

Bovey Tracey Primary School

Abbey Road, Bovey Tracey, Newton Abbot, Devon, TQ13 9HZ

Inspection dates 17–18 June 2015

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a good school.

- The headteacher's unswerving commitment to ensure the emotional well-being of children permeates the school. Pupils develop a sense of self-worth and determination to succeed.
- By the time pupils leave Year 6, they achieve standards above the national average in reading, writing and mathematics.
- Disadvantaged pupils achieve as well as others in the school. In the 2014 tests, they achieved higher than other pupils nationally in reading and writing.
- Disabled pupils and those with special educational needs achieve well because adults swiftly identify their needs and provide effective support.
- Where the best teaching occurs, teachers inspire pupils to 'take risks' with their learning. As a result, pupils are fully engaged in challenging themselves and apply their skills well.
- A 'befriending' programme of emotional support provides highly effective care for those who need it.
- Well trained teaching assistants nurture and guide pupils effectively. Consequently, pupils develop into successful and independent learners.
- Children get a good start to their education. Strong leadership has rapidly improved provision and children's progress in the early years.
- The school's inclusive approach to physical education helps all pupils to be mindful of health and fitness. Pupils are extremely proud of their numerous sporting achievements.
- Music teaching is of a high quality. The work of the school orchestra and choir is particularly impressive.
- Parents are overwhelmingly positive about the school's work.
- Behaviour is good, and often exemplary. Lessons are without disruption and carefully planned activities at play and lunchtimes ensure that pupils are safe and happy.
- Governors are knowledgeable and have an accurate understanding of the school's strengths and weaknesses.

It is not yet an outstanding school because

- Leaders have not completed systematic and thorough checks in order to secure even more outstanding teaching in the school.
- Teachers do not always provide sufficient challenge and respond swiftly in lessons to ensure that pupils achieve the highest levels, particularly in mathematics.
- Teachers do not always insist on the highest standards of presentation and handwriting.

Information about this inspection

- Inspectors observed 18 lessons, one of which was a joint observation with a senior leader. Inspectors also visited the orchestra club and observed a class assembly.
- Inspectors held meetings and discussions with the headteacher, senior and middle leaders, teachers, pupils and four members of the governing body. A telephone discussion took place with representatives from the local authority.
- Inspectors scrutinised a wide range of documents including the school’s information on pupils’ performance and progress, self-evaluation records, safeguarding policies and documents relating to the management of teachers’ performance.
- Inspectors conducted focused learning walks to look at the curriculum provision and at spiritual, moral, social and cultural development.
- Inspectors took account of discussions with parents, and the views of 67 responses to the online questionnaire, Parent View. Questionnaire responses from 38 members of staff were also analysed.
- Inspectors spoke informally with pupils around the school and during break times, observed behaviour during playtimes and lunchtimes and listened to two pupils read.

Inspection team

Tracy Hannon, Lead inspector

Additional Inspector

Marian Marks

Additional Inspector

Emma Phillips

Additional Inspector

Full report

Information about this school

- Bovey Tracey Primary School is larger than the average-sized primary school.
- Pupils are taught in 10 classes, some of which are mixed ages.
- Most pupils are of White British heritage and speak English as their first language.
- The proportion of disadvantaged pupils supported by the pupil premium is below average. This is additional government funding for pupils who are eligible for free school meals and those who are looked after by the local authority.
- The proportion of disabled pupils and those who have special educational needs is in line with the national average.
- Children in the early years are taught on a full-time basis.
- 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?

- Increase the proportion of teaching that is outstanding, ensuring that teachers:
 - check pupils' understanding throughout lessons and react swiftly to ensure that all pupils make good or better progress, particularly in mathematics
 - provide tasks and activities to develop mathematical reasoning, so that more pupils achieve at the higher levels, particularly in mathematics
 - have the highest expectations of pupils' presentation and handwriting.
- Ensure that leaders establish a greater consistency in the proportion of outstanding teaching by:
 - employing a robust process for making frequent and thorough checks on the quality of teaching across the school to share best practice
 - setting ever more challenging targets, ensuring that a higher proportion of pupils make better than expected progress
 - developing the role of middle leaders in improving the quality of teaching and learning.

