

Clyst St Mary Primary School

Clyst St Mary, Exeter, Devon EX5 1BG

Inspection dates

27 to 28 February 2019

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is a good school

- Leaders provide determined leadership. They have effectively addressed the areas for improvement following the previous inspection. This has led to significant improvements over the past year, ensuring that teaching is good and pupils achieve well.
- Leaders regularly monitor teaching and its impact on the progress of different groups of pupils. Leaders recognise that there is some inconsistency in how teachers apply agreed approaches. This is being addressed through well-designed training and support from leaders and external sources.
- Governors have an accurate understanding of the school's strengths and areas for improvement. They receive detailed reports from leaders about pupils' achievements, and they hold leaders to account.
- Teachers are working effectively to ensure that a greater proportion of pupils achieve the higher standard in mathematics. They are rightly focusing on improving pupils' recall of mathematical facts appropriate for their ages.
- While standards are improving in mathematics across the school, recently introduced initiatives are yet to be fully embedded.
- Overall, pupils take pride in how they present their work. However, there is some inconsistency seen in mathematics workbooks.
- The curriculum is exciting and engaging. Pupils' learning is enriched by a wide variety of learning opportunities that promote their spiritual, moral, social and cultural skills well.
- The needs of disadvantaged pupils are well catered for, enabling them to make good and sometimes better progress than their peers.
- Pupils with special educational needs and/or disabilities (SEND) make good progress because they receive effective, well-planned support.
- Children in the early years settle quickly and confidently into school routines. They are taught well and make good progress.
- Pupils behave well and feel safe in school. They are polite, friendly and proud of their school and their achievements.
- Parents are pleased with how well school staff meet the specific needs of pupils.
- Teachers say that they are proud to work at the school and believe that they are treated fairly and with respect.

Full report

What does the school need to do to improve further?

- Continue to improve pupils' progress in mathematics across the school by ensuring that:
 - recently introduced initiatives to provide greater challenge for pupils become fully embedded in teachers' practice across the school
 - tasks challenge the most able pupils so that more pupils consistently achieve the higher standard
 - pupils can confidently recall mathematical facts appropriate for their age
 - pupils consistently take pride in the presentation of their work in mathematics workbooks.
- Improve the effectiveness of leadership and management, including governance, by ensuring that teachers consistently apply the agreed approaches that enable pupils to assess the progress that they are making.

Inspection judgements

Effectiveness of leadership and management

Good

- Leaders and governors are ambitious for pupils and are determined that they receive the best education possible. They have successfully addressed the areas for improvement identified at the previous short inspection. They have taken firm action to ensure that teaching is more effective and that pupils achieve well. The headteacher has led these improvements, ably assisted by the deputy headteacher.
- The previous inspection identified the need for leaders to ensure that they provided opportunities for pupils to develop their reasoning and problem-solving skills in mathematics at key stage 1. Leaders were also required to make sure that higher-attaining key stage 2 pupils made stronger progress in writing.
- The previous inspection report noted that leaders needed to improve the mathematics curriculum at key stage 1. Following the inspection, leaders acted quickly to carry out a full review of mathematics provision across the school. Their effective actions, introduced to address the review findings, have led to a reversal of the decline in progress in mathematics. Leaders are aware that there is still some inconsistency in the application of agreed practices in a few cases.
- Leaders' actions to improve the quality of writing in key stage 2, particularly for the most able pupils, have led to significant improvements in pupils' progress. Standards of writing have improved in all key stage 2 classes. Leaders check that these standards are maintained when pupils write in subjects across the curriculum.
- Improvement plans are sharply focused with clear targets and timescales to ensure that they have the required impact on the quality of teaching and pupils' achievement. Leaders, including governors, monitor plans regularly and make adjustments to increase the effectiveness of their work.
- Subject leaders have introduced successful strategies to improve teaching, particularly in writing and mathematics. Together with senior leaders, they rigorously check the quality of teaching and how this is impacting on the pupils' learning. Inspection findings identified where a few teachers have not applied agreed approaches. These include procedures that enable pupils to self-review their progress and consider the quality of their presentation. Leaders accept that all teachers need to be held to account for this important aspect.
- The school's curriculum is exciting and varied. The curriculum is enhanced through numerous visits to places of interest, such as different places of worship in Exeter. Teachers engage exciting guests to visit the school, and these guests help to promote British values well. Visitors enable pupils to gain a deeper understanding of mutual respect and tolerance of those with other beliefs.
- The school develops pupils' spiritual, moral, social and cultural skills well. Staff are particularly effective in preparing pupils to become responsible citizens. Pupils enjoy many opportunities to engage with the local community.

