

# Clyst St Mary Primary School

## Inspection report

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<b>Unique Reference Number</b>	113066
<b>Local Authority</b>	Devon
<b>Inspection number</b>	325750
<b>Inspection dates</b>	10–11 February 2009
<b>Reporting inspector</b>	David Edwards HMI

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

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<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 on roll</b>	
School (total)	140
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mark Bonito
<b>Headteacher</b>	Louise Herbert
<b>Date of previous school inspection</b>	7 June 2006
<b>School address</b>	Clyst St Mary Exeter EX5 1BG
<b>Telephone number</b>	01392 874583
<b>Fax number</b>	01392 875884

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## Introduction

The inspection was carried out by one of Her Majesty's Inspectors.

## Description of the school

Clyst St Mary is smaller than most primary schools with five classes in total, often including children from more than one year group. The school offers before-school care through a breakfast club and hosts an independently managed after-school care provision. Almost all pupils are of White British heritage. The percentage of pupils with learning difficulties and/or disabilities is average. Dyslexia and moderate learning difficulties are the main needs of this group. The current numbers of pupils with a statement of special educational need is slightly above average. Most children start the Early Years Foundation Stage in the Reception class. There is a privately managed pre-school setting on site.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

**Grade: 2**

'Teachers are always approachable and will make time to listen to any concerns. There is a lovely community feel about the school.' 'Clyst St Mary Primary School offers everything that a primary school should.' These comments, written by parents who responded to the Ofsted questionnaire, reflect the views of the overwhelming majority of parents who support the school and are very happy with the progress their children are making.

The inspector agrees Clyst St Mary is a good school that is striving to provide an outstanding education for all its pupils. Indeed, pastoral care and support in academic work are already outstanding. This is because children's exceptional personal development and good learning is closely bound to the schools' effective planning and organisation, which is underpinned by the excellent relationships established between adults and pupils.

At the heart of this successful school is a headteacher dedicated to promoting the highest levels of care, welfare and education for all pupils. She has worked assiduously with her staff and governors to raise standards and achievement for all, with the result that leaders are all committed to sustaining the school's success by focusing on continual school improvement. To support this aim the governing body has developed procedures to keep itself well informed which, in turn enables them to offer effective levels of support and challenge. Self-evaluation is thorough and has correctly identified the right priorities for improvement. The good progress made by the school since the last inspection demonstrates its continued good capacity for further improvement.

The improved pastoral support, care and academic guidance has resulted in pupils making good progress in all areas of their work. This excellent provision is the main reason why standards have risen throughout the school and are now above average in English, mathematics and science at the end of Key Stage 2. This represents good achievement overall. It is no surprise therefore to find pupils' personal development and well-being are outstanding. Children enjoy coming to school and maintain above average attendance. Pupils' behaviour is excellent which ensures they make the most of their time in school. Vulnerable pupils and those who have learning difficulties or need specific support are particularly well supported. Consequently, pupils say they feel very safe and confident that their concerns will be heard.

Teaching is good because teachers understand the needs of their pupils well and provide stimulating lessons that engage and maintain pupils' interest. The curriculum ensures an appropriate focus on basic skills as well as offering many opportunities to participate in extra-curricular activities. Pupils have good opportunities to contribute to community cohesion through an active school council as well as by participating in local events and festivals. Pupils' understanding of other countries is good; however, their appreciation of Britain as a diverse society is undeveloped because the curriculum does not provide sufficient opportunities for pupils to learn about the diversity of British society.

## Effectiveness of the Early Years Foundation Stage

**Grade: 2**

Children enter Class 1 with skills and knowledge that are broadly in line with those expected for their age. Home and pre-school visits help children to settle happily and establish good links with parents. Through good leadership, the mixed year groups are well managed and provided with learning experiences that meet children's individual needs. Systematic observations and assessment help adults to track and review children's achievement. Consequently, pupils make good progress in their learning and are well prepared, by the end of the Early Years Foundation Stage, to move on in their learning journey.

The indoor environment is safe, attractive and resources carefully organised to allow access to children. Support staff are well trained and deployed effectively to assist children in their learning. They make a significant contribution to the good personal development of the children. Children's behaviour is good. They listen carefully and carry out instructions as directed. Teaching is good, with particular care given to providing learning opportunities that capture children's interest and imagination. For example, children were particularly enthused by a 'visit from Queen Elizabeth 1' and were able to talk knowledgeably about why she had rotten teeth as an old woman! Information and communication technology (ICT) is popular amongst the children and fully integrated into their learning. Although children's enjoyment is evident in all they do and they move with easy access between the classroom and the secure outdoor area, access outside is restricted to specific times and limited by the weather because there is no permanent covered area.

