

Buckfastleigh Primary School

Bossell Road, Buckfastleigh, Devon, TQ11 0DD

Inspection dates 12–13 March 2013

Overall effectiveness	Previous inspection:	Not previously inspected	
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school

- Determined and resolute leadership by senior leaders and the governors has been fundamental in improving the school.
- The headteacher, staff and governors have worked effectively together to improve the quality of teaching and learning.
- Achievement is good across all year groups and the great majority of pupils make at least good progress in English and mathematics from the time they enter the school. Attainment is well above average by the end of Key Stage 2.
- Teaching is good overall and learning activities are typically challenging, and engage pupils' interest well.
- Pupils are proud of their school and there is a strong sense of community. Behaviour is good and pupils say they feel safe.
- The rich curriculum provides a varied and invigorating range of learning experiences which meet the needs of all the pupils.

It is not yet an outstanding school because

- Occasionally, either the level of the challenge or the pace of learning in lessons is not enough for all pupils to make the fastest possible progress. Sometimes, pupils are not given enough guidance on how to improve their work.
- Some school leaders are not yet fully skilled in effectively contributing to ongoing school improvement.

Information about this inspection

- The inspection was carried out by two inspectors over two days with half a day's notice.
- All full-time staff were observed teaching. A total of 22 lessons were seen. This included two joint observations with the headteacher.
- The inspectors heard pupils from Years 1 and 2 read individually and observed the teaching of phonics (pupils learning letter patterns and the sounds they represent).
- Meetings were held with groups of pupils, members of the governing body, subject leaders, the special needs coordinator, the principal and chair of directors of South Dartmoor Community College and members of the school leadership team. A telephone conversation was held with the school's improvement Adviser employed by the academy.
- The inspection team looked at a wide range of evidence which included the school's improvement plan, the school's data for tracking the progress and attainment of individual pupils and specific groups, performance management documentation, the school's self-evaluation information, minutes of meetings of the governing body and the work pupils were doing in their books.
- Parents were met at the beginning of the school day and the 47 responses to the on-line questionnaire (Parent View) were considered. Responses from 18 staff questionnaires were also taken into account.
- During the inspection pupils' behaviour was observed, both inside and outside of the classroom, and the school's safeguarding procedures were scrutinised.

Inspection team

Mark Anderson, Lead inspector

Additional Inspector

Stephanie Thomas

Additional Inspector

Full report

Information about this school

- Buckfastleigh is a slightly smaller than average-sized primary school.
- Children are taught in mixed-age group classes in the lower half of the school. There is a combined Years 2/3 class and separate year group classes for Years 3, 4, 5 and 6.
- The vast majority of pupils at Buckfastleigh (97%) come from White British backgrounds.
- The proportion of pupils known to be eligible for the pupil premium, which provides additional funding for children in local authority care, children known to be eligible for free school meals and children from service families, is slightly above the national average. There are no children looked after by the local authority or from service families.
- The proportions of pupils who have special educational needs supported at school action, school action plus or by a statement of special educational needs are all similar to the national average.
- The school meets the government's floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school is a member of the South Dartmoor Academy Trust which at present comprises four primary schools and one community college. The school retains its own governing body and has representatives on the academy's board of directors.
- Buckfastleigh Primary School converted to become an academy in April 2011. When its predecessor school, of the same name, was last inspected by Ofsted it was judged to be satisfactory.

What does the school need to do to improve further?

- Increase the proportion of outstanding teaching by making sure that:
 - best practice in teaching and learning is shared more widely than at present, so that all teachers make best use of opportunities to inspire and challenge pupils of all abilities
 - lessons are taught at a lively pace and inspire and enthuse all pupils
 - all learners know how to improve their work.
- Ensure that all members of the school's leadership team, particularly the subject coordinators, have the skills to play a full role in securing improvement.