- Equality of opportunity is central to the school's ethos. Support for pupils with SEND is highly effective because of strong leadership in this area and a shared determination that all pupils should be able to make good progress.
- Leaders use the pupil premium fund wisely to ensure that disadvantaged pupils, including those who are the most able, are making good progress. Leaders look out for any pupils with rising absence. They provide effective support for families, and this ensures that attendance rates are above the national averages for all groups of pupils.
- The sport premium is used very effectively. This has increased pupils' physical activity and their participation in tournaments and festivals. There is a wide range of opportunities for pupils to develop physical skills. These include fencing, dance, netball, football, tennis, gymnastics and performing arts.
- Parents are positive about the work of the school. They appreciate the approachability of staff and the care that they provide for their children. One comment, typical of many, stated, 'It is a wonderful community school, with amazing staff.'
- Leaders have received effective support from the school's external consultant and from a national leader of education. This has enabled leaders to validate their judgements, check the accuracy of teachers' assessments and provide high-quality training for staff.

Governance of the school

- Governors know the school well and they offer unwavering support for school leaders. They receive comprehensive reports from leaders about the quality of teaching and its impact on pupils' achievement. They carefully check that progress is taking place by carrying out monitoring visits to assess specific initiatives. For example, a recent monitoring visit to assess progress in mathematics found some inconsistencies in teachers' application of agreed approaches in mathematics. This matched the inspection findings within this report.
- Governors monitor the school's budget closely and make sure that additional funds are spent effectively to help disadvantaged pupils and to develop school sport.

Safeguarding

- The arrangements for safeguarding are effective. Leaders have created a strong culture of safeguarding across the school. They check that all staff follow agreed policies and practices. They also check that the school's single central record is maintained accurately and that all staff are suitably trained.
- All visitors to the school and temporary staff are carefully screened, and recruitment procedures for appointing staff are thorough.
- Leaders ensure that pupils and their families receive the help and support that they need. They are tenacious in finding additional support from external agencies.

Quality of teaching, learning and assessment

Good

- Teachers demonstrate a good understanding of the subjects they teach. They inspire pupils to be engaged in their learning tasks and speak out when they are unsure.

Pupils are encouraged to discuss their work in lessons and make improvements based on their self-assessments and feedback from other pupils and adults.

- Teachers have responded effectively to address the areas for improvement noted at the previous inspection. Teachers in key stage 2 have challenged their pupils to use their growing writing skills when writing in all subjects. During the inspection, pupils shared examples of high-quality writing in a number of subjects and in homework. Many of these examples showed writing at the higher standard, with the full range of punctuation, and the use of different styles to suit various purposes.
- Teachers have also responded well to the requirement to improve the mathematics curriculum in key stage 1. They have acted on the training they have received and now offer a wider range of problem-solving activities for pupils. In key stage 2, teachers have provided pupils with greater challenge in mathematics. This has led to a significant upturn in progress across the key stage, with a higher proportion of pupils working at the higher standard. Teachers have provided additional after-school opportunities for specific pupils, and these are enabling pupils to make strong progress. Many successful initiatives have been introduced during the past year. These have yet to become embedded in the practice of all teachers so that pupils consistently achieve the standards they are capable of in mathematics.
- The overall quality of teaching in mathematics is improving across the school. The mathematics leader has correctly identified the need to improve pupils' number skills so that they have greater fluency when calculating. New initiatives have been introduced to improve pupils' abilities to quickly recall mathematical facts appropriate for their age.
- Teachers and teaching assistants work in close partnership to provide effective support for pupils with SEND. Their carefully planned initiatives help the pupils to access their learning tasks successfully.
- Disadvantaged pupils, including the most able, benefit from focused support. Pupils manage their behaviour and feelings well.
- In key stage 2, teachers develop pupils' comprehension skills effectively, and this is enabling more pupils to work at the higher standard in reading. The headteacher arranges a regular book club where pupils can discuss authors and recommend books to other pupils. The quality of discussion at this club is impressive, with pupils comparing and contrasting the writing styles of various authors. There is improving consistency in the teaching of phonics at key stage 1. However, some key stage 1 pupils were found to be using reading books that were not sufficiently matched to their reading ability.
- While the majority of teachers are insisting that pupils show pride in the presentation of their work, there is some inconsistency across the school. Overall, pupils are proud to share their work, and they point to significant moments of improvement.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.