Inspection judgements

The leadership and management are good

- The headteacher has developed a school where children thrive. Her unassuming, yet steely, drive to develop the uniqueness of every child has not been compromised in the pursuit of high academic standards. The school promotes equality of opportunity well. Parents say that the school works on the principle that 'a happy child learns best'.
- The headteacher and senior leaders have created a professional team of staff who all share the same vision. They ensure that pupils gain a strong sense of self-worth and social responsibility. The overwhelming majority of staff who responded to the questionnaire said they were proud to be a member of staff at the school.
- Leaders have been resolute in reducing the number of absences due to holidays taken in term time. Consequently, there is an improving trend of attendance which is now in line with the national average.
- Leaders have been successful in tackling the areas to improve from the previous inspection. Many aspects developed are now strengths of the school. Half termly pupil progress meetings are effective in checking on how well pupils are doing and are driving standards of achievement up as a result.
- Although self-evaluation and checks on the quality of teaching are accurate, best practice has not always been shared effectively. This is because senior leaders have not engaged middle leaders in supporting improvements in the quality of teaching and learning. Consequently, the outstanding teaching which leads to accelerated progress is not a consistent feature across the school.
- The school fosters good relations and engages with parents and the wider community well. Parents are highly positive about how well the school is led and managed. Many say their children 'thrive' and that the emotional support provided by the school is 'second to none'.
- Spiritual, moral, social and cultural development is woven throughout the curriculum. Artwork reflects some of the rich experiences, helps to tackle discrimination and enables pupils to appreciate and respect other cultures. A regular programme of 'cultural champions' who come to the school enables pupils to learn about a range of faiths.
- Learning is enhanced by a wide range of visits out, and visitors in to school. The school prepares pupils well for life in modern Britain. British values are promoted effectively through a school curriculum that offers wide ranging opportunities. For example, pupils' work about the General Election on display and in books, reflects a sound understanding of democracy. Older pupils relish the opportunity to debate and reflect on current issues in the news.
- Leaders make good use of the pupil premium funding to accelerate learning for disadvantaged pupils. These pupils benefit from small group support. There is a continuous focus on their emotional well-being as well as their achievement in English and mathematics. Consequently, in 2014, Year 6 results show that disadvantaged pupils in the school do better than other pupils nationally.
- Members of the governing body make sure that the primary sport funding is used effectively to engage a sport's specialist. This decision has led to high quality provision in physical education. Teachers are well supported in planning and resourcing lessons appropriately. In addition, the leader plans and organises numerous sporting clubs after school. Consequently, pupils have a good understanding of health and fitness. They understand the importance of teamwork and resilience and achieve well in physical education.
- Arrangements for safeguarding meet requirements. Members of the governing body are active in ensuring that staff recruited to the school are thoroughly checked. All staff have the most current safeguarding guidance and are confident when explaining the school's procedures.
- The local authority has maintained an overview of the school's progress. The school has very recently drawn upon the support of a local authority representative to develop best practice in school improvement planning. This support has been successful and very much appreciated by school leaders and the governing body. Visit notes reflect that leaders are acting upon the advice given.
- **The governance of the school:**
 - The recently reconstituted governing body is well placed to help the school to improve even further. Members of the governing body have been rigorous in their self-evaluation and relentless in developing their roles.
 - Members of the governing body have a clear understanding of the school's performance
 - They know how the school compares to schools nationally and speak knowledgeably about pupil progress across the school and in different subjects. Links with subject leaders and regular visits to the school help them to check up on school improvement. Governors are effective in measuring the impact of spending decisions on pupil progress. For example, they have successfully directed pupil premium

funding to 'close the learning gap' between disadvantaged pupils and others in the school.

- The governing body's oversight of safeguarding meets all statutory requirements. Safeguarding records and governor minutes reflect thorough systems and practices for checking that pupils are safe.
- Members of the governing body have a clear understanding of the quality of teaching in the school and support the headteacher to strengthen this through their challenging questions. Pay progression has been withheld where staff performance targets have not been met, but has been used to reward good teaching.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good. Pupils are polite and respectful to one another.
- Numerous opportunities for older pupils to take on leadership responsibilities in the school allow them to make valuable contributions to the calm and purposeful school environment. They enjoy coming to school and this is reflected in their good attendance.
- Sessions focusing on the social and emotional aspects of learning enable children of all ages to work together. This helps to create a sense of teamwork and leads to a harmonious atmosphere in school. Older pupils develop responsibility and self-confidence through roles such as play leaders and peer mediators.
- Pupils speak enthusiastically about the wide range of clubs on offer, parents echo this satisfaction.
- Pupils report that any incidents of poor behaviour are very rare. Scrutiny of behaviour records and inspection evidence confirm pupils' and parents' view of good behaviour.
- In the majority of lessons, adults plan tasks which motivate pupils to do their best. Behaviour is not outstanding because, on occasions, not enough pupils take the greatest pride in the presentation of their work.

