

Horrabridge Community Primary School

Inspection report

Unique Reference Number	113253
Local Authority	Devon
Inspection number	378674
Inspection dates	22–23 November 2011
Reporting inspector	Paul Sadler

This inspection of the school was carried out under section 5 of the Education Act 2005. The registered childcare provision, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	137
Appropriate authority	The governing body
Chair	David Tall
Headteacher	John Clarke
Date of previous school inspection	10–11 June 2009
School address	Walkhampton Road Horrabridge Yelverton PL20 7SZ
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Age group	4–11
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Introduction

This inspection was carried out by two additional inspectors. They observed teaching and learning in nine lessons taught by seven teachers. In addition, with the headteacher, an inspector briefly observed a number of lessons in which pupils were being taught their letters and sounds. Inspectors observed the school's work, and looked at documentation including that relating to pupils' attainment and progress, school development planning and the care and welfare of pupils. They analysed the responses to questionnaires completed by staff, pupils and by 113 parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The impact of the school's work to improve pupils' attainment and progress, especially among higher-attaining pupils in Years 3 to 6 and in writing in Years 1 and 2.
- The quality of the school's induction procedures and of pupils' preparation for secondary school.
- The effectiveness of school leaders in managing the recent rapid rise in pupil numbers and ensuring that all pupils make good progress.
- Clarify the level of pupils' attendance and the impact of the school's work to maximise it.

Information about the school

The school is smaller than average, although there are almost twice as many pupils enrolled as at the previous inspection in 2009. It serves a village on the western edge of the Dartmoor National Park. This is not an isolated community and many parents and carers work in the nearby city or market town.

Most pupils are White British. The proportion known to be eligible for free school meals is about average, as is the proportion with special educational needs and/or disabilities. These are mainly moderate learning or behavioural difficulties, but include physical disabilities and those on the autistic spectrum.

The governing body manages childcare provision in the form of a breakfast club which operates from 7.30am. An after-school club operates within the school and there is a pre-school on the site. However, neither of these facilities is managed by the governing body, so they were not inspected on this occasion.

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?

1

The school's capacity for sustained improvement

1

Main findings

This is an outstanding school. The following quote from the parent or carer of a Year 6 pupil sums up much about the school, and is echoed by many, 'Our child has loved the school since Reception and we have seen the school move forward and develop, especially in the last two to three years. The teacher always looks for ways to stretch and challenge our child to achieve their full potential.'

Under the excellent leadership of the headteacher, much about the school has improved since the previous inspection in 2009. The Early Years Foundation Stage is now of excellent quality and children make outstanding progress in its exciting environment. Pupils' attainment in English and mathematics at the end of Year 6 is above average and is rising rapidly, as current pupils are making outstanding progress. This is due to excellent teaching and pupils' outstanding behaviour, especially in lessons, which enables teachers to teach effectively and all pupils to learn quickly.

A notably outstanding feature of all lessons is the quality of pupils' skills of independent learning and collaboration with each other. Teachers use assessment data very well to identify slow progress and provide any extra help needed. Marking is of very high quality, with extensive comments showing pupils how to improve their work. Senior leaders identified slower progress by pupils known to be eligible for free school meals, and by higher-attaining pupils in Years 3 to 6 especially in their writing, and have taken successful action to address these matters. Reading and writing in Years 1 and 2 have also improved. However, teachers do not always use the school's successful approach to teaching letters and sounds in every lesson when they are helping pupils to read text, and some pupils' handwriting does not enable them to write with the fluency of which they are otherwise capable. All parents and carers, including those of the many pupils who started at the school part way through their schooling, comment favourably on their child's improved progress. Pupils speak excitedly of the range of activities on offer, such as a visit by an author of televised stories for children, and the opportunity to learn a wide range of sports from horse riding to skateboarding.