Inspection judgements

The achievement of pupils is good

- The great majority of children join the school with skills slightly below those typical for their age. They settle quickly into the Early Years Foundation Stage and make good progress across all areas of learning. The gains made in their social and emotional development demonstrate the importance the school places on educating the 'whole child'.
- Pupils make good progress in mathematics, reading and writing at Key Stage 1. Improvement in the development of reading skills has been strongly supported by daily phonics sessions (letters and the sounds they make).
- Progress accelerates at Key Stage 2 and, by the end of Year 6, pupils' attainment is above average in reading, writing and mathematics. The proportion of pupils achieving Levels 4 and 5 in 2012 in English and mathematics was significantly above the national average.
- Pupils have continued to make increasingly good gains in their progress in mathematics in both key stages. This has followed a close focus on the teaching of mathematics to engage and interest the pupils.
- There are no significant differences in the progress made by different groups of pupils. In both English and mathematics the attainment of all groups of pupils eligible for the pupil premium is similar to that of other pupils in the school as are their average point scores in both subjects. Funds are used well to develop their academic and social skills, helping them to increase their confidence.
- Pupils who are disabled or have special educational needs make progress which is line with their peers and benefit from good quality support.
- A key reason why pupils make similar rates of progress is because the school's systems for tracking each individual pupil's level of progress and achievement are exceptionally detailed and accurate. The tracking data are carefully analysed to establish any areas that are in need of strengthening and any individual pupils or groups who require additional support.
- The parents who completed the on-line survey, Parent View, consider that their children are making good progress.

The quality of teaching is good

- The teachers' enthusiasm, experience and subject knowledge ensure that the great majority of lessons are well planned, including those for mixed-age classes, and engage all the pupils; although there is not yet enough outstanding teaching.
- Most learning tasks and activities are challenging and thought-provoking which means the pupils' attitude to learning is positive and the pupils genuinely enjoy their learning. Following a Years 2/3 trip to Plymouth Aquarium, the enthusiasm for writing about sharks and a variety of marine life was almost tangible! Much enjoyment was also seen when Years 1 and 2 pupils were thoroughly engrossed in writing about their exciting raft-building project.
- In most lessons teachers ensure that learning runs at an appropriate pace and the teachers' questioning skills keep all pupils on task and involved. Occasionally, the pace of lessons slows a little when teachers spend too much time explaining the lesson objectives and this slows pupils' progress slightly. Also, on occasion, activities lack sufficient challenge for some pupils.
- Staff who teach children in the Early Years Foundation Stage have adapted their planning and observations to ensure they are in line with the new framework for children of this age. The teaching of phonics (the sounds that letters make) to children in Reception and pupils in Years 1 and 2 is delivered well and is adapted to suit different ability levels in order that pupils learn successfully.
- Marking and feedback in most year groups are effective in helping pupils meet their learning targets; although, occasionally, pupils do not receive clear guidance on the next steps required

to improve their work.

- Individual teachers regularly check and accurately judge pupils' rates of progress. Pupils know their targets for learning and what is required for them to achieve at different levels.
- Teaching assistants are deployed very well to provide extremely effective intervention and support, particularly for pupils with disabilities or special educational needs. This support teaching is carefully focused to meet the learning needs of individual pupils.
- All parents who responded to the school's questionnaire, the on-line Parent View questionnaire or spoke to the inspectors believed that their child was taught well and made at least good progress.

The behaviour and safety of pupils are good

- Behaviour in lessons and around school is consistently good. Pupils are supportive and respectful of each other. This consideration has a positive impact on the quality of learning and contributes to the caring ethos which is evident throughout the school.
- As they start school, children in the Early Years Foundation Stage are taught what is expected regarding good behaviour. These expectations are reinforced as pupils progress through the school, and the older pupils provide very strong role models.
- Parents have a very positive view of behaviour. They appreciate that the school is caring, approachable and will deal appropriately with issues.
- Pupils are very polite towards staff and visitors. They are taught to show respect and consideration for others. They get on well with each other across the age groups in lessons and on the playground areas where they show a good awareness of each other and how to keep safe. There are few incidents of inappropriate behaviour recorded.
- Pupils have good attitudes towards learning and quickly settle to the tasks they are set with enthusiasm, although sometimes a small minority loses concentration which results in a few minor disruptions to learning.
- Pupils are keen to take an active part in school life and take on a variety of roles and responsibilities. The school council provides a pupil voice that is listened to, and the school's clubs and activities are well attended and enjoyed.
- The school has worked hard with parents to encourage more consistent attendance. This has resulted in above average attendance over the last three years.
- Pupils say they are well cared for and feel safe at school at all times. They feel able to speak to an adult if they have a problem. They show a clear understanding of what constitutes bullying, including physical, emotional and cyber bullying, and commented that the adults always deal with any instances of inappropriate behaviour quickly, fairly and firmly.
- Any pupil with behavioural difficulties is extremely well supported by well trained staff. They work hard to ensure equality of opportunity for every child and contribute very successfully to maintaining a very strong inclusive ethos where there is an absence of discrimination.

