

Berry Pomeroy Parochial Church of England Primary School

Berry Pomeroy, Totnes, Devon, TQ9 6LH

Inspection dates 5–6 June 2013

Overall effectiveness	Previous inspection:	Good	2
	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.

- Children enter Reception with skills that are usually around the level expected for their age. They do well from the start and this continues, so by the time they leave for secondary school pupils have made good progress from their starting points.
- The increasing numbers of disabled pupils and those who have special educational needs, some of whom have joined the school after starting elsewhere, are very well supported so they too make good progress.
- Teachers all have very high expectations of their pupils. They make excellent use of the high quality information they have on the achievement of each of their pupils to make sure that they are challenged and make at least good progress.
- Behaviour in and around school is excellent and the pupils get on extremely well together, the older ones happily playing with and supporting the younger ones.
- The headteacher has been extremely effective and has created a team of teachers and teaching assistants who show total dedication to ensuring the best for the pupils.
- Effective monitoring of all aspects of the school's work by the headteacher and governors supports very effective teaching which is leading to the school's continuing improvement and strong capacity to sustain this into the future.

It is not yet an outstanding school because

- Pupils do not always have the opportunity to fully develop their skills in problem solving, or to write longer pieces of work across different subjects, so that they can achieve as well as possible.

Information about this inspection

- The inspector observed seven lessons, taught by the three class teachers and a part-time teacher. All lessons were observed jointly with the headteacher.
- A formal meeting was held with pupil representatives, but discussions with pupils also took place during lessons and throughout the inspection. Samples of pupils' work were looked at in detail and some pupils were heard reading.
- Meetings were held with the headteacher, teachers, the Chair of the Governing Body and other governors, the local authority link adviser, a member of the School Ethos Committee and a parent. The views of staff were also gathered from their questionnaire returns.
- A total of 26 responses to the on-line Parent View questionnaire were used to look into the views of parents and carers, along with discussions with parents dropping off their children at school and one letter from a parent, submitted to the inspector.
- The inspector looked at a range of documentation, including that covering the progress of pupils, planning for teaching and learning, the school's own views on its strengths and areas for development, and key policies and procedures, including those for keeping pupils safe.

Inspection team

Martyn Groucutt, Lead inspector

Additional Inspector

Full report

Information about this school

- The school is far smaller than the average-sized primary school. There are three mixed-age classes. Class 1 is for Reception and Year 1, Class 2 is for pupils in Years 2, 3 and half of Year 4, while Class 3 is for pupils from the other half of Year 4, together with those from Years 5 and 6.
- Since the last inspection a new headteacher and completely new team of teachers have joined the school. At the time of the inspection the Class 3 teacher was on maternity leave and her role was being covered by a teacher on a temporary contract.
- Together with five other schools from nearby communities, the school joined the Totnes Federation of Village Schools who came together in November 2011 with individual headteachers but a single governing body.
- A very large majority of the pupils are White British and none is learning English as an additional language.
- The proportion who qualify for the pupil premium (additional government funding for pupils known to be eligible for free school meals, who are in local authority care, or who have a parent in the armed forces) is well below average. Those who qualify at Berry Pomeroy are in the first two of these categories.
- The proportion of disabled pupils and those with special educational needs who are supported through school action is broadly average. The proportion who are supported at school action plus, or with a statement of special educational needs, is above average and rising.
- Since the last inspection the local authority has increased the number of pupils who can be admitted and this has led to a considerable number of pupils joining at other than the usual times, including in Years 5 and 6. A higher than average proportion of these pupils are disabled or have special educational needs.
- The school meets the current government floor standards, which are the minimum expectations for pupils' attainment and progress in English and mathematics.

What does the school need to do to improve further?

- Continue to develop opportunities for every pupil to achieve as well as possible by:
 - further developing ways in which pupils can enhance their skills in problem solving
 - introducing opportunities for pupils to write longer pieces of written work in all subject areas.