Pupils feel safe in school and all parents and carers agree that this is the case. They have an excellent understanding of how to keep safe and healthy, and their outstanding behaviour is a reflection of their excellent spiritual, moral, social and cultural development. Attendance has improved since the previous inspection and is now above average. Care, guidance and support are good. School leaders recognise

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that improvements are needed in links with local pre-schools and with some external agencies.

Senior leaders evaluate the school's strengths and weaknesses in a rigorous and effective way. They planning to address any weaknesses is outstanding and the progress made in doing so is measured against realistic but stretching targets. Members of the governing body play a highly effective part in monitoring pupils' progress, and they challenge the staff and support them to achieve even more. Judicious appointments of high-quality staff have enabled the provision to keep pace with the rapid growth in pupil numbers and the governing body is aware that greater capacity is now needed to enable senior leaders to lead the school with its growing numbers. In a little over two years the school's effectiveness has improved from satisfactory to outstanding, with significant improvements in important aspects of pupils' achievement and in the provision, demonstrating the excellent capacity for improvements to continue.

What does the school need to do to improve further?

- In order to secure pupils' highest possible attainment in their writing:
 - ensure that the successful strategies for teaching letters and sounds used in specialist sessions are applied consistently in all lessons
 - raise standards of handwriting across the school.

Outcomes for individuals and groups of pupils**1**

Pupils are excited by their learning. In Years 3 and 4, they were delighted that copies of their professionally-published 2012 calendar of Dartmoor river scenes had been ordered by a local hotel as a gift for their Christmas guests. The calendar, for which pupils had taken the photographs and written brief inspirational captions, is an excellent example of the high-quality work they produce. In lessons, they make outstanding progress, as when Years 1 and 2 measured the length of pea pods and counted the peas each contained. Pupils could measure accurately, in some cases to 0.1 centimetres, and some came to the sophisticated conclusion that it was the size of the peas rather than their number that was linked to pod length. This task was also an example of the excellent way in which pupils learn in small groups with only light adult supervision. Scrutiny of the work of pupils in Years 5 and 6 showed they had made rapid progress in their writing. This contained a wide range of genres, and some skills, such as note taking followed by a written account of what had been learned, were extremely well developed. These are examples of the excellent way in which the skills of literacy, numeracy and independence that pupils will need at secondary school and in later life are developed. Pupils' rapid progress is demonstrated by the fact that, at this relatively early stage in the school year, no pupils in Reception were at the earliest stage of learning their letters and sounds, although many have attainment below that expected in this area when starting school. All groups of pupils with special educational needs, be it behavioural, emotional or social challenges or physical disabilities, also make excellent progress

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from their starting points.

Pupils’ excellent behaviour is evident in lessons and around the school. Pupils care for each other, for example when helping a physically disabled child to play. Pupils have an excellent knowledge of how to stay safe, for example when using the internet, and healthy, where pupils in Years 5 and 6 understand not only the importance of diet and exercise but also of other factors such as the dangers of substance abuse. Pupils make a good contribution to the community such as by running a healthy tuck shop at break or by choral singing at local Christmas festivities. Pupils are very punctual and their above average attendance is improving due to the support the school gives to the few who have difficulties with regular attendance. Pupils show tolerance towards those of different faiths and cultural beliefs, although their direct experience of meeting others from a range of backgrounds is somewhat limited. Overall, pupils’ achievement is outstanding, especially when assessed against their attainment on starting school, which is below that expected.

These are the grades for pupils’ outcomes

Pupils’ achievement and the extent to which they enjoy their learning	1
Taking into account:	
Pupils’ attainment ¹	2
The quality of pupils’ learning and their progress	1
The quality of learning for pupils with special educational needs and/or disabilities and their progress	1
The extent to which pupils feel safe	1
Pupils’ behaviour	1
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	1
Taking into account:	
Pupils’ attendance ¹	2
The extent of pupils’ spiritual, moral, social and cultural development	1

How effective is the provision?

