

# Boasley Cross Community Primary School

## Inspection report

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<b>Unique Reference Number</b>	113247
<b>Local Authority</b>	Devon
<b>Inspection number</b>	357297
<b>Inspection dates</b>	16–17 February 2011
<b>Reporting inspector</b>	Joyce Cox

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>	44
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Barrie Timms
<b>Headteacher</b>	Alison Ewen
<b>Date of previous school inspection</b>	17 February 2011
<b>School address</b>	Bratton Clovelly EX20 4JH
<b>Telephone number</b>	01837871362
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## Introduction

This inspection was carried out by an additional inspector. The inspector observed four teachers and visited seven lessons. She held meetings with members of the governing body, staff and pupils. The inspector observed the school's work, and looked at the school improvement plan, assessment information, teachers' planning, pupils' work and safeguarding procedures. She also analysed questionnaires returned by 41 parents and carers, nine staff and 27 pupils.

The inspector reviewed many aspects of the school's work. She looked in detail at a number of key areas.

- The sustainability of pupils' improved attainment and achievement in Year 6 assessments.
- How successfully staff use assessment information to meet the various learning needs of all pupils in mixed-aged classes.
- The quality of the indoor and outdoor learning experiences for children in the Early Years Foundation Stage.
- The extent of pupils' knowledge and understanding of life for children in other parts of the United Kingdom.

## Information about the school

This is a two-class primary school in a very rural area and is much smaller than average. Children in the Early Years Foundation Stage are taught in a mixed Reception and Year 1 and Year 2 class. The vast majority of pupils are of White British heritage. The proportion of pupils with special educational needs and/or disabilities is above average. Their main areas of needs are speech, language and communication, and moderate learning difficulties. The proportion of pupils known to be eligible for free school meals is well-below average.

**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 where pupils are exceptionally well cared for and are happy, work hard, and achieve well. Pupils have an outstanding awareness of how to keep themselves fit and healthy. The school has moved forward rapidly since its previous inspection and now produces good or better outcomes for all its pupils. One parent, speaking for many, comments, 'I think this school is fantastic. My child is thriving.'

Reception children have an excellent learning environment and a very happy and successful start to their school life. Teaching throughout the school is consistently good with some outstanding elements. Lessons are conducted at a quick pace and staff engage pupils in interesting and practical activities. Teaching assistants provide good support for pupils with special educational needs and/or disabilities. Precise analysis of assessment information highlights those pupils who need extra support. Attainment at the end of Year 6 has risen since the last inspection, especially in mathematics and shows clearly the good progress pupils make during their time at the school.

Pupils' behaviour is outstanding and contributes extremely well to the purposeful atmosphere in classrooms and to their good progress. They say they like school very much because, 'Our teachers are really kind, we all know each other and this is a great place to be.' The governing body and staff have outstanding awareness of safeguarding issues and, consequently, pupils say they feel extremely safe in school at all times. Good classroom management and careful planning for mixed-age classes ensure that work is carefully matched to the needs of individuals and groups. Pupils are very involved in their learning and enjoy working hard to achieve their targets. The curriculum is good and pupils experience many interesting projects and visits.

However, the large outdoor learning environment is underused and the school accepts that further development is required.

Pupils make an excellent contribution to school and local community life. A relatively weaker area is pupils' knowledge and understanding of being part of a diverse British community. The leadership and management of the headteacher are good and effective. She has successfully fostered a dedicated staff with a shared vision and a clear understanding of what needs to be done to maintain and improve pupils' achievement. Self-evaluation is accurate and demonstrates the high expectations that are being set for future developments and pupils' attainment. Consequently, the school has correctly identified the key areas for improvement. Attainment is rising throughout the school and the many improvements to teaching, assessment and the curriculum mean that the school demonstrates a good capacity to improve further.

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

- Enhance the curriculum further by making more use of the outdoor learning environment.
- Devise and implement plans to improve pupils' knowledge and understanding of being part of the United Kingdom by establishing links with a school in a contrasting location

## Outcomes for individuals and groups of pupils

<b>1</b>
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All groups of pupils, including those who have special educational needs and/or disabilities, achieve well. Their good academic and personal skills together with their excellent attendance prepare them well for later life and learning. Children enter the Early Years Foundation Stage with skill levels similar to those expected for their age. By the time pupils leave the school, their attainment is above average. Staff have worked very hard and successfully to raise pupils' achievement in mathematics. Pupils' attainment is lower in writing than in reading and the school has introduced many successful strategies to improve this. For instance, pupils are encouraged to discuss their writing together and refer to success checklists before they put pen to paper. In lessons, they show very positive attitudes to learning and high levels of perseverance and sustained concentration. All pupils work very well together and are clearly involved and engaged in their learning. They demonstrate this by voluntarily completing extra work at home. Staff work very hard with the pupils who have specific and sometimes quite complex difficulties and barriers to their learning. These pupils learn successfully and make equally good progress. The school has achieved 'The Devon Inclusion Award', which recognizes high standards of inclusive teaching.

