

# South Brent Primary School

## Inspection report

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<b>Unique Reference Number</b>	113218
<b>Local Authority</b>	Devon
<b>Inspection number</b>	357292
<b>Inspection dates</b>	28–29 September 2010
<b>Reporting inspector</b>	Rowena Onions

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>	290
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Jacqui Hopper
<b>Headteacher</b>	Helen Nicholls
<b>Date of previous school inspection</b>	20 August 2008
<b>School address</b>	Totnes Road South Brent TQ10 9JN
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## Introduction

This inspection was carried out by three additional inspectors. Fourteen lessons were observed and nine teachers were seen teaching. Meetings were held with pupils, governors and staff. The inspectors observed the school's work and looked at data on pupils' progress, the school improvement plan, reports from the School Improvement Partner, governing body minutes and a range of other documentation. One hundred and fourteen responses to the parental questionnaire were received together with 129 pupil and 34 staff responses to their respective questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- Pupils' progress - especially that of boys.
- The contribution to progress being made by cross-curricular work and the emphasis on emotional health and well-being.
- The impact of corporate leadership on the effectiveness of school improvement. The quality and impact of the school's links with parents and carers.

## Information about the school

The school serves a socially and economically diverse population from in and around South Brent. Almost all pupils are of White British origin and speak English as their first language. The proportion of pupils known to be eligible for free school meals is about average. An above average percentage of pupils have a range of special educational needs and/or disabilities. These pupils have a range of differing needs, including some specific, complex and physical disabilities. The school has an above average proportion of pupils with statements of special educational needs. A higher than average number of pupils enter the school at times other than into the Reception class. ♦A very new building on the school site houses the local children's centre and will very soon host a number of other local events and activities.

**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

South Brent Primary is a good school. It has a number of outstanding features which contribute well to the good progress made by pupils. In particular, its nationally recognised work in promoting the emotional health and well-being of pupils helps the vast majority to become mature and well-balanced young people who make a significant contribution to the school and wider community. This work and good teaching assist pupils in learning how to learn, including the importance of making an effort, learning to work together and alone, and the development of the skills of self-assessment. Teachers forge strong relationships with pupils and this ensures that lessons are calm and productive. Pupils behave well and teachers and other staff are skilled in helping a minority who find self-control difficult to conform to expectations and to develop greater self-esteem.

Pupils show some exceptional qualities. They are lively and interesting to talk to. They feel very safe in school and have a very well-tuned perspective on safety and discuss what things and situations are never safe and which are safe if you take care. They have a strong voice in the school, for example starting and running a school snack bar. The governing body required them to put forward a business plan and to run the finances of the venture as well as the day-to-day activity. Projects such as this assist pupils to develop economic understanding, helping to promote their future economic well-being. This example also demonstrates the hands-on approach of the governing body, who play a very significant part in promoting school improvement.

The school staff have worked hard to improve the attainment and progress made by pupils. As a result, attainment, although still average, is rising and the 2010 Year 6 group left the school with above average attainment. There remain, however, some inconsistencies in rates of progress. A minority of boys do not make as much progress as their peers, in part because in some lessons there is too much emphasis on talk and their attention slips. School data shows that progress in mathematics slows in Years 3 and 4. Consequently, although pupils generally make up deficits in Years 5 and 6, progress is not as good as it might be.

The school leadership team is led by a strong and determined headteacher who drives forward, with considerable energy, the school's vision to improve the present good provision to make it outstanding. School improvement work results in rising attainment. The school's leadership team and governing body recognise the importance of forging partnerships with parents and carers. Through an emphasis on the promotion of local community cohesion and by working with parents and carers to support more vulnerable pupils, they are seeing some success in doing this. The school acknowledges, however, that not all parents and carers are sufficiently regularly informed about their child's progress to enable them to work in full partnership with the school. Accurate school self-evaluation is underpinned by rigorous checking of teaching and learning. As a result of

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this, the track record of improvement and the well-developed ethos of shared responsibility, the school demonstrates good capacity for sustained improvement.