The impact of teaching on pupils’ progress is outstanding. No teaching was observed that was less than good. Teachers know their pupils’ strengths and areas in need of development very well. From joining the school, children and pupils are taught their letters and sounds using a variety of interesting activities and a consistent approach, although this is not always modelled when reading and spelling are taught in other

¹ 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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lessons. When progress slows, pupils quickly receive extra help, for example through the use of an interesting resource of card games to develop reading skills, which is enjoyed greatly by pupils. Pupils assess their own and each other’s work, which gives them insight into their progress, and targets are used very well to identify the next steps in learning. Teachers’ high expectations, including of behaviour and of independent learning, are evident in all lessons. Resources, including information and communication technology (ICT), are of high quality and are used very well. Simple ideas such as the use in Year 1 of cards containing phrases or words to build sentences are also very well used. An outstanding range of activities is available to pupils. These include lessons in French or Spanish, instrumental music tuition, a very wide range of sports including the opportunity to compete against other schools, and residential experience.

Parents and carers speak highly of the care, guidance and support their children receive, especially those whose children have special educational needs and/or disabilities, or who have joined the school recently. Pupils are well supervised during periods of play and those with special educational needs and/or disabilities receive good support from teaching assistants. The school has very strong links with the secondary school to which most pupils transfer, but is aware that links to other schools they may attend are less well developed. Parents and carers appreciate the good-quality breakfast club provided by the governing body. Pupils are given a healthy breakfast that caters for individual needs, such as providing egg-free pancakes for a child with an allergy to eggs. After breakfast, pupils have access to a good range of interesting activities, such as making Christmas decorations.

These are the grades for the quality of provision

The quality of teaching	1
Taking into account: The use of assessment to support learning	1
The extent to which the curriculum meets pupils’ needs, including, where relevant, through partnerships	1
The effectiveness of care, guidance and support	2

How effective are leadership and management?

School leaders and the governing body have used data and other evidence to gain a thorough understanding of the school’s strengths and weaknesses, and have tackled the latter successfully and with a will. Their success is reflected in the school’s rapidly growing popularity with parents and carers, who have very high levels of satisfaction with the education it provides. School development planning is rigorous and is focused very well on a small number of correct priorities. These include plans to enhance the school’s partnerships with pre-schools and with some external agencies that are becoming harder to access. The investment of new resources, brought by additional numbers of pupils, on new staff appointments and resources, such as ICT and the external environment for Reception children, has led to much-improved

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achievement by pupils. Dynamic leadership has successfully instilled a will to succeed across the whole school community, including staff, pupils and their parents and carers. It has led to rapid improvement and to teaching which is never less than good. The headteacher carries a teaching commitment and other staff take on leadership responsibilities because of their commitment to the school and the highly effective governing body understands the need now to expand leadership capacity.

Statutory requirements, such as that to ensure the safety of pupils, are met well. Action has been taken to secure the site and staff are well trained in matters such as child protection. Risk assessments are in place, but in some cases are too general to ensure the adults’ attention is drawn to the specific risks of a particular activity. Discrimination is not tolerated and rare instances, such as any use of racist language, are tackled immediately and effectively. The equally outstanding achievement of all groups of pupils, including some such as those known to be eligible for free school meals whose previously weaker performance was tackled by school leaders, demonstrates the school’s outstanding promotion of equality of opportunity. The governing body is aware of its duty to promote community cohesion, which is strong in the local and global communities. Steps have been taken to enhance pupils’ understanding of the range of faiths and ethnic groups in the United Kingdom, mainly by inviting suitable visitors to work with pupils.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	1
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	1
The effectiveness of the school’s engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	1

Early Years Foundation Stage

The analysis of data, verified by the local authority, shows that all children make at least good progress in the Reception class, with many making outstanding progress. Children are taught to learn and play together, listening to others’ views and responding appropriately to adults. They learn to persevere, as when spelling the

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name of a breakfast cereal when writing a menu, or when counting the number of bricks in a tower. Staff readily spot opportunities to extend learning, for example a teaching assistant asked children how many more bricks were needed to make the tower the same height as the child who had built it. Children then tested their hypotheses by counting and adding bricks to the tower. Children were excited by the role-play area, a police station with a cell. They talked and wrote about the role of the police and why people might be kept in the cell, developing their understanding of social responsibility. The classroom and outdoor area have been improved considerably since the last inspection and this is reflected in children’s achievement. Small and thoughtful touches are in evidence, such as colouring the water in the water tray blue so, to quote a child, it is ‘like the sea’.

