains captivated but also challenge them to succeed. They enter Key Stage 1 with a good level of development in all areas.
- High-quality teaching throughout Key Stages 1 and 2 ensures that pupils continue to make rapid progress. Over the last five years, the results pupils have attained in reading, writing and mathematics at the end of Year 2 have been consistently above the national average. Results achieved by pupils in Year 1 in each of the last two phonics screening checks have also been significantly higher than the national average.
- In Key Stage 2, all pupils over the last two years have made at least the progress that is expected nationally from their individual starting points in Year 3. An increasing number are making considerably more progress. Information on current pupils indicates that this is set to improve again this year with their current achievements already surpassing those of last year's pupils.
- The most-able pupils make excellent progress. Above average proportions of pupils reach the higher Levels 5 and 6 in reading, writing and mathematics, because teachers have high expectations and give them challenging work to complete. Mathematics has been developed by teachers in partnership with staff at a local grammar school.
- Disabled pupils and those with special educational needs make excellent progress due to the high-quality support provided by teachers and teaching assistants, both in class teaching and in the targeted support carried out in small working groups. This is complemented by the excellent work done by the pastoral leader to support pupils and families to help them overcome any personal difficulties which might stop pupils learning. This support makes sure that all pupils can do well.
- The small number of pupils eligible for additional pupil premium funding progress as well as their classmates. In 2013, although the attainment of these pupils was approximately one year behind that of their peers, this reflected the ability profile of this small group of pupils. The progress they made over their time at the school, from their starting points was, however, outstanding.
- Analysis of pupils' workbooks shows that pupils take a great pride in their work and standards of presentation are high across the school. They are keen to display their work and basic skills in literacy and numeracy are developed well in other subjects. For example, pupils in the Year 3 science lesson about how we see used the words 'translucent' and 'opaque' correctly.

### The quality of teaching

### is outstanding

- Outstanding and often inspirational teaching has developed excellent attitudes among pupils to their work. Lessons are exceptionally well planned and carefully structured with exciting tasks that inspire and motivate pupils. As a result, pupils make outstanding progress.
- Teachers have high expectations. Pupils learn well from each other and make excellent progress. For example, pupils in Year 6 working together learned how to calculate the probability of different events, ordering them from least to highest risk.
- Teachers' marking makes an outstanding contribution to pupils' learning. Analysis of pupils' books shows that marking is regular and high quality. Pupils are given clear advice of how well they have achieved and how they can improve their work further. Inspectors saw clear evidence that pupils act upon the advice given by their teacher and pupils also use the same marking

procedures to mark each other's work. This is helping them make rapid progress.

- Teachers are extremely skilful in building upon pupils' previous learning and, as a result, provide tasks and activities suitable for each pupil's needs. In a Year 3 literacy lesson, pupils were writing to create suspense about walking across a tightrope. They were able to explain what they knew about using adverbs to start a sentence and how this could be included in their current work. All pupils made excellent progress in their ability to establish powerful imagery in their writing. The most-able pupils were challenged to develop their writing skills by adding embedded clauses.
- The outstanding teaching in the Reception class is based on excellent planning, superb support from teaching assistants and accurate checks on the children's learning. They have a wide range of activities, some of which are led by adults who ensure the children have frequent opportunities to develop their language skills.
- Routines are established quickly and children are taught how to sit and listen and sustain interest, valuing not only what they have to say, but also the contributions of others. In the role-play area in Reception, children were listening attentively to each other as they explained their diagnosis for the imaginary sick animals. Pupils throughout the school confidently express their ideas or raise their own questions and this greatly helps their learning.
- Teaching assistants use skilful questioning to find out what pupils know and to identify how they might support them in improving their work. They help pupils who are at risk of not doing well understand the work they are given and encourage them to think how they might approach the task. As a result, all pupils, including disabled pupils, those who have special educational needs and those supported by the pupil premium, achieve well.