### What the school should do to improve further

- Develop the school's contribution to community cohesion by promoting pupils' understanding of Britain as a diverse society.
- Improve the Early Years Foundation Stage outdoor learning area by providing an all-weather shelter for children.

## Achievement and standards

**Grade: 2**

Pupils achieve well and make good progress throughout the school so that by the end of Year 6 standards are above average in English, mathematics and science. However, reading remains a focus for development throughout Key Stage 1 and writing for Key Stage 2. Until recently, pupils' progress in Key Stage 1 has been satisfactory with average standards in reading, writing and mathematics achieved by the end of Year 2. However, the improved standards achieved in 2008 at both key stages are the result of effective teaching and the improved tracking of pupils' progress. Additional support and intervention programmes are effective in overcoming any barriers to pupils' learning. Consequently, no groups of pupils are now underachieving, and those with learning difficulties and/or disabilities make outstanding progress.

## Personal development and well-being

**Grade: 1**

From the time they first start school all pupils make exceptional progress in their personal development and well-being. This is because of the school's strong caring ethos that supports pupils' achievement and enjoyment of school. Pupils are particularly well informed about internet safety as well as their own personal safety. They have plenty of opportunities to exercise and know why healthy eating is good for physical health. Pupils are well mannered at all times and considerate to one another. The playtime buddy system works well. As one pupil commented, 'We appreciate the chance to resolve issues without always involving an adult.' Attendance is good. Overwhelmingly parents agree that their children enjoy coming to school. Pupils have a strong sense of responsibility, which they demonstrate through fund raising and participation in community events and local festivals. Pupils follow instructions carefully and have many opportunities to work collaboratively in lessons that prepare them extremely well for their future economic well-being.

## Quality of provision

### Teaching and learning

**Grade: 2**

Teaching and learning are good overall. In some exemplary lessons, where high expectations are evident and tasks are precisely matched to their needs, pupils make rapid progress. For example, in a Key Stage 2 class pupils were collaborating effectively together in drafting questions and writing emails to send to other children in a Reading school. Planning is thorough and teachers are diligent in creating a purposeful working atmosphere where pupils understand what they are supposed to do. Expectations for what pupils can achieve are high and relationships are excellent. Pupils say they enjoy their lessons. Along with teachers, they appreciate the audio sound system provided within each classroom, which further aids their good progress. Classrooms are bright and attractive, with high quality pupils' work on display. Occasionally, opportunities to consolidate pupils' knowledge and understanding are missed, particularly at the end of lessons.

### Curriculum and other activities

**Grade: 2**

The great majority of learners enjoy their lessons and achieve because they are well served by the curriculum, which fulfils all legal requirements. French, as a modern foreign language, has been successfully introduced into the curriculum along with a wide range of clubs and after school activities. Subject leaders work effectively together to ensure appropriate attention is given to pupils' skills development and progression. High quality resources support teachers in providing stimulating lessons and pupils' work is carefully displayed and celebrated throughout the school. Visits and residential trips further enhance pupils' learning.

ICT is a strength within the curriculum and incorporated effectively by teachers to enhance their planning, promote learning and maintain pupils' motivation. Pupils' progress in ICT is carefully recorded in their innovative and individual ICT passports. Curriculum plans are under constant review and although leaders have a clear understanding of what is required to promote community cohesion, the curriculum

currently does not provide for pupils to appreciate or experience Britain as a diverse society.

## **Care, guidance and support**

**Grade: 1**

Pastoral care, guidance and support are excellent. This is because relationships between adults and pupils are supportive and respectful, which helps pupils to feel valued. The school's over-subscribed breakfast club is popular with pupils and appreciated by parents. It prepares pupils well for the start of their school day. The recent appointment of a pastoral care manager has further enhanced this provision, which is also appreciated by the wider community. Systems for safeguarding pupils are fully in place and all staff are clear about child protection procedures. Academic guidance is also outstanding. From the moment children start school in the Early Years Foundation Stage they are guided and developed to understand their next steps in learning. Teaching assistants work closely with teachers and provide effective support for individuals or small groups. This further helps pupils to feel secure, raises their self-esteem and hence boosts their learning. As a result, all pupils make good progress in their learning, relative to their starting points; those with learning difficulties and/or disabilities make excellent progress.