- The broad and exciting school curriculum encourages pupils to develop into highly self-assured learners. They develop effective personal and social skills that enable them to confidently work well together, solve any conflicts and show great perseverance when learning is challenging.
- Pupils say they are treated equally and fairly in school. The pupils who completed the online survey, and those who spoke to inspectors, knew a member of staff who would help them if they had any problems.
- Online safety has a high priority. Pupils know how to stay safe when using the internet, and they know how to report cyberbullying. All classes, from Reception to Year 6, contributed to the setting up of a high-quality online resource for families. This provision highlights the extent to which the school is preparing pupils to engage safely in a technological world.
- Pupils say that bullying, derogatory behaviour and aggressive language are very rare. They clearly understand what constitutes bullying, and they are confident that any such behaviour would be dealt with quickly if it emerged.
- Pupils enjoy a range of responsibilities and take them very seriously, for example when acting as school councillors or playground helpers. They enjoy supporting learning for other pupils. For example, Year 6 pupils demonstrated how they had gathered information to produce information leaflets on puberty that they were going to pass on to Year 5 pupils. These resources were of the highest quality and they reflected the pupils' clear understanding about how bodies change during puberty.
- Staff are skilled in addressing pupils' personal and emotional needs. They respond sensitively and appropriately to support pupils' specific needs, especially those considered vulnerable.

Behaviour

- The behaviour of pupils is good.
- Typically, pupils are courteous and friendly and considerate of others. They show great delight when talking to visitors about their learning and their achievements. In class, they settle quickly to their work and low-level disruption to learning is rare.
- Pupils have taken increasing pride in their work over the past year. Most teachers insist on tidy presentation and clear handwriting to encourage accuracy and fluency in mathematical calculation and written work across all subjects. This is not the case in all classes, and leaders are aware of the need to ensure that all teachers and pupils focus on this important aspect.
- Staff manage behaviour consistently well across the school. Incidents of poor behaviour are rare.
- Leaders act swiftly when they see that a pupil's attendance falls below expected levels. The school provides effective support for families that need help. Leaders, including governors, regularly monitor the attendance of specific groups of pupils. As a result, attendance rates are consistently above national averages.

Outcomes for pupils

Good

- In 2018, key stage 2 pupils made good progress in reading and writing, in line with schools nationally. However, progress in mathematics was below average, with fewer pupils achieving the expected standard than in the previous two years. The percentage of pupils achieving the higher standard in mathematics matched the national average.
- At key stage 1, a higher proportion of pupils achieved the expected standard and greater depth in reading and mathematics than was seen nationally. Attainment in writing was below the national average.
- Inspection evidence shows that the decline in mathematics progress at key stage 2 that has been seen in recent years has been reversed, and effective initiatives have ensured that pupils are now making good progress. The progress made by pupils in all key stage 2 classes shows a higher proportion of pupils currently working at the expected standard in each class. Greater challenge, provided by teachers, is ensuring that more pupils are working at the higher standard.
- While standards are rising in mathematics, leaders are keen to ensure that successful approaches become embedded in the practice of all teachers across the school. Teachers are introducing a new initiative to improve pupils' number skills. This is necessary because a significant proportion of pupils in both key stages do not have a confident recall of mathematical facts, appropriate for their ages. For example, by the end of Year 4, all pupils are expected to be able to recall multiplication and division facts for multiplication tables up to the twelfth table. Current pupils in Years 5 and 6 were not able to demonstrate mastery of this requirement.
- The most able pupils are sufficiently challenged in their learning, with increasing numbers working at greater depth. For example, the most able pupils in Year 2 were using their understanding of fractions to solve problems involving friends eating pizzas, deciding to slice their food in different ways. In Year 6, the most able pupils explained how they used a compass to bisect lines to create complex shapes. One pupil reflected, 'It was quite satisfying using this technique to draw perfect equilateral hexagons.'
- Pupils' writing has improved significantly over the past year. Pupils become increasingly accomplished writers, building their knowledge of how to write in different styles successfully. By Year 6, they use sophisticated vocabulary and a full range of punctuation to express their ideas and engage the reader. They maintain the quality of their writing when they write in subjects across the curriculum.
- Disadvantaged pupils make good and sometimes better progress than their classmates in reading, writing and mathematics.
- Pupils with SEND make good progress from their starting points because the work provided is carefully structured to meet their needs. School leaders and teachers closely monitor the progress that pupils with SEND make and act quickly if any fall behind.
- Pupils read fluently and with good understanding. Phonics skills have improved over the past year and a higher proportion of pupils are on track to meet the expected standard in the Year 1 phonics screening check than previously. In 2018, a higher proportion of pupils achieved the expected standard and greater depth in reading in

