

# Payhembury Church of England Primary School

## Inspection report

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<b>Unique Reference Number</b>	113360
<b>Local Authority</b>	Decon
<b>Inspection number</b>	338154
<b>Inspection dates</b>	9–10 March 2010
<b>Reporting inspector</b>	Mike Burghart

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 of pupils on the school roll</b>	66
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Cate Edmund
<b>Headteacher</b>	Penny Carvill
<b>Date of previous school inspection</b>	22 March 2007
<b>School address</b>	Payhembury Honiton EX14 3HT
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## Introduction

This inspection was carried out by two additional inspectors. Inspectors spent more than two thirds of their time evaluating learning. They observed 12 lessons, involving all teachers, and met with staff, the chair of governors and groups of parents and pupils. They looked at school documentation, including development planning, records of pupils' progress, monitoring records of the quality of teaching and learning, and minutes of governors' meetings. Inspectors analysed 46 parent questionnaires, as well as those of staff and pupils

The team looked in detail at the following:

- the impact on pupils' progress of apparently improved assessment and how pupils are involved
- the level and effectiveness of governors' monitoring of the school's performance and their involvement in development planning
- how effective teachers are in providing for mixed-age and -ability classes (especially provision for Reception)
- the effectiveness of provision designed to enhance pupils' multicultural awareness.

## Information about the school

This is a very small school serving a rural community. It draws pupils from a wide area. All are of White British heritage. The proportion of pupils with special educational needs and/or disabilities is broadly average, but this varies widely year on year. Most of such needs are associated with moderate learning difficulties. Children in Reception follow the Early Years Foundation Stage curriculum but are taught alongside pupils from Years 1 and 2, while pupils from Years 3 and 4, and Years 5 and 6 pupils make up the other two classes. The school operates on a split site on either side of the village main street. It has the use of a new parish hall adjacent to the school grounds for physical education, assembly and lunch. A privately run pre-school group is based in this hall. The school holds the Healthy School award.

The school has suffered considerable staff disruption over the last two years which was the result of maternity leave and illness. This has most affected pupils in Years 1 to 4.

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

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

### Main findings

This is a good school that has been systematically improved since it was judged as satisfactory in 2007. The outstanding vision and ambition of the headteacher are infectious and have brought staff and governors on board in moves which have driven up pupils' attainment. There is a strong ethos of teamwork which results in theory and intentions being turned into practice to the benefit of pupils' learning. The track record which has been established, particularly in very effective monitoring of teaching, developing assessment procedures and the use made of data to set challenging targets, underpins a good capacity for future improvement. That this is not judged as outstanding is because of some uncertainties about staffing, which are in the process of being resolved, rather than any reservations about the quality of management or provision.

This is a happy place where, as 100% of parents, carers and pupils were keen to say, pupils enjoy school. Relationships are strong and staff are quick to draw on pupils' enthusiasm for learning to challenge them to do their best. With the new-found confidence which has come from truly appreciating what pupils know, understand and can do, teachers very effectively plan interesting and often exciting work to take learning forward. Teaching is good with outstanding features, for example in the Reception/Years 1 and 2 class and in Years 5 and 6. Pupils of all abilities make good progress ' a marked improvement for more able pupils since the last inspection ' and reach standards that are above average by the time they leave Year 6. School records show that until this year there was inconsistency in the performance of pupils in Years 1 and 2. Current provision is fast overcoming this, but consolidating improvements is a key area for the school's development.

Pupils are well known to staff and are well cared for. Although they have not had sufficient opportunities to fully develop an appropriate awareness of life in a multicultural society, pupils' personal development is good. It builds successfully on the good start children get off to in Reception because provision is good. Here, the tone is set not only for academic success but also for the good personal development, care and consideration that are so characteristic of the school's family ethos. 'A friendly place!' chorused all ten of the school council when asked what Payhembury School is like. Outstanding behaviour and consistently above-average attendance are prime examples of pupils' very positive attitudes.

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

- Ensure that recent improvements in the attainment and progress of pupils at the

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end of Year 2 are consolidated, with all pupils consistently doing their best.