Safety

- The school's work to keep pupils safe and secure is good.
- The policies and procedures for safeguarding are embedded in all aspects of the school's work. Governors have well-established routines to check that pupils are safe in school.
- The school recently won a Devon County award for Happiness and Well-being. The emotional health of pupils is at the core of the school's work. Staff are well trained and pay meticulous attention to detail. They ensure that pupils develop a sense of self-worth and confidence. Where pupils suffer loss or are feeling sad, the support systems are comprehensive. A school-based 'befriending' programme provides an exceptional service in supporting pupils. Pupils are helped to develop strategies to manage and overcome their worries and problems.
- Pupils are aware of the different types of bullying that exist and say that bullying does not happen in their school. Anti-bullying events are regularly planned by the older pupils. Pupils speak with confidence about the many people in school they can go to if they 'fall out with their friends'.
- There is an improving trend of attendance, which is now in line with the national average. Parents and carers are unanimous in declaring that their children are happy and safe in school.

The quality of teaching is good

- Teaching is typically good, with evidence of some outstanding practice. All teachers establish a 'have a go' culture and, as a result, pupils have confidence to take risks with their learning.
- Teachers' strong subject knowledge and enthusiasm lead to pupils enjoying their learning. Consequently, pupils make good progress over time. Pupils who met with the inspection team said they found homework helpful. During the inspection, inspectors observed teachers making good use of homework to help pupils prepare for lessons.
- Relationships between adults and pupils are strong. This is a consistent feature across the school. Consequently, pupils are confident and happy to try their best and make good, and often accelerated, progress. Often, pupils are engrossed in their learning because teachers motivate and inspire them to do well.
- The teaching of reading is a particular strength of the school. Adults model an enjoyment and love of reading. Children in the early years are often captivated by listening to a story. Key Stage 1 pupils relish re-telling and acting out a story they have heard. Pupils had lots of ideas and were enthusiastic to write

because they had considered how the characters were feeling.

- Teaching assistants work closely with the class teachers, are well trained and highly skilled in questioning and supporting pupils to think. Consequently, pupils make good progress and no child is left to fail.
- Some teachers do not have high enough expectations of pupils' presentation of writing. This can be seen in the variable quality of handwriting and general level of care taken to present work neatly in books.
- Marking in literacy books is stronger than in mathematics. Teachers make effective use of success criteria to share expectations. As a result, pupils are adept at identifying what makes a good piece of writing. Some of the marking in mathematics books is vague and doesn't provide clear guidance to help move pupils' learning on so that pupils make rapid improvement.
- Teachers do not always set challenging activities to enable pupils to apply their mathematical understanding to problem solving. As a result, smaller proportions of pupils achieve at the higher levels in number in the early years and in mathematics in general.
- Typically, teaching is of high quality in physical education. This is because staff are well trained by the sports specialist. Teachers use what they know about pupils' strengths to plan successful activities that lead to improved skills and stamina in physical education.
- Disabled pupils and those with special educational needs make good progress from their starting points because adults plan activities at the right level for each pupil's needs and interests.