Years 2 and 6. Older pupils appreciate the wide range of books available to them. They demonstrate good understanding across a range of demanding literature.

- Pupils are well prepared for the next stage of their education. This includes transition from Reception to Year 1, key stage 1 to key stage 2 and moving on to secondary education.

Early years provision

Good

- The early years provision is well led and managed. The leader has an accurate view of the strengths of the provision and where further improvement is needed to ensure that all children make good progress. Staff work together as a cohesive team. They effectively collect and record evidence of each child's progress towards achieving their early learning goals. Parents appreciate the high-quality learning journals that describe their child's improvement throughout the year.
- Staff make sure that children are kept safe both indoors and out. Children understand the safety and hygiene rules, such as washing hands before eating. They cooperate well with staff and with each other. This was demonstrated well by a team of young builders who were constructing their version of a huge furniture store that had recently been built in Exeter.
- Most children start school with the knowledge and skills broadly typical for their age, although some have lower starting points in their language, number and personal skills. They make good progress in all areas of learning and are well prepared for their transition to Year 1. Children's behaviour is good and they are learning to celebrate each other's differences.
- Disadvantaged children and children with SEND are well supported. They settle quickly into school life and become successful learners. Parents commented on the high quality of support for children with specific medical and physical needs. One parent noted how this support had enabled her child to become confident and eager to learn.
- Phonics teaching underpins the development of early reading and writing skills effectively. During the inspection, pupils were encouraged to form their letters correctly and spell everyday words accurately.
- The development of children's mathematics understanding is good. There are detailed accounts of children's developing skills in learning about shape, space and measures. Children were happy to demonstrate their counting to and beyond 20 and to show one more or one less than a given number.
- Staff question children skilfully and encourage them to develop their language skills as they play. For example, some children were well supported when discussing their plans to provide an extensive meal made out of mud. However, sometimes, the activities planned do not provide enough challenge for the most able children, which slows their progress.
- Parents are very positive about the arrangements for starting school. They say that their children are happy to come to school and they enjoy learning. Early years staff are always approachable, and they address any concerns effectively.

School details

Unique reference number	113066
Local authority	Devon
Inspection number	10054370

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 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	194
Appropriate authority	The governing body
Chair	Geri Holman
Headteacher	Louise Herbert
Telephone number	01392 874 583
Website	www.clyststmary.devon.sch.uk
Email address	admin@csmmps.org.uk
Date of previous inspection	27 February 2018

Information about this school

- The school has entered a management partnership with a nearby school. This requires the headteacher to lead the other school for part of each week.
- This school is an average-sized primary school. Pupils are organised in 7 classes.
- The proportion of pupils with SEND is above average and in the top 20% of schools nationally. The current Year 6 class has 33% of pupils with SEND.
- The proportion of disadvantaged pupils is much smaller than the national average.
- The school manages a breakfast club each day.

Information about this inspection

- Inspectors observed pupils' learning across the school. Most observations were carried out jointly with the headteacher and/or deputy headteacher. In addition, inspectors visited classrooms, the dining hall, playgrounds and attended a music rehearsal.
- Meetings were held with pupils, governors and school leaders. The lead inspector also spoke with the school's external adviser.
- Inspectors spoke informally to parents at the start of the school day. They took account of the 35 responses to the online questionnaire, Parent View, as well as their written comments using free-text and by letter. They also took account of responses to the Ofsted staff and pupils' questionnaires.
- Inspectors observed the school's work and looked at a range of documents, including the school's improvement plans. They assessed current pupils' progress, safeguarding procedures and the plans for the use of the sports premium.
- Inspectors listened to pupils read, talked with them in classrooms and evaluated samples of their work.

Inspection team

Paul Hodson, lead inspector

Ofsted Inspector

Sue Ivermee

Ofsted Inspector

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