All pupils say they feel extremely safe in school and older pupils are very clear about internet and mobile phone dangers. Risk assessments are shared with the pupils and they all know that they can talk to school councillors, peer mediators or staff. They can place any concerns in the worry box. Pupils have an outstanding awareness of the need for sleep, exercise, healthy food and drink, and good hygiene. They enjoy the daily Shake Awake sessions and receiving certificates for running long distances. They are proud of, and committed to, their school community. All older pupils have a leadership role in the school. These include being play leaders, reading buddies, librarians and art club leaders. All pupils have a strong voice in decisions relating to their well-being and learning through the school council. Councillors organise many events such as 'Switch off fortnight' where they considerably reduced electricity consumption. Pupils and parents and carers raised almost 90 for the Karabuni Trust in Africa. Pupils are involved in several projects in conjunction with the local community. For example, they work closely with the local history group to refurbish an old schoolroom in the village. Their spiritual, moral, social and cultural development is good and they think deeply about a wide range of issues. They happily write to and enjoy receiving letters from their pen pals in a school in Uganda.

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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>1</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</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>	1
<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' planning is detailed and lessons are conducted at a swift pace. Pupils are very clear about what they learn and how well they have tackled and achieved tasks. Staff manage pupils' behaviour sensitively and skilfully and create an encouraging and supportive atmosphere in lessons so that pupils are confident to have a go at answering questions and attempting new challenges. Pupils say that they like the fact that any errors are treated as learning experiences. Teachers are very skilled at using technology to enliven pupils' learning. Interesting strategies, such as putting all the pupils' names in a pot and then selecting one to answer a question, keeps all pupils alert and motivated. The school has recently had solar panels installed and this exciting event is currently being used successfully in literacy, numeracy and science lessons which makes learning relevant and purposeful. Pupils talk about the next steps in their learning and have termly targets for literacy and numeracy. They learn to sensitively assess their own and fellow pupils' learning. Teachers' marking recognises pupils' achievements and efforts and highlights ways to improve work. Work scrutiny reveals that it is of a higher quality in literacy than in numeracy.

A key feature of the good curriculum is the way it is planned carefully to meet the wide variety of ages within the two classes. For example, good use is made of additional staff to ensure that the 27 pupils in the Year 3 to Year 6 class are always taught in smaller groups for literacy and numeracy. Specialist French and music teachers and effective

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teaching assistants are deployed well to aid the normal staffing ratio. An extensive range of visits, visitors and clubs considerably enriches pupils' learning experiences. Personal, social and health education is promoted well throughout the curriculum and particularly through residential visits. The school is fortunate to have an extensive outdoor area which is not used to its full capacity.

The quality of care and guidance across the school is outstanding. Through strong links with other agencies, pupils, parents and carers receive targeted and helpful support. There are examples of this having a very positive impact on pupils' welfare and achievement. One parent comments, 'My child was on the special educational needs register for literacy in Key Stage 1 and is now attending a gifted and talented literacy course in Key Stage 2. I think this exemplifies how hard-working the school is and how well pupils are doing.'

*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?**

The headteacher has communicated a vision for improvement to the whole-school community and there is a strong team spirit and commitment to excellence. Forward planning is good and because of a particularly thorough programme of self-review and evaluation, the correct priorities inform the school improvement plan. The governing body offers good support to the school and knows the school well through productive links with subject leaders as well as through the headteacher's termly reports. Their next step is to ask the school challenging questions about pupils' performance if tracking data indicate any potential underachievement. Community cohesion has been promoted effectively within the school and with the local community. This is reflected in the school's inclusive ethos. Visitors are made to feel welcome and pupils show very good tolerance and understanding of each other's differences. There are strong international links but pupils' knowledge of life for children in other parts of the United Kingdom is a weaker area.

The strong links with external agencies to provide support for potentially vulnerable pupils show the school's strong commitment to equality of opportunity and tackling discrimination, which enables all pupils to achieve well, whatever their circumstances or difficulties, and breaks down any barriers that might hinder their learning. The system for tracking pupils' academic progress is effective so that any pupil who is not making enough progress is identified quickly and support is put in place.