Inspection judgements

The achievement of pupils

is good

- With very small numbers in each year group, standards of attainment can vary from year to year. When the achievement of each individual pupil is looked at it is clear that they make good progress from their starting points.
- Children generally enter Reception with skills that are around or, increasingly, a little below those expected for their age. They make good progress in all areas of learning. Because Reception children share a class with Year 1 pupils they gain confidence to make the change to the more formal learning of the National Curriculum at the end of their first year.
- In Years 1 and 2 pupils are making good progress, often above that found nationally, and standards have risen since the last inspection. Reading is a particular strength and from the start pupils learn their letters and the sounds that they make (phonics) so they become strong readers. The standards in the Year 1 national phonics screening check are well above average.
- By the time they reach Year 6 those who have only attended this school often reach standards above those typically expected. Pupils who joined later have often not had time to catch up, but they still show they have made good progress from starting points when they joined Berry Pomeroy.
- When the school increased in size two years ago new pupils entered throughout the age range because there was a waiting list. Only just over half of the current Year 6 started Reception at the school, and in Year 5 another sizeable group has entered which adds to the difficulty of analysing overall progress in Key Stage 2. This is further complicated by the fact that a higher than average proportion of the newcomers is disabled or has special educational needs. However, evidence shows that all pupils achieve well.
- Twice every term teachers submit their latest progress information on each of their pupils. This is analysed carefully and used to set challenging targets in English and mathematics. Pupils who are at risk of falling behind receive additional help to help them catch up, which is very successful. The same careful identification of those who are gifted and talented means suitably demanding tasks are set and this helps them make the most of their ability.
- Pupils gain confidence and understanding quickly across the whole range of subjects. The high quality of teaching enables them to find out things for themselves. Pupils are well prepared for the next stage in their education.
- The proportion of disabled pupils and those with special educational needs has grown considerably in recent years and is above the national average. They make good progress and often the additional help and resources they get allow them to narrow the gap between their attainment and that of their classmates.
- A very small number attracts the pupil premium and the funding this brings is successfully spent on staff and resources so that individuals can be well supported. There are not enough pupils known to be eligible for free school meals to comment on their attainment without the risk of identifying them individually. However, the additional help they receive helps to narrow any gap in attainment that may exist between them and their peers in both English and mathematics. They also achieve well.

The quality of teaching

is good

- Teachers have very high expectations and the extremely effective way in which teaching assistants work alongside them means that pupils receive strong support in class and can make good progress.
- All three class teachers in the school started together in September 2011 and have made a positive impact in raising standards. Teaching, including that in English and mathematics, is good over time and increasingly outstanding, reflected in the school's monitoring.
- Lessons are planned with care and, because teachers are skilled in using information on

individual pupils' progress, they ensure that the different needs and abilities of pupils are addressed and that the work set is always at the right level of difficulty.

- This approach ensures that disabled pupils and those with special educational needs, and those who attract the pupil premium, are able to make good progress and achieve well over time.
- The clear commitment to equality of opportunity is reflected in the way in which teachers seek to ensure that every pupil is able to make the most of their individual talents.
- Teachers are skilled in asking questions. This not only makes pupils think for themselves but it also gives teachers a picture of the extent to which pupils are understanding the topic being covered.
- The marking of work is detailed and thorough, and the school's policy is adhered to throughout the school. This includes encouraging pupils to self-assess their work and think about what they have to do next in order to improve their work and meet their challenging targets. Marking is often a dialogue between teacher and pupils and this enables pupils to become very reflective about their learning.
- Sometimes not enough is done to raise the overall quality of writing by encouraging pupils to write at greater length in all subject areas, or to maximise the skills promoted through problem solving, so teaching overall is not yet outstanding. However, in every class there is a clear enjoyment of learning and a real buzz as pupils discuss their work in pairs or small groups, extending their abilities as independent learners, thinking and researching for themselves.
- Although only in its second year, and still developing, the federation of small schools of which Berry Pomeroy is a member is raising standards through promoting joint training, observation of good practice and the moderation of pupils' work across all six schools involved.

