

# Harbertonford Church of England Primary School

Old Road, Harbertonford, Totnes, TQ9 7TA.

**Inspection dates** 5–6 June 2013

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
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.

- Pupils are achieving well. Their attainment is rising as a result of more rapid progress over the last two years. This is because teaching focuses precisely on meeting the needs of pupils of all abilities.
- Teaching is good across the school. There are some outstanding aspects, such as the skilful way teachers plan work that develops pupils' understanding and extends their thinking.
- Effective actions taken by senior leaders to improve the quality of teaching have ensured that teachers have high expectations of what pupils can achieve in lessons.
- Pupils have very positive attitudes to their learning and apply themselves diligently to their work. Typically they are polite, friendly and behave well.
- The leadership and management of the school are good. The very dedicated headteacher has inspired her staff to continue improving, providing them with well targeted training and checking their work robustly.
- The leadership of the school, especially governance, has been strengthened by the creation of the federated partnership of six local village schools. This has helped to forge a strong sense of ambition for the school.

### It is not yet an outstanding school because

- The proportion of outstanding teaching is not high enough. Occasionally, teachers do not provide pupils with the precise steps they need to take to be successful in lessons or the opportunities for them to judge their success against these.
- The targets in the school improvement plans are not sharp and specific enough for leaders and managers to judge how successful they have been.

## Information about this inspection

- The inspector observed six lessons of which three were joint observations with the headteacher. In addition, the inspector made a number of short visits to lessons.
- Meetings were held with pupils, some of the governors from the federation, and the school's senior staff. The inspector also met with a representative of the local authority.
- The inspector took account of the 10 responses to the on-line questionnaire (Parent View) as well as consulting informally with parents before school.
- She observed the school's work, looked at a range of documents including the school's improvement plans, data on pupils' current progress, planning and monitoring files, minutes of the governing body meetings and records relating to special educational needs, behaviour, attendance and safeguarding.
- The inspector heard pupils read, talked to them in lessons and evaluated samples of their work.

## Inspection team

Sandra Woodman, Lead inspector

Additional Inspector

## Full report

### Information about this school

- This school is much smaller than the average-sized primary school.
- The school federated with five other village primary schools in November 2011 to form the Totnes Federation of Village Schools.
- There is a shared governing body with six individual headteachers.
- The proportion of pupils known to be eligible for the pupil premium, which provides additional government funding for pupils known to be eligible for free school meals, children in local authority care and children with a parent in the armed forces, is below the national average. Currently, there are very few children with a parent in the armed forces and very few children in local authority care.
- The proportion of disabled pupils and those who have special educational needs supported at school action is below the national average. The proportion supported at school action plus or with a statement of special educational needs is also below average.
- The school meets the government's current floor standard which sets the minimum expectations for pupils' attainment and progress.

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

- Improve the quality of teaching so that more is outstanding by:
  - ensuring teachers always provide pupils with the precise steps they need to take to produce their best work in lessons
  - making sure that pupils have more opportunities to judge for themselves how well they have been doing in their work.
- Improve the effectiveness of the school's improvement planning by:
  - making the targets in improvement plans sharper so that leaders and managers can track and judge the success of plans more easily.

## Inspection judgements

### The achievement of pupils is good

- Children join the school in the Reception class with skills that are generally in line with those expected for their age. They make good progress in the Early Years Foundation Stage, especially in their reading, writing and mathematical development.
- After a decline in attainment following the previous inspection, progress has accelerated over the last two years, particularly in mathematics. At both key stages there is a rise in attainment so that it is above average by the time pupils leave the school in Year 6. Attainment in reading was well above the national average in 2012.
- Progress is more rapid now because there are high expectations of pupils and the work set is matched precisely to pupils' abilities and extends their thinking. Progress rates have improved so that all year groups are achieving well. Pupils work hard in lessons and, from a very young age, are able to sustain their concentration and organise themselves efficiently in their class work.
- Regular assessment helps to ensure that any dip in progress is identified and addressed promptly. Pupils respond positively to teachers' marking and make improvements to their work. Occasionally, they are not provided with the precise steps in lessons to help them be successful and assess themselves against these.
- Reading is taught effectively and so pupils quickly gain the skills they need to become fluent readers. The school was well above the national average in the Year 1 screening check in phonics (letters and the sounds that they make) in 2012. Older pupils read widely and are encouraged to try different authors and poets in the school's regular 'Reading Challenge'.
- Disabled pupils and those with special educational needs are well supported with targeted teaching activities and most are making good progress in line with their classmates. The school supports pupils with emotional needs extremely well so that they are successful in their learning.
- In 2012 information on the attainment of pupils who benefited from the pupil premium, including those eligible for free school meals, shows that they were a year behind the other pupils in the school in English and four months behind in mathematics. This gap in English is wider than that typically found nationally. However, the school is using the fund to provide more tailored support for these pupils so that most are now making good progress.