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

- The behaviour of pupils is outstanding. Pupils' attitudes to learning are impeccable. Pupils demonstrate a zest for learning and are eager to extend their skills. They are keen to work and are able to sustain their concentration when working on activities without direct help or supervision from adults. Consequently, lessons run smoothly without interruption.
- Pupils are, at all times, polite and courteous. They welcome visitors to the school in a friendly manner and talk with confidence about the work they do. Their enjoyment in their work is plain to see and is infectious.
- Lessons are effective because pupils arrive promptly and settle quickly to work without the need for special instructions. They work well together, confidently discussing the tasks, sharing the resources and making good progress through their cooperative approach. Pupils take great care with their presentation of work. This can be seen in the high quality of work in their class books and on public display in and around the school.
- Pupils are extremely proud of their school; valuing the wide range of opportunities it offers them. Pupils talk with enthusiasm and pride about their involvement in the school. They can represent their school in sport, act as a play leader at playtimes or help teachers supervise younger pupils in the dining room at lunchtime.
- The school's work to keep pupils safe and secure is outstanding. Leaders and managers have policies and procedures to ensure that the highest levels of safety for all pupils are maintained. Pupils understand what behaviour is expected of them and feel totally safe in school with no concerns about others' behaviour, saying 'We get along with everyone.' Their confidence in the school as a safe place is fully endorsed by parents, carers and staff. Attendance is above average.
- Pupils take their own and others' safety very seriously. Older pupils are keen to look after the younger ones and are seen playing together in the playground.
- Pupils have few concerns about bullying and school records show that it is not a problem. Pupils are fully aware of what constitutes bullying and understand the most forms of bullying. However, they are not as clear about what is meant by cyber bullying. They understand what they need to do if they feel unsafe and say that the adults in the school always deal with any

problems that they may have quickly and effectively.

## **The leadership and management** are outstanding

- The headteacher provides focused and committed leadership for the school and is ably supported by a very effective leadership team. Their dedication has ensured all pupils achieve their very best. This is evident in a sustained pattern of year-on-year improvements in pupils' achievement across the school since the previous inspection.
- Very accurate self-evaluation is the basis for the excellent school development plan, which drives improvements in the school. Leaders and governors are closely involved in making sure it is carried out and close checks are made on how well the school is meeting the targets in the plan.
- Management of teachers' performance and pay is clearly linked to how well pupils achieve. Leaders make sure that teachers work together well and feel valued. There are outstanding levels of support for members of staff at the school through opportunities for shared planning, lesson observations and constructive feedback and focused training. A climate has been created where teachers are eager to learn from each other and improve their practice.
- Leaders below senior leadership level lead their areas very well. They work closely together to ensure that pupils are given every opportunity to succeed in all subjects. There are excellent relationships between the school and the wide range of external agencies that provide additional support. This includes 'The Nest', which is part of the Learning 2 Learn Project located at Teignmouth Community School, for pupils who need additional support emotionally or socially.
- Leadership and management of the Early Years Foundation Stage are outstanding.
- The curriculum offers pupils excitement every day at school. It has been carefully planned to ensure pupils have frequent and meaningful opportunities to extend their learning, inspiring them to aim high. There is a clear focus on using and applying essential skills in real-life situations, such as the Year 6 enterprise activity to make and sell a boat.
- The extensive range of additional activities contributes very well to the pupils' spiritual, moral, social and cultural development. A particularly striking example is the 'The Journey of an Artist' topic, which includes a visit to the Tate Modern and culminates in pupils making the mosaic panels on the front of the school.
- Leaders' checks on pupils' progress are rigorous. Where there is any danger that pupils will fall behind in their learning or when gaps between the progress of different groups appear, action is immediately taken. Progress is then carefully monitored to ensure all pupils achieve well.
- Pupil premium funding is used effectively to support eligible pupils. The impact is evident in the achievement of these pupils, which is significantly higher than that of similar pupils nationally.
- The primary school sports funding is being used well to further enhance the provision of sport at the school. Pupils' achievement in physical education is outstanding due to the importance the school has placed on sport for some considerable time with the appointment of a specialist physical education teacher. Participation rates for the wide range of after-school and lunchtime sporting clubs are increasing, leading to improved physical skills, health and well-being.
- Parents and carers are very positive about their children's education indicating they would recommend the school to other parents and carers.
- The local authority provides light touch support to this outstanding school.
- **The governance of the school:**
  - Governance is very strong. Governors regularly undertake an audit of their skills to check they are able to fully support the changing needs of the school. They have a very good knowledge of the school's strengths and areas needing development. They have a highly accurate knowledge of the quality of teaching and about how underperformance has been tackled. They know how well their pupils perform when compared with schools nationally. Their regular visits help them ensure that their picture of the school is up to date and accurate. They are involved in writing and monitoring the school development plan, are aware of the assessment information and challenge the headteacher to drive improvements. They receive regular reports on the progress against the targets of the school development plan. They

ensure that teachers' pay is linked to the progress of their pupils. They have worked carefully and consistently to ensure that safeguarding policies and practices are rigorous and meet national requirements. They have a very clear understanding of how the school uses its resources, including the effective use and impact of the pupil premium funding.

## 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>	113217
<b>Local authority</b>	Devon
<b>Inspection number</b>	439624

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>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	214
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	James Powles
<b>Headteacher</b>	Cheryl Weyman
<b>Date of previous school inspection</b>	19 May 2009
<b>Telephone number</b>	01626 873329
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