

Bampton Church of England Primary School

School Close, Bampton, Tiverton, Devon, EX16 9NW

Inspection dates

24-25 October 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Pupils do not make rapid progress because not all teachers have a totally clear picture of how well their pupils are doing.
- Teaching does not always provide enough opportunities for all pupils to tackle work that is hard enough for them.
- Consequently, sometimes there is not enough challenge in lessons, so not all pupils are doing as well as they could and some who could reach higher levels are not doing so.
- Pupils do not always receive enough advice on how work could be improved or about progress towards meeting learning targets.
- Work in mathematics is not as good as that in English at the moment, especially at higher levels.

The school has the following strengths

- The headteacher is a strong leader who has quickly identified key issues for raising standards.
- Children get off to a very good start in the Nursery and Reception class which helps them get ready for starting Year 1.
- Behaviour is good and pupils show care and respect to each other and to others. They feel safe at school.
- There is now stability in leadership after several changes in recent years, affecting the governing body as well as the headteacher.
- Greater stability has significantly improved effectiveness in leadership, with improvement in both teaching and achievement.

Information about this inspection

- The inspector observed nine lessons taught by four teachers, which accounted for four and a half hours of inspection time.
- Meetings were held with the headteacher, teachers, pupils, the Chair of the Governing Body and representatives from the local authority and diocese.
- The inspector took into account the views of 20 responses to the on-line questionnaire (Parent View) and of parents spoken to during the inspection. The views expressed in the staff questionnaire were also considered.
- Pupils' work was looked at and some children were heard reading.
- The school's work was observed and a range of documents examined, including data on pupils' progress, school improvement planning and monitoring files. Policy documents were checked, including the arrangements for safeguarding.

Inspection team

Martyn Groucutt, Lead inspector

Additional Inspector

Full report

Information about this school

- The school is smaller than the average sized primary school.
- The proportion of pupils known to be eligible for the pupil premium is below average. This is additional funding provided for pupils who are entitled to free school meals or are looked after by the local authority.
- The proportion of pupils supported at school action is broadly in line with the national average, while those at school action plus or with a statement of special educational needs are below average.
- The school meets the current floor standards, which are the government's minimum expectations for attainment and progress.
- The headteacher has been in post for four terms after some turbulence in leadership at the ;level of headteacher and governing body..
- The school comprises of four mixed-age classes; Nursery/Reception, Years 1/2, Years 3/4 and Year 5/6.
- During the inspection around a third of the pupils, a teacher and two teaching assistants were away on a pre-planned visit to a residential centre on Dartmoor.

What does the school need to do to improve further?

- Improve the quality of teaching by ensuring that:
 - teachers use the information they have about their pupils to set work at the right levels for pupils of different abilities so that they are challenged throughout each lesson
 - pupils receive regular written and spoken help from teachers so that they know how to make their work better and to make progress towards meeting their learning targets
 - pupils have enough time to understand errors made and to make the corrections necessary during lessons.
- Improve pupils' achievement in mathematics, especially at the higher levels, by:
 - ensuring planning takes much more account of the particular levels pupils are working at in the subject
 - asking questions that help pupils to think about how to answer mathematical problems for themselves
 - creating lively classroom displays to help pupils and to make them excited about mathematics.

Inspection judgements

The achievement of pupils

requires improvement

- Numbers in each year group are small and standards at the end of Year 6 vary each year accordingly. They are generally broadly average, but not enough reach higher levels. While all are able to make expected progress from their starting points, few make more rapid gains in their knowledge and understanding. The effective system for monitoring pupil progress introduced by the headteacher is already seeing rising standards and faster progress.
- Children make a good start in the Nursery and Reception class and some who start with skills and knowledge below those expected are able to make rapid progress. Most children make at least expected progress from their starting points.
- Virtually all pupils in Years 1 and 2 all make expected progress in reading, with some doing better. Pupils' writing is improving as pupils are helped to develop their vocabulary through, for example, using role play and talking about their ideas. This is helping to raise standards, which are around average by the end of Year 2. Mathematics is currently the weakest area in Key Stage 1, where very few reach the highest levels.
- Analysis of pupils' work shows that in Years 3 to 6 there has sometimes been a failure to identify the quality of pupils' work correctly, so the level at which pupils are learning and their understanding of work has been exaggerated. As a result of some failure to correctly track and record pupils' attainment, work has sometimes not been as challenging as it should have been. This has resulted in some earlier good progress not being sustained, with standards consequently remaining average by the end of Year 6.
- By the time pupils reach the end of Year 6, too much time has been spent in plugging previous gaps in their learning. As a consequence, despite strong teaching at the top of the school, achievement requires improvement as too few pupils reach the higher levels.
- Throughout the school teachers are increasingly involving pupils in more active learning and this is resulting in more rapid progress in reading, writing, communication and mathematics. There is good support to help pupils improve their speaking and listening.
- However, opportunities for pupils to challenge and be challenged through good questioning are not always promoted in teachers' planning or practice. There are limited opportunities for pupils to be involved in assessing their own and others' work.
- Pupils read regularly and develop a good understanding of letters and sounds (phonics) which helps them work out difficult words. The teaching of reading is effective and taking books home is helping to strengthen links with parents and carers in supporting their children's skills.
- The progress of disabled pupils and those with special educational needs has improved since the previous inspection. These pupils often make better progress than others and gaps with all pupils nationally are closing.
- Pupils who attract the pupil premium receive the same focused attention which is enabling these pupils to close the achievement gap.