Safeguarding policies and risk assessments are of an excellent quality and constantly reviewed to ensure pupils' safety at all times. The headteacher and staff have worked hard

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to build strong partnerships and trust with parents and carers and this is reflected in the high number of parental questionnaire returns.

*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>2</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>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>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 Early Years Foundation Stage make outstanding progress because of high quality teaching and provision. Although reception children are taught alongside older pupils, their learning is meticulously planned and the curriculum is very skilfully adapted to suit their particular needs. Children do really well in learning to read and write because of skilful teaching. Staff make learning fun and extremely enjoyable, and really challenge children to think and work together well. Adults interact enthusiastically with children, joining in their play while asking questions and facilitating learning. Relationships are very warm and caring and the learning environment is very safe, calm and stimulating both indoors and outdoors. These features, together with an excellent balance of child-selected and adult-directed activities, enable most children to attain above the age-related expectations by the end of the Reception Year.

Children enjoy exciting events, such as a recent visit to Morwellham Quay which is an award-winning World Heritage site with a working Victorian farm. They described their interesting day and enthusiastically made maps and models of what they had seen. Children with special educational needs and/or disabilities are especially well supported and included in all activities. Children behave exceptionally well and take turns and share resources really well. They confidently select and get out their own equipment. Reception staff work as a very effective team and have excellent knowledge and understanding of the personal and learning needs of young children. A strong partnership is quickly formed with parents and carers. One parent comments, 'All the children have been made very welcome and we are extremely pleased with the progress made.' Leadership and



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management are outstanding and children are exceptionally well cared for because their welfare is paramount at all times.

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

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>1</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

## Views of parents and carers

Almost all the 34 families at the school responded to the questionnaire, which is an exceedingly high number. All parents and carers feel that their children are helped to have a healthy lifestyle. A very small number of parents and carers felt that the teaching was not good and that their children's particular needs were not being met. The inspector looked closely at these aspects and judged that teaching is good and that staff work hard to ensure they meet the needs of all pupils. The vast majority of parents and carers who responded are extremely supportive of the school. In the words of one parent, 'This school has transformed our children's lives as they were struggling at their last school and not making enough progress. Now they are motivated and want to succeed. We are absolutely delighted as we feel all the children here are handled on an individual basis.'

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

Ofsted invited all the registered parents and carers of pupils registered at Boasley Cross Community 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 inspector received 41 completed questionnaires by the end of the on-site inspection. In total, there are 44 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	30	73	6	15	3	7	0	0
The school keeps my child safe	32	78	7	17	2	5	0	0
My school informs me about my child's progress	24	59	12	29	3	7	0	0
My child is making enough progress at this school	19	46	18	44	2	5	2	5
The teaching is good at this school	24	59	13	32	4	10	0	0
The school helps me to support my child's learning	22	54	14	34	3	7	0	0
The school helps my child to have a healthy lifestyle	26	63	15	37	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)	22	54	16	39	3	7	0	0
The school meets my child's particular needs	22	54	15	37	4	10	0	0
The school deals effectively with unacceptable behaviour	20	49	16	39	3	7	2	5
The school takes account of my suggestions and concerns	18	44	19	46	1	2	2	5
The school is led and managed effectively	20	49	17	41	2	5	2	5
Overall, I am happy with my child's experience at this school	23	56	14	34	4	10	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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## 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.**



18 February 2011

Dear Pupils

**Inspection of Boasley Cross Community Primary School, Oakhampton EX20 4JH**

I should like to thank you for the warm and friendly welcome you gave me when I inspected your school recently. You go to a good school and you are doing well because of your hard work and the actions taken by your headteacher and the staff.

These are the things I found out.

- You enjoy school, feel very safe and your behaviour is excellent.
- Teachers help you to make good progress in your work.
- Reception children have a happy and a very successful start to school life.
- Your headteacher is a good leader.
- You have good relationships with your teachers and you work hard for them.
- You go to a very caring school. Adults make sure you are kept extremely safe. You go to a very caring school. Adults make sure you are kept extremely safe.

I have asked the headteacher, staff and the governing body to do two main things to help the school improve further.

- Enhance the outdoor learning environment.
- Help you to learn more about other pupils' lives in different areas of the United Kingdom.

You can help by continuing to work hard and by keeping up your excellent standards of behaviour.

I wish you all the very best for the future.

Yours sincerely

Joyce Cox

Lead inspector

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