Children are well cared for by the well-qualified staff. Relationships with parents and carers are excellent and those with local pre-schools are improving, further improvement of these links being a high priority for staff. The recent improvements in the provision, outstanding achievement of the children and high levels of satisfaction demonstrated by parents and carers, all demonstrate the outstanding quality of the leadership and management of the provision.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	1
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

Over 80% of parents and carers returned the inspectors’ questionnaire, which is well above average. The levels of satisfaction that they expressed concerning the school and its provision are quite remarkable. Of the 13 questions asked, there were only four in which any parent or carer expressed dissatisfaction, and in these cases the numbers involved were very few. Nevertheless, each individual issue was investigated and contributed to the findings in this report.

Examples of comments made by parents and carers are as follows.

‘The care and commitment of staff to our children mean a happy and fulfilled experience at school.’

‘The school has improved greatly since the arrival of the headteacher, he is active in every aspect of the school.’

‘The energy of teaching staff is having a positive effect on the whole community.’

‘The school motivates people and includes parents (and carers) of all backgrounds and experience.’

Inspectors endorse these positive views of the school.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Horrabridge 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 inspection team received 113 completed questionnaires by the end of the on-site inspection. In total, there are 137 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	92	81	21	19	0	0	0	0
The school keeps my child safe	100	88	13	12	0	0	0	0
The school informs me about my child’s progress	81	72	32	28	0	0	0	0
My child is making enough progress at this school	78	69	34	30	0	0	0	0
The teaching is good at this school	95	84	16	14	0	0	0	0
The school helps me to support my child’s learning	89	79	24	21	0	0	0	0
The school helps my child to have a healthy lifestyle	93	82	20	18	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)	74	65	34	30	2	2	0	0
The school meets my child’s particular needs	83	73	30	27	0	0	0	0
The school deals effectively with unacceptable behaviour	80	71	28	25	2	2	2	2
The school takes account of my suggestions and concerns	84	74	24	21	2	2	0	0
The school is led and managed effectively	104	92	7	6	2	2	0	0
Overall, I am happy with my child’s experience at this school	105	93	8	7	0	0	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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 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"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
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.



24 November 2011

Dear Pupils

Inspection of Horrabridge Community Primary School, Yelverton PL20 7SZ

Thank you for making us so welcome when we visited your school recently. We especially enjoyed talking with you and seeing your work. This letter is to tell you what we found out about your school.

Yours is an outstanding school. Children in Reception get an excellent start to their education. You then all make excellent progress in your work and by the time you leave at the end of Year 6 you reach above average levels in the English and mathematics tests. We enjoyed watching you learn and were especially impressed by much of your work, such as Year 3 and 4's calendar of Dartmoor's rivers. We were also very impressed with your excellent behaviour and the ways in which you learn with your partners or on your own in lessons. You know how to keep healthy, including the importance of such things as not smoking or drinking alcohol. You told us you like your school and are happy there, so your attendance is improving. Teaching is excellent and if you need extra help you receive it. We particularly liked the way teachers mark your work to help you learn more. There are lots of exciting activities such as sport and residential visits. You are cared for well, and staff make sure you are safe.

The headteacher, staff and the governing body lead the school very well. The school has improved a great deal recently, your parents or carers recognise this and like your school very much indeed. The staff and governing body have spotted where the school could be better and have worked hard to make that happen. To make your reading and writing even better, we have asked the staff to always teach you new words in the same way as is used in phonics, and to improve the handwriting of some of you. You can help by always trying to write neatly.

Yours sincerely

Paul Sadler
Lead inspector

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