The quality of teaching

requires improvement

- There is variety in the quality of teaching, in large part because sometimes teachers are not clear about the levels their pupils are working at. This restricts progress, which links directly to the failure of some pupils to achieve their best over time. This weakness has been identified and effective steps have been taken that are already bringing improvement.
- During the inspection, much of the teaching engaged pupils well in their learning and enabled them to make good progress.
- Classrooms are colourful and stimulating, although there is more display of English work than of mathematics in most rooms.
- The new headteacher has introduced strategies that are already producing improvement. For

example, all teachers maintain a data folder so they see at a glance the progress being made by every pupil. As a result there is evidence of challenging targets being increasingly used in planning to meet the needs of all pupils. However, this is not yet being done consistently and, consequently, activities are sometimes too easy for pupils.

- In particular planning in mathematics does not always take account of the different abilities of pupils and does not focus enough on pupils' involvement, through good teacher questioning for example, to deepen their understanding.
- Although all pupils have learning targets, together with a personal target that they and their teachers work out together, pupils are not always given sufficient help in achieving them. For example, marking does not always contain advice and support to improve work, with time allowed for making changes.
- Learning has been made more interesting through a topic-based approach, sometimes supported by trips or activities, and this has been effective in engaging pupils more fully in learning. For example, a visit to a Tudor house reinforced this term's topic on the Tudors and has really enthused pupils. However, in their topic planning teachers do not always maximise challenge and involvement, through effective questioning for example, or ways for pupils to challenge each other through discussion and assessing each other's work.
- This topic-based approach has given opportunities to develop pupils' spiritual, moral, social and cultural awareness. For example, there are pieces of art around school inspired by the recent topic on Africa. The school's religious base is also acknowledged in the Key Stage 2 topic on prayer and how it is used in different faiths and contexts.
- The work of the teachers is very well supported by skilled learning support assistants. They also give very good support to disabled pupils and those with special educational needs, where there has been clear improvement in provision since the arrival of the current headteacher. Targeted support, often in the form of time-limited concentrated help, is helping identified pupils to learn more successfully and make good progress.

The behaviour and safety of pupils are good

- A large majority of pupils are happy and feel safe at school, a view also reflected by a majority of parents.
- This is also a positive attitude to preventing bullying, which pupils say is rare and well dealt with by staff when it does occur. Pupils show a good understanding of different types of bullying, and also have a good understanding of the dangers of misuse of the internet, for example of social networking sites.
- Pupils look after each other and respect others. In the mixed-aged classes older pupils often help and support the younger ones.
- Pupils enjoy school and attendance is above average.
- Behaviour in and around school is good. When some pupils display potentially challenging behaviour there are clearly understood codes of good behaviour which staff apply effectively, so pupils have a clear view of what is acceptable. Pupils say that behaviour is typically good over time.
- Pupils are also engaged in negotiating their own codes for classroom conduct and behaviour and so are actively engaged in developing positive social relationships.

The leadership and management Are good

- Since taking up her post the new headteacher has brought renewed focus on raising attainment and improving the quality of teaching so pupils are able to develop their skills more effectively.

She demonstrates high expectations and ambition for the school.

- Careful analysis of the reasons for historic underachievement has led to action to drive up standards and this has been underpinned and reinforced by effective support from the local authority and the diocese. Teachers are now better supported and positive steps taken to address identified weaknesses. As a consequence, there are clear improvement in the quality of teaching and pupils' achievement.
 - Effective checking of classroom performance underpins a sharper focus on teachers' practice. They have clear objectives for improving school outcomes and their own professional development, linked effectively to the identified priorities of the school. Pay progression is linked clearly to the progress of pupils.
 - Those teachers who are employed on the upper pay-spine are now expected to undertake additional clearly focussed tasks to aid school-improvement, the recent development of topic-based learning being a good example.
 - The curriculum is better placed to meet the needs of pupils and is leading to more positive engagement in learning. Spiritual, moral, social and cultural provision is helping pupils deepen their understanding of life in the 21st century in various ways, such as hearing first-hand about life in Kenya which widens their perspectives and understanding.
 - Robust self-evaluation has led to effective development planning and identification of appropriate priorities for improvement. This in turn has led to some significant changes in practice and expectations. Staff are largely supportive of these changes and committed to the strong emphasis on raising attainment. Inspection evidence points to improvements in outcomes that can be sustained.
 - **The governance of the school:**
 - Governance has been strengthened, with greater expertise now bringing enhanced challenge and developing a clearer ethos and strategic direction. They are giving the headteacher good support so that historic underachievement is being tackled systematically. Statutory duties are in place, with safeguarding being robust and a commitment to equal opportunities being part of the school's ethos. Governors are now able to better monitor the budget, ensuring that it is focused on raising outcomes which includes monitoring the use of the pupil premium effectively
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What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	113494
Local authority	Devon
Inspection number	405473

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Voluntary aided
Age range of pupils	3-11
Gender of pupils	Mixed
Number of pupils on the school roll	105
Appropriate authority	The governing body
Chair	Michael Clark
Headteacher	Gaye Williams
Date of previous school inspection	15 September 2010
Telephone number	01398 331121
Fax number	01398 331121
Email address	postmaster@bampton.devon.sch.uk

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