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

- Fully establish the consistency of good progress throughout the school by:
  - ensuring that in all lessons, there is a good balance between activities that require talk and those that are more practical and active
  - accelerating progress in mathematics in Years 3 and 4.
- Assist parents and carers to work in closer partnership with the school in helping them to help their child achieve as well as possible, by providing them with more regular information about their child's progress.

## Outcomes for individuals and groups of pupils

2

Children enter the school with a wide range of attainment and experience, but overall, attainment is below expectations. Pupils enjoy school. They are physically active and understand that this, together with healthy eating, promotes good health. They have a confident approach to learning; for example in a mathematics lesson, pupils were happy to publicly demonstrate their knowledge of how to accurately draw an angle, knowing that more learning comes from mistakes than from getting things right. Good social and moral development is shown by the way pupils support each other in this. ♦ Well-planned provision, linked to the analysis of individuals' progress, means that those with special educational needs and/or disabilities are assisted to progress well. The focus on developing pupils' emotional well-being means that vulnerable pupils, such as those who have been to a number of schools before their arrival at the school and those with troubled lives, achieve well. The school has already introduced initiatives to promote boys' learning and these have been successful in reducing the gap between their progress and that of girls. However, the gap is not fully closed. Pupils show themselves very able to discuss the education being provided for them. A group of Year 6 pupils, for example, were very clear about their thoughts on why they have not always made as consistent progress in mathematics as they have in English, linking this to the work not always having been as targeted to their individual needs as it is in English. The mathematics subject leader agrees with this analysis and work to remedy this is already identified in the school improvement plan. Pupils agree that they need to know more about the way of life of others living in Great Britain. An initiative started two terms ago is beginning to address this, but it remains too early for it to have had full impact. School improvement work has had considerable impact on attendance, which has risen significantly and is now above average.

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*These are the grades for pupils' outcomes*

<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>1</b>
<b>Pupils' behaviour</b>	<b>2</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>1</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>

<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

## How effective is the provision?

Teachers enjoy the respect of their pupils. They try very hard to interest them and use what is taught in one subject to give meaning to what is taught in others. This cross curricular working is popular with the pupils, especially when it promotes practical activity. Enrichment activities, such as working in the school garden and visiting places linked with current topics, provide a strong element in an overall good curriculum. Teachers want to ensure that they develop pupils' thinking and this is sometimes translated into the planning of activities that are based on pupils and teachers talking for relatively long parts of a lesson. Whilst this interactive approach suits a good number of the pupils, others, particularly some boys, lose interest and concentration. An emphasis on ensuring that pupils know what they are expected to learn in a lesson, and know how to recognise success, has a very positive impact on pupils' ability to target their efforts. Pupils appreciate the use of longer-term targets and are clear that this helps them to improve their work. The curriculum actively supports pupils' health and well-being. This, the emphasis on emotional well-being, and very rigorous procedures to ensure the safety of all make the care, guidance and support provided for the pupils outstanding. The school is particularly successful in promoting the well-being of its more vulnerable pupils but, because each individual is valued, all pupils are significant beneficiaries of this care. Teaching assistants play a very positive part in promoting both this and pupils' good progress.

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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>1</b>

## How effective are leadership and management?

Since the last inspection, the school has developed the roles of its middle leaders and this has significantly strengthened the leadership team. The tracking of pupils' progress is used to identify individuals who are likely to underachieve and in Years 1 to 6 to provide a clear picture of more general strengths and weaknesses. School improvement planning is very clearly linked to this analysis and has led to improvements. The work of the outstanding governing body is seen in the in-depth first-hand knowledge members have and in the way they use this to support and challenge the school. They work closely with staff and pupils and use their significant joint expertise to safeguard and benefit the pupils. ♦