The achievement of pupils

is good

- Pupils in Year 1 are now very well prepared for the statutory check on phonics (letters and the sounds they make). In 2014, the proportion of pupils achieving the expected standard fell below the national average. Good teaching and additional support have enabled those pupils who fell behind last year to catch up quickly. This year more pupils are set to achieve the expected standard and the overall proportion is higher than last year's national average.
- Progress information from the early years to Year 2 provides compelling evidence of pupils making accelerated progress in reading. The proportion of pupils achieving the very highest levels in reading at both Year 2 and Year 6 exceeds the national average. This represents good, and often rapid, progress from pupils' starting points.
- Pupils achieve well in writing from their various starting points. By the time pupils leave Year 6, the proportion of pupils making better than expected progress is above the national average. This is because pupils in Years 3 to 6, in particular, get many opportunities to apply their writing skills across all areas of the curriculum. They write regularly and there are frequent opportunities for extended writing. Work in books shows rapid progress over time. The content of pupils' writing is generally well constructed and spelling and punctuation are good.
- Achievement in mathematics is weaker than in reading and writing. At the end of Key Stage 1, a smaller proportion than nationally achieved the highest levels in the 2014 tests. In Year 6, in 2014, the progress made by pupils in mathematics was not as strong as the national average. Predictions for 2015 show some improvement at the higher levels, and work in pupils' mathematics books lends confidence to this evaluation. However, not all pupils are regularly expected to solve challenging mathematical problems. As a result, some pupils are not as well prepared as others when applying their understanding in mathematics.
- Pupils in receipt of pupil premium funding do well. The gap between disadvantaged pupils and others closes as pupils move through the school. In 2014, a smaller proportion of disadvantaged pupils achieved the expected standard in the Year 1 phonic screening check. In 2015, externally checked results show that disadvantaged pupils do as well as others in the school. In Year 6, in the 2014 tests, there was no gap between the achievement of disadvantaged pupils and others in the school in mathematics and reading, and a gap of one term in writing and in spelling, punctuation and grammar. Disadvantaged pupils do better than other pupils nationally in reading and writing. A greater proportion of disadvantaged pupils achieved more accelerated progress than those nationally.
- The most able pupils achieve well. In the 2014 Year 2 tests, a greater proportion of pupils achieved the highest Level 3 in reading and writing than the national average. Similarly, in the Year 6 2014 tests, a greater proportion of pupils achieved the very highest Levels 5 and 6 in reading and writing compared to the national average. Lessons typically provide challenge. Upper Key Stage 2 pupils enjoyed using mathematics in a real context when looking at refugees entering Italy. Pupils were confident in calculating ratios and writing their own formulae.
- Pupils achieve well in sports. There is a huge range of sporting activities, including cycling and lifesaving. Parents appreciate that clubs are free to all. The sports leader tracks pupils' progress carefully and uses this information to provide activities which enable rapid progress and a breadth of experience. The leader

ensures that all groups are catered for and there is a clear drive for participation for all. A Change for Life group takes place on a weekly basis to support the development of pupils who do not as readily enjoy traditional sports. The school caters well for most able pupils. These pupils assist in the organisation of school sports days. The school teams have recently won local sporting events in cross country, tennis and athletics. Many pupils go on to participate in a range of after-school clubs.

- Disabled pupils and those with special educational needs make good progress. Their needs are understood and comprehensive packages of support are put in place and progress checked by the class teacher.
- The school has worked well to provide support for pupils who are underachieving. Pupil progress meetings are effective in making sure that teachers are doing all that they can to help every child to succeed. For example, the additional support in mathematics given to Reception children has ensured they will all achieve at least expected progress.

The early years provision

is good

- All areas for improvement identified in the previous inspection have been dealt with successfully. Leadership and provision in the early years are now a strength of the school.
- The school works closely with local pre-schools, nurseries and families to ensure that children get the very best start to school. Children from both the single-age Reception class and the mixed Reception and Year 1 class achieve equally well because staff have a good understanding of their needs.
- There is a strong emphasis placed on the safety of pupils. Risk assessments are detailed and the learning environment is safe from hazards. Adults are vigilant in ensuring that children are happy and safe.
- Behaviour in the early years is good. Careful matching of activities to the children's interest results in high levels of concentration and enjoyment.
- The proportion of pupils achieving a good level of development is higher than the national average this year. This represents a big improvement from 2014 and is partly due to the improved systems for checking on how well children are learning.
- Teaching is consistently good across a wide range of learning activities. The school has accurately identified that the proportion of pupils making accelerated progress in writing is less than that in reading. As a result, leaders have increased the range of opportunities for children to develop their early writing skills.
- Children are better prepared for Year 1 because the early years leader has made positive changes to the learning environment. She has effectively trained a team of support staff who are skilled in questioning and supporting children. Children often make accelerated progress in their social development and in reading. The leader has accurately identified that progress in number is weaker. Improvement plans show that this is a priority for the school.
- Staff recognise the important role parents play in their child's learning and close links are made with families. Parents are effusive about the 'brilliant' start their children get to school. They recognise recent improvements this year as being 'the icing on the cake'. The regular opportunities for parents to share 'Wow' moments from home help the school to gain a full picture of children's development.

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	113187
Local authority	Devon
Inspection number	449600

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	287
Appropriate authority	The governing body
Chair	Rebecca Cosgrove and Katie Honnor
Headteacher	Julie Dyer
Date of previous school inspection	4 February 2010
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