## **Leadership and management**

**Grade: 2**

The leadership of the school has been successful in raising standards and achievement without losing sight of the need to care for the personal development of all pupils. The school has made good progress in addressing issues raised following the previous inspection. Leaders have been single-minded in their determination to provide a good education and raise standards for all pupils. This has been achieved through setting challenging school improvement targets in order to raise pupils' achievements. Appropriate procedures are in place to monitor pupils' progress and sustain improvements. Governors provide effective support and challenge to senior leaders. They are active in forming the strategic development of the school and monitoring its progress. Leaders are effective in ensuring equal opportunities for all pupils to succeed. They take seriously their duty to contribute to community cohesion; however, provision for pupils' understanding of Britain as a diverse society is currently less well developed.

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## Annex A

## Inspection judgements

<b>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate.</b>	<b>School Overall</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	<b>2</b>
Effective steps have been taken to promote improvement since the last inspection	<b>Yes</b>
How well does the school work in partnership with others to promote learners' well-being?	<b>2</b>
The capacity to make any necessary improvements	<b>2</b>

### Effectiveness of the Early Years Foundation Stage

<b>How effective is the provision in meeting the needs of children in the EYFS?</b>	<b>2</b>
How well do children in the EYFS achieve?	<b>2</b>
How good is the overall personal development and well-being of the children in the EYFS?	<b>1</b>
How effectively are children in the EYFS helped to learn and develop?	<b>2</b>
How effectively is the welfare of children in the EYFS promoted?	<b>1</b>
How effectively is provision in the EYFS led and managed?	<b>2</b>

### Achievement and standards

<b>How well do learners achieve?</b>	<b>2</b>
The standards <sup>1</sup> reached by learners	<b>2</b>
How well learners make progress, taking account of any significant variations between groups of learners	<b>2</b>
How well learners with learning difficulties and/or disabilities make progress	<b>1</b>

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	<b>1</b>
The extent of learners' spiritual, moral, social and cultural development	<b>2</b>
The extent to which learners adopt healthy lifestyles	<b>1</b>
The extent to which learners adopt safe practices	<b>1</b>
How well learners enjoy their education	<b>1</b>
The attendance of learners	<b>2</b>
The behaviour of learners	<b>1</b>
The extent to which learners make a positive contribution to the community	<b>2</b>
How well learners develop workplace and other skills that will contribute to their future economic well-being	<b>1</b>

## The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	<b>2</b>
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	<b>2</b>
<b>How well are learners cared for, guided and supported?</b>	<b>1</b>

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	<b>2</b>
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	<b>1</b>
How effectively leaders and managers use challenging targets to raise standards	<b>1</b>
The effectiveness of the school's self-evaluation	<b>2</b>
How well equality of opportunity is promoted and discrimination eliminated	<b>1</b>
How well does the school contribute to community cohesion?	<b>2</b>
How effectively and efficiently resources, including staff, are deployed to achieve value for money	<b>2</b>
The extent to which governors and other supervisory boards discharge their responsibilities	<b>2</b>
Do procedures for safeguarding learners meet current government requirements?	<b>Yes</b>
Does this school require special measures?	<b>No</b>
Does this school require a notice to improve?	<b>No</b>

**Annex B**

12 February 2009

Dear Pupils

**Inspection of Clyst St Mary Primary School, Exeter EX5 1BG**

Thank you so much for the warm welcome that you gave me when I visited your school recently. I really enjoyed my visit and valued the opportunities I had to talk with you and see you in your lessons. In return, I want to tell you what I thought of your school. I have decided yours is a good school. Some things about your school are outstanding, such as your behaviour and your attitudes to your work. Well done! The support and guidance your teachers provide for you is also excellent. This is because your headteacher cares very much, not just about raising the standards of your work, which are now good, but also about ensuring you grow up with excellent personal skills that will help you in the future to enjoy life and contribute well to your community.

I was impressed with your attendance and enthusiasm for school. You really are a credit to your parents. You told me you know about how to stay healthy through regular exercise and a healthy diet. I was particularly impressed in assembly with your knowledge on being safe when using computers. This understanding, along with your good literacy and numeracy skills, means you are being very well prepared for your future. You are also very good at caring for one another and finding ways to help others, through fundraising and participating in local festivals. Some of you went to London recently and told me you had a wonderful time. I hope more of you will have opportunities to do similar things in the future.

I have asked the leaders of your school to think of ways they might improve things even more for you in school. In particular, I would like them to think of ways to help you understand and appreciate that we all now live in a country that is home to people of many different cultures and nationalities. I would also like them to provide for the children in Class 1 and Class 2 an all-weather outdoor shelter, so that they can play and learn in all weathers all year round.

I wish you every success for your futures,

Yours faithfully

David Edwards  
Her Majesty's Inspector