

# Beaford Community Primary and Nursery School

Beaford, Winkleigh, Devon, EX19 8LJ

**Inspection dates** 15–16 July 2014

<b>Overall effectiveness</b>	Previous inspection:	Requires improvement	3
	This inspection:	<b>Outstanding</b>	<b>1</b>
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

## Summary of key findings for parents and pupils

### This is an outstanding school.

- All pupils make rapid and sustained progress in reading, writing and mathematics, as well as across a range of other subjects.
- Teaching across the school is outstanding and this helps pupils to achieve extremely well.
- Learning is a shared experience. All pupils are excited and animated about the rich themes that they explore together.
- Pupils' behaviour is outstanding at all times. They support each other unfailingly, both in and out of lessons.
- All school leaders, including the headteacher and governors, are highly ambitious for the pupils. They have a deep and accurate understanding of just how much pupils can achieve and how best to help them do this.
- Parents and carers are unreservedly positive about all aspects of the school's work.
- The school's work to keep pupils safe and secure is outstanding.
- Pupils' wide range of experiences at school means that they are fully ready to move to the next stage of their education.

## Information about this inspection

- The inspector observed seven lessons jointly with the headteacher and made a number of shorter visits to other lessons.
- The inspector talked to parents and carers before the start of the school day and considered the 26 returns to Parent View, the online questionnaire, as well as a letter written to the inspection team. She also took into account the views expressed by 11 members of staff through the staff questionnaire.
- The inspector looked closely at pupils' work across a range of subjects, listened to pupils read and talked to pupils about their attitudes to learning and school.
- The inspector met with the headteacher, subject leaders and members of the governing body. She also spoke to an officer from the local authority.
- The inspector considered a range of different documents. These included the school's data relating to pupils' attainment and progress, information about the checking of teaching and learning and minutes of governing body meetings. She looked too at documents relating to safeguarding, behaviour and attendance.

## Inspection team

Marion Hobbs, Lead inspector

Additional Inspector

## Full report

### Information about this school

- This is a smaller than average sized primary school, serving a rural community.
- The Early Years Foundation Stage provision includes a nursery for pupils from the age of two and a half upwards. All pupils are taught in mixed-age classes.
- Nearly all pupils are of White British heritage.
- The proportion of pupils supported by the pupil premium is below the national average. This is additional government funding provided to give extra support to those pupils known to be eligible for free school meals and to children who are looked after.
- The proportion of pupils supported at school action is below the national average. The proportion of pupils supported by school action plus or with a statement of special educational needs is well above the national average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

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

- Develop further opportunities for the most able pupils in each class to organise and carry out research for themselves.

## Inspection judgements

### The achievement of pupils

### is outstanding

- Most children join the school with skills broadly in line with those expected for their age. They receive excellent personal care and outstanding teaching as they move through the nursery and into the Reception Year. These give them the very best preparation for more formal learning in Year 1.
- School data show year on year a rising pattern of results for the national phonics screening check for Year 1 pupils that are consistently above the national average.
- Attainment and progress for pupils in Key Stage 1 are consistently above national averages in reading, writing and mathematics and well above average by the end of Key Stage 2.
- Progress for all year groups across a range of subjects, including English and mathematics, is rapid and sustained. This is closely linked to the imaginative way in which learning is organised by whole-school themes. These allow pupils from different parts of the school to share with each other what they have been finding out. They also provide opportunities for older and younger pupils to work together.
- Pupils read widely and often, reaching well above average attainment. Class resources and the school library are very well stocked with high-quality texts that cater for all pupils' personal interests. Year 6 pupils talked animatedly about the fiction books they were enjoying and about texts they had read and reviewed as part of a national competition.
- The most able pupils achieve extremely well and reach high levels of attainment in all subjects. However, they do not always have sufficient opportunities to organise and direct their own learning.
- Pupils who are disabled or who have special educational needs make the same rapid rates of progress as their peers. Their personal needs are very well understood and the precise support they are given is closely monitored and adjusted as required by the special educational needs coordinator and the highly effective team of teaching assistants.
- Pupils who receive support through the additional funding achieve very well over time. By the end of Year 6 they are currently one term ahead of their peers in mathematics. They achieve similarly to their peers in reading and are about one term behind in writing. The actions taken by the school have ensured that gaps have closed rapidly and are continuing to do in writing.
- The many opportunities pupils have to participate in activities beyond the classroom as they move through the school mean that they are very well prepared for the next stage of their education. This includes the school's internal transition from class to class at the end of the year in preparation for the next.

### The quality of teaching

### is outstanding

- Teaching in all parts of the school is outstanding and this ensures that all pupils make rapid and sustained progress in all subjects, including English and mathematics.
- Learning is highly effective and designed around whole-school themes, planned together by teachers and teaching assistants. These allow pupils to use a wide range of skills as they investigate and explore. Titles such as 'Icy Worlds' and 'Battles and Bandages' allow imagination and curiosity to be an intrinsic part of learning.
- All pupils benefit from this rich approach to learning. The most able pupils in each class however do not always have enough opportunities to explore further for themselves and share their discoveries with their classmates.
- High expectations are in evidence in all classes as a matter of course. Teachers understand extremely well the needs of each pupil in their class and know exactly how to draw out pupils'

ideas and secure their learning through a wide repertoire of different techniques.