### The quality of teaching is good

- Teaching is consistently good with some that is outstanding. The robust checks carried out by the school's leaders, followed by well targeted training and support, have helped teachers to improve their practice and introduce new initiatives, such as the extensive programme to teach phonics and reading skills.
- In the best lessons teachers have high expectations and guide pupils very skilfully in their learning. For instance, in one very effective writing lesson in Key Stage 2, observed during the inspection, the teacher used examples of the pupils' work to illustrate how to order the wording in sentences and use punctuation precisely to create suspense. This enabled pupils to make improvements to their work and produce writing of a high quality.
- Teachers have benefited from working with colleagues in the federated partnership to develop an effective mathematics policy that has strengthened their teaching and accelerated progress. The introduction of programmes such as 'Story Maths' has helped to develop pupils' understanding of mathematical concepts and extend their thinking well.
- Frequent assessment enables teachers to track progress carefully and plan work that will move their learning on quickly. Marking and feedback to pupils are clear and helpful, giving pupils good guidance to improve their work.
- Teachers check on pupils' learning frequently in lessons and address promptly any difficulties that pupils may be experiencing. They give pupils plenty of opportunities to work on their own during lessons and find things out for themselves. However, they do not always give them the

precise steps for success so that pupils can judge for themselves how well they are doing.

- Teachers provide pupils with a range of opportunities to apply their literacy and numeracy skills across other subjects and this is particularly impressive in writing. For example, innovative writing activities in history and religious education have enabled pupils to demonstrate good levels of empathy and understanding of life in different eras and other cultures.
- The pupil premium has been used to provide targeted teaching, particularly in phonics, for those pupils needing additional support to improve their basic skills and this is helping to narrow gaps between their attainment and that of other pupils.
- The provision for disabled pupils and those with special educational needs is a strong feature of the school's work. Teaching assistants are very skilled in supporting pupils with emotional issues and this has helped these pupils to learn well and be included successfully in all aspects of school life.

### **The behaviour and safety of pupils** are good

- Pupils' behaviour in and around the school is typically good because of the very positive relationships that exist in the school. As one pupil said, 'We all know each other very well here.' Standards of behaviour are judged to be good by pupils, their parents and staff.
- In most lessons pupils apply themselves well and are keen to succeed. They work together effectively in groups and organise themselves very capably even from a young age. Behaviour is not yet outstanding as in a few lessons pupils are not given precise enough steps to produce their best work and then their concentration dips.
- Pupils say that bullying is rare but if there are any problems then they are sorted out quickly by adults. They have a good awareness of the different forms that bullying can take, such as sexist or racist bullying or the bullying of people with disabilities. They are very firm in the belief that bullying is wrong and that it is not tolerated at this school.
- Pupils report that they feel safe in school because of the good care given to them by the adults. All are treated equally. Pupils know how to keep themselves from harm, for example from cyber bullying. Pupils are appreciative of the personal attention they receive and cherish the warm, family atmosphere that prevails.
- Behaviour is well managed by staff and disruption in lessons is uncommon. Effective support is in place for pupils with emotional needs and staff extend particular care and patience with these pupils. This consideration is mirrored by classmates who extend the same tolerance towards them.
- Attendance is much improved over this year for all groups of pupils and is now well above the national average. Pupils are generally punctual to school.

### **The leadership and management** are good

- The federated partnership of schools has brought a renewed sense of ambition and leaders and managers are starting to work well together towards their common aims. The headteacher is very dedicated to broadening the horizons of the school and has motivated her staff to embrace the opportunities that the partnership has to offer.
  - The local authority has taken a light touch approach to this good school. However, leaders and managers in the federation have benefited from effective local authority training for managing staff performance and establishing robust systems for partnership working.
  - The rigorous checking of teachers' work by the school's leaders, followed by carefully planned training activities and support, has helped to improve the quality of teaching. Teachers' targets for improvement focus on accelerating progress and are linked clearly to the new Teachers' Standards.
  - New initiatives, such as those undertaken with the partnership schools to improve writing and
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mathematics, are strengthening the school's provision and raising achievement, demonstrating the school's capacity to sustain improvement.

- Decisive actions taken by the school to improve attendance have been effective. There has been a reduction in absence due to holidays being taken in term time and, consequently, most pupils' attendance is above average.
  - The school uses the information from checking the quality of teaching and learning to form an accurate view of its performance and plan the next steps for further improvement. However, the targets in improvement plans are not sharp enough to enable leaders and managers to track and judge the success of these plans easily and so accelerate the rate of improvement further.
  - The curriculum has breadth and balance across subjects and provides a range of interesting experiences for pupils that promote their spiritual, moral, social and cultural development well. Activities like the 'adventure challenges', where pupils work in teams to develop life skills, help to enrich the work of the school.
  - The school demonstrates its commitment to equality so that all pupils have an equal chance to succeed by providing carefully targeted additional support where it is needed and a good programme of support for pupils' emotional development.
  - All statutory requirements for safeguarding are met and health and safety are managed effectively. Training for staff and governors in child protection is up to date.
  - **The governance of the school:**
    - Governors are very committed and have worked hard to cope with the challenge of governing six schools in a federation. They are developing efficient systems for collating performance data so that they maintain a clear overview of pupils' attainment and progress in each school and compare this to the national picture. This overview, together with an accurate view of teaching, enables the link governors to hold the senior leaders to account effectively. Governors are aware of how performance management systems are being used to improve the quality of teaching and how this is linked to promotion and pay progression. They are keeping abreast of the latest developments in education by accessing training and support from the local authority so that they become more effective in their roles. They pay good attention to safeguarding arrangements to ensure the health and safety of staff and pupils. Governors are aware of how the pupil premium is allocated and manage the school's budget well to secure the best provision for pupils.
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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

<b>Unique reference number</b>	113462
<b>Local authority</b>	Devon
<b>Inspection number</b>	408937

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

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	68
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	David Palframan
<b>Headteacher</b>	Janet Ronson
<b>Date of previous school inspection</b>	18 September 2008
<b>Telephone number</b>	01803 732352
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