

# Gulworthy Primary School

Gulworthy, Tavistock, Devon, PL19 8JA

**Inspection dates** 22–23 November 2012

<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 because:

- All pupils, including those in receipt of pupil premium support and those with special educational needs, greatly enjoy school and achieve exceedingly well.
- Teachers ensure that the pupils' personal development, especially their spiritual, moral, social and cultural understanding, is promoted just as strongly as literacy and numeracy skills.
- The school has sustained high standards in national assessments for several years. Pupils in all parts of the school continue to show well-above-average attainment in their responses in lessons and recorded work.
- Teaching is outstanding because learning activities are matched very closely to pupils' interests, needs and abilities. All teachers and their talented assistants question the pupils very effectively.
- Pupils are keen to do well at school, readily give of their best and share ideas very willingly to help each other to learn.
- Pupils make excellent progress, especially in developing and using their speaking and listening and reading skills by working closely with other pupils.
- Pupils' perceptive thoughts about how to improve are valued and fully examined during discussions, though are not always written down or used as successfully to support pupils' own investigations.
- All pupils are treated equally and benefit from high-quality care. Consequently, they feel very safe and their behaviour is exemplary.
- Parents and carers are overwhelmingly supportive and, as pupils and staff, some commented, 'We are proud to be associated with Gulworthy School.'
- The executive headteacher sustains high aspirations. She leads a dedicated staff team who, with full support from a very capable governing body, continue the strong drive to help all pupils achieve their full potential.

## Information about this inspection

- The inspector visited 10 lessons. The headteacher accompanied the lead inspector during several of these observations.
- The inspector observed morning playtime and lunch breaks, and attended two assemblies.
- Meetings were held with members of the school council, and many other pupils were spoken to during lessons and breaktimes. The inspector also met with members of the governing body and spoke informally with a number of parents and carers as they brought their children to school. The inspector also received three letters from parents and carers and held a telephone conversation with a representative of the local authority.
- The inspector held meetings with school staff, including senior and middle managers.
- The inspector took account of 14 parents' responses to the online questionnaire (Parent View) in planning and undertaking the inspection. He also received six staff questionnaires.
- The inspector observed the school's work, and looked at a number of documents, including the school's own data of pupils' progress, planning and monitoring documentation, records relating to behaviour and attendance, and documents relating to safeguarding.

## Inspection team

Alex Baxter, Lead inspector

Additional inspector

## Full report

### Information about this school

- This school is below average in size.
- Most pupils attending the school are of White British heritage.
- The proportion of disabled pupils and those with special educational needs supported by school action is below average. The proportion supported by school action plus or with a statement of special educational needs is above the national average.
- The proportion of pupils supported by the pupil premium (which provides additional funding for pupils in local authority care and those known to be eligible for free school meals) is below average.
- Children in the Early Years Foundation Stage are taught within a combined Reception and Years 1 and 2 class. The two other classes in the school are mixed-age classes.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- In January 2012, the school joined with Lamerton Church of England Primary School to form a federation of schools with one governing body. At the beginning of this autumn term, the headteacher of Gulworthy Primary School became an executive headteacher, sharing her duties equally across both schools.

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

- Develop more opportunities for the pupils to learn for themselves by encouraging them to write about how to improve and then putting these ideas into practice as their own investigations.

## Inspection judgements

### The achievement of pupils

### is outstanding

- The school has sustained high standards in national assessments at the end of Years 2 and 6 since the previous inspection. Currently, in all parts of the school, higher-than-expected numbers of pupils are meeting and exceeding expected levels of attainment, reflecting pupils' outstanding achievement.
- Children start school with knowledge, skills and understanding that are at the expected levels for their age. Exemplary provision makes sure that children settle quickly, work very confidently with each other and so make excellent progress during their first year at school.
- As they move through the school, pupils respond extremely well to consistently strong teaching, which makes sure that they can all take an equal part in learning activities because they are set at the right level for their differing needs and abilities. As a result, all pupils, including disabled pupils, those with special educational needs and more-able pupils, continue to make outstanding progress.
- Pupils supported by additional funding through the pupil premium have also quickened their progress and have caught up with other pupils.
- Pupils excel in developing their speaking and listening skills, and in using these skills to share ideas and extend their learning during discussions. Opportunities for pupils to use these ideas to further enhance their own enquiry skills are not always taken.
- Pupils also learn to read exceptionally well because reading skills, especially letter sounds (phonics), are taught every day and pupils are heard to read and supported in small groups very regularly. In addition, the teachers' close links with parents and carers also means that pupils continue their excellent progress and love of reading at home. The teachers' strong development of the pupils' literacy and reading skills in other subjects and their focus on the work of specific authors also enriches their writing skills.
- Governors and parents and carers greatly welcome the way teachers help pupils think for themselves and learn confidently with others, qualities that prepare them very well for their secondary education.