The behaviour and safety of pupils are good

- Throughout the school the behaviour of pupils is of the highest standard and it is a joy to see them playing and getting on so well together, the older pupils often helping and supporting the younger ones.
- As a consequence, it is very rare for time to be lost in lessons as a result of poor behaviour. In their responses to Parent View, almost all parents expressed the view that the school positively encourages good behaviour.
- Case studies of particular pupils show that even those with additional needs are fully included in the life of the school, being accepted by staff and pupils and able to learn and grow up alongside their friends and peers. The school is robust in tackling any discrimination.
- Pupils say they feel safe and, while they say that bullying is not an issue at school, they understand that bullying can take several forms, including cyber bullying. They understand the dangers of the misuse of social networking sites and of the internet.
- Pupils clearly enjoy being at school. However, overall attendance is no better than average and this is in part due to some pupils being taken out of school for holidays during term time by their parents, in spite of the fact that the school has a clear and published policy that makes it clear that such absence is unauthorised. This absence has an impact on pupils' achievement. As a result, the overall judgement for behaviour and safety is good rather than outstanding.

The leadership and management are good

- The headteacher demonstrates vision and high ambition for the school and, in seeking constant improvement, she has the strongest support from the staff, which is reflected in their positive questionnaire returns. However, the current teaching team has only been together for just under two school years and so it is too early to see the full impact of leadership in terms of improving pupils' achievement.
- The teachers share elements of leadership, for example taking responsibility for key subject

areas, because staff numbers are so small. They do so with a total commitment to excellence and to raising standards. This demonstrates the school's strong capacity to sustain improvement.

- Throughout the school there are many opportunities to promote spiritual, moral, social and cultural development, reflected in the way that pupils get on so well with each other and in the colourful art work and displays that are a feature throughout the school.
- Effective systems for checking the quality of teaching, planning and marking support the school's systems for managing staff performance. These systems are thorough and link securely to whole school improvement and training for individual staff. Teachers and the headteacher have challenging annual targets, focused on raising standards and achievement.
- Teachers have a good understanding of the links between performance and pay, willingly accepting greater responsibilities when they are on the upper pay scale.
- The school has an accurate understanding of its strengths and areas for development, using this information to prioritise areas for development. It is keen to promote ways in which the expertise within the federation of schools can be used to the best mutual benefit.
- The local authority has given positive support following the retirement of the previous headteacher and subsequent change of the entire teaching staff, which the school has appreciated. It has also given good support to the creation of the federation of schools.

■ **The governance of the school:**

- The governing body contains a range of expertise that enables it to do an effective job in its role of supporting and challenging the school. Governors carefully gather evidence on teaching and learning. Individual governors take on specific roles to work with allocated schools within the federation, whilst others monitor different subject areas or issues, such as ensuring that pupils are safe or that those with additional needs are given effective support. They understand the links between the performance of teachers and their pay. They set challenging targets for the headteacher that focus both on the needs of the federation and also the specific needs of the school. Governors are developing their understanding of the additional responsibilities that might be expected of teachers who are employed on the upper pay scale. They have a good understanding of the performance of the school compared to others in the federation and how they compare with schools nationally. Excellent documents are produced for governors that enable them to have a clear overview of different aspects of federation schools and how they compare, such as their individual budgets or the ways in which the pupil premium allocation is used. This supports effective financial management. They are therefore able to carry out their financial duties and other legal responsibilities, such as safeguarding and ensuring equal opportunities, effectively.

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	113388
Local authority	Devon
Inspection number	403732

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	80
Appropriate authority	The governing body
Chair	David Palframan
Headteacher	Sue Bower
Date of previous school inspection	June 2008
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