- Improve pupils' awareness and understanding of life in a multicultural society, developing the school's satisfactory contribution to community cohesion by improving links with communities in contrasting parts of the United Kingdom and abroad.

**Outcomes for individuals and groups of pupils****2**

Following improvements to the quality of teaching, the curriculum and the use of assessment, pupils' attainment is above average. Those with special educational needs and/or disabilities do well for their ability and are given the full range of opportunity. More able pupils reach well-above-average standards, with a significant minority doing even better than this, notably in mathematics and some aspects of science. Big improvements to opportunities for pupils to develop investigative and experimental skills are paying dividends. Over the past year, evidence shows that pupils have built successfully on the hands-on approach now established in Reception to develop their independent learning and research skills. Outstanding social development means that pupils work and play with just about anyone. Pupils achieve well, especially in Years 5 and 6, and make good progress throughout. Records show that this was not always the case in Years 1 and 2. To their credit, staff identified the reasons for this and have modified planning, with positive effects. Sustaining improvements to reading, writing and mathematics in Years 1 and 2 remains a priority.

The strong focus on academic development is complemented by equal consideration of the 'whole child'. Pupils are eager to say they feel safe at school and have confidence in staff. They enjoy learning, especially the opportunity to make use of targets to gauge their own performance. This worked extremely well in a lesson in Years 5 and 6 on Buddhism, with pupils debating and then practising meditation. Such experiences, alongside assemblies, appreciation of art, music and the beauty of nature in the forest area, support pupils' good spiritual development. Despite pupils' understanding of multicultural issues being underdeveloped, cultural development is good as a consequence of their strong participation in village life. Pupils have a keen awareness of what it means to be a Devonian. They are keen to contribute to the school as a community, readily taking on responsibilities, formally as monitors and play leaders, and informally in terms of caring for each other. Parents, carers and staff confirm the view of inspectors that pupils are being successfully helped to grow into caring, sensible young people. The Healthy School award recognises that pupils know how to keep themselves safe, fit and healthy.

*These are the grades for pupils' outcomes*

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

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<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account: Pupils' attainment <sup>1</sup>	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
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>1</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account: Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

### How effective is the provision?

Good teaching, the newly established (and still developing) curriculum with a rolling programme of cross-curricular themes, and sensitive care, guidance and support are at the heart of the school's effective provision. Pupils know that they are valued and are obviously confident that the school has their best interests at heart. The impact on learning and the progress pupils make are good. This represents considerable improvement compared to the last inspection. Teachers ensure that work is relevant and that the curriculum is broad and balanced. Enrichment in terms of visits, visitors, clubs and activities and links with the church and community are very good. Residential trips, especially to France, are extremely popular. Their love of school is driven by the way pupils are treated and what they are treated to.

Teachers manage mixed-age classes well. Strengths in teaching are in the quality of relationships and the way targets have been recently introduced to show pupils what to aspire to. Skilled questioning successfully encourages pupils to give reasons, explanations and opinions. A classic example was in an excellent Years 1 and 2 science lesson exploring floating and sinking. Pupils and staff played roles as pirates designing and building ships to go plundering in. It was a great delight and prompted excellent progress in advanced thinking, making and evaluating skills. Support for those in need of extra care and guidance is very good. Teaching assistants make a strong contribution to the good, and sometimes outstanding, progress such pupils make. A relative weakness in a small minority of lessons, and an area for development, is when pupils spend too much time listening before doing.

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*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

Improvements to provision and attainment are the direct result of strengths in leadership and management. Initiatives, some of which have still to have full effect, are securely based on robust self-evaluation. The headteacher ensures that everyone is well aware of what is going well and what still needs to be improved. As a strong team, staff and governors participate in, and have ownership of, development planning. The headteacher's leadership and management of the monitoring of teaching and learning and the way assessment is used are first rate. Governance is good. Governors are well informed and in a position to take their monitoring of the impact of decisions on the quality of learning to the next level. They are supportive and show that they are prepared to challenge in order to ensure success. Finances are well managed, with staff and resources well deployed. Significant improvements to resources for information and communication technology with new laptops and interactive whiteboards are already improving pupils' research skills. They complement good English and mathematics attainment, making sure that pupils are well prepared for future study and life in general. Although some minor deficiencies were brought to the school's attention, safeguarding procedures are effective in ensuring that pupils are not at risk. Good links with parents and outside agencies enhance and enrich learning. Gifted and talented pupils in particular benefit from joint initiatives planned with other schools. The school makes sure all pupils have equal opportunity. Pupils and staff are quite clear that there is no discrimination. The school's contribution to community cohesion is satisfactory. Relative weaknesses already described in pupils' multicultural development are offset by plans already in place for improvement, the school's contribution to the local community, and pupils' growing appreciation of other faiths and customs.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>1</b>
Taking into account: The leadership and management of teaching and learning	1
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>