### The quality of teaching

### is outstanding

- Excellent relationships between adults and pupils, and joyful sharing of ideas, typify lessons across the school.
- The school's records of the quality of teaching show continued improvement since the previous inspection. A key feature is the strengthening of the teachers' use of assessment to make sure that the work they set meets pupils' differing needs and is hard enough to consistently extend their skills.
- For example, in a mathematics lesson in the Years 5 and 6 class, work was set at four levels of difficulty, with further extension tasks available, and with adults providing support for individual pupils when needed. As a result, pupils sustained concentration and built on previous learning to make excellent progress.
- Teachers and support staff are also skilled at lifting the pupils' confidence by valuing their ideas. For example, additional adult assistance in literacy and numeracy, for disabled pupils, those with special educational needs and others in receipt of additional pupil premium, encourages them to learn well alongside other pupils. Similarly, frequent discussions, in groups or pairs, help pupils to share their different ideas.
- Teachers constantly encourage pupils to think carefully. They draw out and develop new learning skilfully through their questioning of pupils. In response, pupils confidently ask their own questions and make excellent progress by learning with and from each other. In an English lesson in Years 3 and 4, pupils exchanged ideas about the meanings of different words and how

authors such as Roald Dahl used them to provoke readers' reactions. On occasions, though, pupils' ideas are not always written down or used often enough as lines of enquiry for pupils to investigate for themselves, and this hinders their progress.

- Teachers demonstrate exemplary subject knowledge and provide excellent opportunities for the pupils to practise reading, writing and numeracy skills across other subjects. In the Reception, Years 1 and 2 class, the teacher's strong modelling of the 'wh' sound of letters during a phonics session was further developed when pupils talked enthusiastically about their giant paintings of 'white whales'.
- Teachers also promote the pupils' spiritual, moral, social and cultural development extremely well. Some teachers have taken part in exchange visits to schools in Uganda and Kenya, and ensure that regular letters and emails between pupils enrich cultural understanding.

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

- Pupils' above-average attendance, eager contributions and respect for each other's views in lessons continue to reflect their great enjoyment of school.
- Pupils show consideration to other pupils, to adults who work in the school, and to visitors. They say, 'Everyone is nice and encouraging with each other.'
- Pupils also say that, because 'adults look after us really well', they feel very safe at school. Almost all parents and carers support this opinion.
- The way that pupils express their views, and raise their questions so openly and confidently during class discussions, clearly reflects their positive attitudes to learning. The pupils' willingness to exchange ideas with their 'Talk Partners' further adds to their strong commitment to learning, which alongside exemplary teaching, promotes their outstanding progress.
- The school's grouping of pupils into 'Tribes', in which pupils of all ages and abilities support each other very warmly and effectively, is really appreciated by parents and carers, and understood by the pupils themselves. As a result, pupils know how to keep themselves safe and show a good understanding of the different forms of bullying, for example, racist abuse.
- School records show very few recorded incidents of poor behaviour, and none involving racist behaviour or bullying. In discussions with pupils, parents and carers, all agreed that if an incident did occur then the teachers would 'sort it out very quickly'.

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

- The executive headteacher provides inspirational leadership and is extremely well supported by senior staff and members of the governing body.
- As a very effective team, leaders have made sure that step-by-step improvements in provision have first secured, and then sustained, outstanding teaching and pupils' achievement. Together, they show a strong capacity to bring further improvement.
- A very supportive partnership with parents and carers helps to sustain pupils' enjoyment of school, promotes their above-average attendance and continues successful learning at home.
- The executive headteacher and all teachers check the quality of teaching and pupils' progress very efficiently. As a team, staff evaluate very effectively the information gathered from frequent observations of lessons, discussions with pupils and scrutiny of pupils' work in books. This accurate information is then used to ensure that, when needed, additional teaching and support are provided at an early stage. For example, pupils in receipt of pupil premium funding are helped to learn as well as other pupils. The extra money is being spent effectively on additional one-to-one adult support to extend pupils' numeracy skills and to include them in swimming and music tuition.
- Information is also used well to support staff professional development, more recently for

example, strengthening the teaching of phonics to raise pupils' reading and writing skills.

- Teachers are diligent in eliminating discrimination and treat pupils equally. They make sure that planned learning activities are matched closely to pupils' differing needs and abilities, ensuring for example, that more-able pupils and those with special educational needs achieve with equal success.
- The local authority has provided supportive training for governors in setting up the new federation. Currently, it continues effective light touch support in response to any requests that this highly effective school chooses to make.

■ **The governance of the school:**

- Since the previous inspection, the governing body has continued to receive and discuss detailed reports from the now executive headteacher. These, along with first-hand knowledge from visits, have helped governors to develop a sharp understanding of pupils' performance data and national expectations. Consequently, governors understand the effect that teaching has on pupils' learning and to hold the executive headteacher to account and support staff in securing pupils' successful achievement. Their informed support of the executive headteacher has ensured that salary progression has been considered well to secure a strong, stable teaching force. Governors fulfil their statutory duties diligently, including thorough vetting of all who work in the school, to keep pupils safe. They manage finances very efficiently, for example checking that pupils in receipt of pupil premium funding can take part in the range of school activities and that additional support enables them to achieve as well as other pupils. During the formation of a single governing body to oversee the work of the two partner schools, governors carried forward their existing strengths and committee structures. They have made continuing good use of professional training, for example, to understand how the federation with widened teaching expertise can develop even more effective learning opportunities for the pupils. The governing body has already included this aspect in the specific targets set for the newly designated executive headteacher and has a well-considered programme of checks to ensure that this intention is being met.

## 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>	113250
<b>Local authority</b>	Devon
<b>Inspection number</b>	402806

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>	78
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Paul Bolding
<b>Headteacher</b>	Melody Nicholls
<b>Date of previous school inspection</b>	13 February 2008
<b>Telephone number</b>	01822 832520
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