The leadership and management are good

- The school is led resolutely by the headteacher, who is ambitious and committed to the school's ongoing development. The school's leadership team has a good understanding of its strengths and how to improve further. The leadership team is soon to be expanded to enable a wider distribution of responsibilities.
- The headteacher has established an excellent quality of teamwork with colleagues, governors and staff, both within Buckfastleigh and across the Academy Trust as a whole.
- Since joining the trust in April 2011, numerous links and strong learning partnerships have been established. Membership of the trust has enabled a sharing of skills and expertise which has already had a very positive impact upon the school's overall performance. The headteacher has regular meetings with the trust directors who support the school well, and also with the leaders

of the other three primary schools.

- Led by the headteacher, subject leaders collect detailed data on pupils' attainment and progress. The information is analysed accurately and pupil progress meetings are scheduled every term to identify those pupils who may be falling behind or not making expected progress. Appropriate support and intervention are put in place. However, subject leaders do not yet play a fully proactive role in securing further improvement in outcomes for pupils and the provision made for them.
- The school's self-evaluation is detailed and accurate and the school improvement plan is clearly focused through success criteria, targets and timelines.
- Improvements to pupil outcomes, attendance and the quality of teaching during the last five years, including both before and since acquiring academy status, reflect a strong capacity to maintain improvement.
- Safeguarding arrangements comply with statutory regulations. The leadership identifies and responds very well to any concerns regarding child welfare.
- Teachers' practice is regularly observed and accurate judgements are made relating to the quality of their teaching and the progress their pupils make. These findings are linked to appraisal and performance management and used to decide teachers' pay and internal promotion.
- The school places a high priority on professional training for the staff and developing their teaching skills and knowledge.
- The school's curriculum provides a wide and exciting range of learning experiences for all age groups. These experiences include a residential week on the North Devon coast, overnight camps on Dartmoor, bike days, caving trips and, more recently, a Samba Day, and sports training with the Exeter Chiefs and Torquay United Football Club.
- Parents are provided with regular opportunities to support and take part in their child's learning and school experience. These include new parents' workshops and weekly parent lunches.
- The school provides many opportunities for the development of the pupils' spiritual, moral, social and cultural awareness and understanding, such as weekly Family Group meetings which provide excellent opportunities to develop friendships across all age groups.
- **The governance of the school:**
 - Members of the governing body are committed to school improvement and hold leaders to account well for the effectiveness of the school. They have a clear understanding of its strengths, of areas needing further improvement, and of the data showing how well it performs in comparison with similar schools. Governors have a good understanding of the quality of teaching in the school. They work closely with the school to develop and implement the school improvement plan. They are regular visitors to the school. Governors have a clear understanding of the links between teachers' performance and progression through the pay scales and how underperformance is addressed. Governors also have a clear understanding of how the pupil premium funding is allocated and its impact in improving levels of pupil attainment. Governors also attend regular training, often making best use of the expertise of trust staff, so that they can fulfil their roles more effectively. They have a secure overview of the school's finances.

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	136562
Local authority	Devon
Inspection number	406646

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

Type of school	Academy convertor
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	203
Appropriate authority	The governing body
Chair	Beverley Garland
Headteacher	Nick Banwell
Date of previous school inspection	10–11 March 2011
Telephone number	01364 643304
Fax number	01364 642296
Email address	admin@buckfastleigh.devon.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)
[Store St](#)
[Manchester](#)
[M1 2WD](#)

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2013