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<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Children's behaviour is excellent, very much the result of outstanding care and very secure relationships. Teaching is often outstanding. That provision is not reported as outstanding is because many initiatives are recently established and yet to have full effect on progress. However, there are very positive signs, with strong leadership and management underpinning a good capacity for future improvement, for example in further developing outdoor space and resources. Provision is good. It is well orchestrated by the teacher and effectively supported by her teaching assistant. Good use is made of space in and out of doors to provide opportunities for children to learn through a good mix of their own chosen play and activities directed by staff. Thorough records are kept of what children do and how successful they are, and are used as the basis for planning. These confirm what was seen in lessons, that: children are very happy; are making good progress (even better than this in personal, social and emotional development!); and are beginning to emerge as readers and writers. At the end of their Reception year, most children reach above- average standards.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

The vast majority of parents and carers are very supportive of the school and the way it helps their children both academically and personally. They are particularly pleased with the quality of teaching and support, and the way the school is led and managed. There was no consensus of negative comments, but a small minority do not feel that



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communication is good enough or that parental views are sufficiently considered. Inspectors find that information available is good and that the school makes good efforts to take on board parents' and carers' comments and suggestions.

### Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Payhembury 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 46 completed questionnaires by the end of the on-site inspection. In total, there are 66 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	30	65	16	35	0	0	0	0
The school keeps my child safe	25	54	18	39	3	7	0	0
The school informs me about my child's progress	25	54	21	46	0	0	0	0
My child is making enough progress at this school	18	39	25	54	3	7	0	0
The teaching is good at this school	19	41	26	57	1	2	0	0
The school helps me to support my child's learning	19	41	26	57	1	2	0	0
The school helps my child to have a healthy lifestyle	26	57	20	43	0	0	0	0
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)	18	39	19	41	4	9	0	0
The school meets my child's particular needs	20	43	25	54	1	2	0	0
The school deals effectively with unacceptable behaviour	22	48	24	52	0	0	0	0
The school takes account of my suggestions and concerns	21	46	19	41	5	11	0	0
The school is led and managed effectively	23	50	20	43	1	2	0	0
Overall, I am happy with my child's experience at this school	25	54	19	41	2	4	0	0

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 inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

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 were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

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:	<p>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.</p> <ul style="list-style-type: none"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
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.**



11 March 2010

Dear Pupils

Inspection of Payhembury Church of England Primary School, Honiton EX14 3HT

Thanks to all of those who helped by telling inspectors about Payhembury, especially those on the school council and those I had the pleasure of having lunch with. I am sure it will come as no surprise to hear that yours is a good school. I can see how proud you are of it. I can also see how proud the school is of you. Well done everybody!

Here are some of its highlights:

- you make good progress and reach standards that are better than in most schools before you leave Year 6
- your behaviour is excellent
- children get off to a good start in Reception
- you are well taught by teachers who make work interesting and enjoyable
- the school takes good care of you and uses what it knows about how well you are doing to help you to improve your work
- you are being helped to be sensible, considerate young people who care about others and our world
- the school is well run by the headteacher, staff and governors. They make a really good team.

We know that everyone at Payhembury is always looking for ways to make the school even better. We have suggested that they:

- keep up the improvements in Years 1 and 2
- give you even more opportunities to find out about how people live in different parts of the United Kingdom and in other countries.

You can help by continuing to try hard.

Best wishes for the future.

Yours sincerely

Mike Burghart

Lead inspector

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