- Teaching assistants are highly skilled and trained to support pupils both in class and in working with individuals or groups who may need extra help.
- Pupils' work is gathered in 'Learning Journeys'. These demonstrate clearly pupils' sustained progress over time and are high-quality documents of which pupils are rightly proud.
- Work is marked frequently and to a high standard. Pupils understand how their work is marked, the importance of reflecting on their work and on improving it. They respond fully to their teacher's comments after each piece of work and this helps them to make rapid gains in their learning.
- All teachers set homework tasks that are appropriate for their pupils and enable them to build on their learning in class, including using both reading and research skills.

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

- Pupils' behaviour is outstanding. In all classes and all times they show a real love of learning. A good example of this was seen in Years 3 and 4. Pupils did not falter to work in role as Vikings when considering some highly challenging questions about their possible paths of action.
- Parents and carers, staff and pupils are unreservedly positive about both behaviour and safety. One parent or carer wrote, 'All in all I feel secure in the knowledge that the staff at Beaford know my children, care about my children and are educating my children in an exemplary way.'
- Beyond the classroom pupils manage their behaviour to the same standard seen in lessons. Older and younger pupils play together at break and lunchtimes with a real sense of inclusivity. No one is 'left out' or not cared for. The school has redesigned the outdoor areas to ensure that all pupils' preferred needs for play are met.
- The school's work to keep pupils safe and secure is outstanding. Pupils have a very strong understanding of different forms of bullying, including cyber bullying and prejudice-based bullying. They understand fully the school's system to react to any kind of inappropriate behaviour and say with confidence, 'It just doesn't happen here.'
- All staff model excellent behaviour at all times and any additional support that a pupil might need to manage their own behaviour is swiftly and appropriately put in place. Relationships are another key strength of the school.
- Rates of attendance have improved over time and are now above average. The school works closely with any potentially vulnerable family to ensure that poor attendance is addressed and does not hinder their children's progress.

### **The leadership and management** are outstanding

- Since the last inspection the headteacher has moved swiftly to address areas of need. Changes in staffing have had a highly significant impact on the quality of teaching and pupils' achievement.
- The appointment of high calibre middle leaders has been a key action. The headteacher and her team work very closely together. They study and interpret information about attainment and progress for all groups and cohorts of pupils at regular points through the year. This means that any additional support that pupils may need is put in place quickly and effectively.
- All staff work closely together with a relentless focus on improving teaching and learning. The performance management system incorporates a personal professional project for each member of staff. This enables them to reflect on their own practice, share this with other staff and influence as appropriate the school development plan. Staff also have demanding targets relating to pupils' outcomes.
- Teachers' progression in terms of pay is linked closely to the Teachers' Standards and is used to

reward good practice. Governors monitor this carefully as part of their work to monitor the quality of teaching and learning.

- The organisation of pupils' learning through whole-school themes allows rich opportunities for pupils to use their literacy, numeracy and communication skills in imaginative ways. An example of this was seen in the Reception class where pupils counted treasure, made pirate ships and wrote stories as part of their exploration of 'Ships and Shipwrecks'.
- Both the headteacher and middle leaders provide support to other local schools through the community learning partnership, supporting them to develop their own good practice.
- The school is highly self-critical and staff work closely together to seek continuous improvement. The local authority is confident that this a successful school and one that other local schools can learn from.
- The headteacher and her team are always available to offer support to any potentially vulnerable family. Excellent links with external partners mean that individual needs are met swiftly and appropriately.
- The school makes very good use of the primary school sports funding. Additional opportunities for competitive events enable all pupils to increase their participation and improve their physical well-being. The school has ensured that all activities can be sustained after the funding ceases.
- **The governance of the school:**
  - Members of the governing body provide very strong challenge and support to the school. They have a thorough understanding of the school's performance in relation to other schools. As a result, they ask searching questions of the headteacher and other school leaders about pupils' attainment and progress. Governors visit classes regularly as part of their work and by so doing have a good understanding of the quality of teaching and learning. This informs their work to ensure that good teaching is rewarded appropriately. Governors highly effectively manage the school's finances including all additional funding and that for sports. Staff and resources are deployed to maximise the achievement of all groups of pupils. The governing body ensures that all statutory requirements are met, particularly with regard to the safeguarding of pupils.

## 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>	113129
<b>Local authority</b>	Devon
<b>Inspection number</b>	431663

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>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	91
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Alison Bennett
<b>Headteacher</b>	Annette Yates
<b>Date of previous school inspection</b>	26–27 September 2012
<b>Telephone number</b>	01805 603263
<b>Fax number</b>	01805 603474
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