Safeguarding is exemplary and goes the extra mile to support the most vulnerable pupils outstandingly well. In this, and in a significant number of other ways, the school makes use of partnerships with others to broaden the scope of the school's provision and to play a part in helping others. As part of its community cohesion activities, for example, the governing ♦ body and school leaders have secured the new building which both extends school and community facilities. The work to promote emotional well-being has been externally funded and has provided very good value for money. The school's work to promote community cohesion is being extended to give pupils a wider view of the world, but it is too early to see the impact of this work. The school ensures good equality of opportunity through the tracking of pupils' progress and through enabling all pupils to take part in all activities. Inequalities in pupils' progress are reducing and the school is working to remove those that remain. Partnerships with parents and carers are forged through regular surveying of parental and carer opinion, for example in assisting the governing body to create a new school website. The school strives to encourage all parents and carers to be full partners in their child's education. They are successful in doing this with many parents and carers but are correct in working to find ways of engaging all parents and carers in active partnership.

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*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<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>1</b>
<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>1</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>1</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Children in the Reception class make good progress from starting points that are below expectations. By the end of the year, although many achieve the standards expected for their age, a number, despite having made good progress, have not reached these. The provision is well planned and there is a good balance of activities both indoors and out to help children learn well. The children's interest is gained through this variety, even though they had been in school for only a short time. During the inspection, the children were fully engaged in activities, such as a 'milk bottling plant' where they were happily filling bottles and containers with 'milk'. The speed with which they have settled is due to successful induction procedures and the good relationships that good teaching and care have already promoted. The leadership of the Early Years Foundation Stage is good and has ensured that provision has developed in line with national requirements. Assessments are used well to plan next steps for individuals, but are not used as well in providing a more general overview of the relative strengths and weaknesses in progress made by the whole year group.

*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	2



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Stage	
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## Views of parents and carers

Most parents and carers are very happy with the school's provision. They are particularly happy with the way their child is kept safe, the quality of the teaching and the leadership and management of the school. Inspection findings also show that these are positive features. A minority of parents and carers are unhappy with the way unacceptable behaviour is managed. Inspection findings are that the school has firm, measured and supportive ways of managing behaviour. Some parents and carers would like more information about their child's progress. The school is currently seeking ways to involve more parents and carers in their child's education.

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

Ofsted invited all the registered parents and carers of pupils registered at South Brent 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 114 completed questionnaires by the end of the on-site inspection. In total, there are 209 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	52	46	59	52	2	2	0	0
The school keeps my child safe	72	63	41	36	1	1	0	0
My school informs me about my child's progress	35	31	59	52	15	13	2	2
My child is making enough progress at this school	45	39	55	48	10	9	1	1
The teaching is good at this school	48	42	63	55	1	1	0	0
The school helps me to support my child's learning	39	34	59	52	13	11	0	0
The school helps my child to have a healthy lifestyle	56	49	43	38	9	8	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)	68	60	40	35	4	4	1	1
The school meets my child's particular needs	48	42	51	45	11	10	0	0
The school deals effectively with unacceptable behaviour	48	42	43	38	15	13	0	0
The school takes account of my suggestions and concerns	39	35	52	46	13	11	0	0
The school is led and managed effectively	53	46	55	48	2	2	0	0
Overall, I am happy with my child's experience at this school	58	51	50	44	3	3	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 all 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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 pupils' 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.**



30 September 2010

Dear Pupils

**Inspection of South Brent Primary School, South Brent TQ109JN**

We really enjoyed our time in your school and one of the highlights was discussing things with you. We think you are right to think yours is a good school. It is helping you to grow up to be thoughtful and hardworking.

Some of the things we liked best were:

- the good progress you make
- that you feel very safe and that you know how to judge what is safe and not safe both in and outside school
- the contribution you make to making your school community run well and to improve
- the good teaching you receive
- the way your teachers and other staff take care of you and help you, especially when you are experiencing difficulties
- the wide variety of activities that help you to enjoy school
- the energy your headteacher, governing body and other staff put into trying to make your school an even better place.

To make things even better we have asked your school to:

- make sure that there is a range of different types of activity in each of your lessons
- improve the progress you make in mathematics in Years 3 and 4. We know some of you have ideas how to do this, so you could help by discussing these with your teachers.

Thank you very much for your help and friendly conversations while we were at your school.

Yours sincerely

Rowena Onions Lead Inspector

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