

# INSPECTION REPORT

## **BLACKAWTON PRIMARY SCHOOL**

Totnes

LEA area: Devon

Unique reference number: 113186

Headteacher: Jenny Kinder

Reporting inspector: Geoff Burgess  
23708

Dates of inspection: 28<sup>th</sup> & 29<sup>th</sup> May 2002

Inspection number: 198735

Inspection carried out under section 10 of the School Inspections Act 1996

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Blackawton Totnes Devon
Postcode:	TQ9 7BE
Telephone number:	01803 712363
Fax number:	01803 712645
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr Andrew Morrow
Date of previous inspection:	November 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		
23708	Geoff Burgess	Registered inspector
13911	Julie Gallichan	Lay inspector
27333	Richard Selby	Team inspector

The inspection contractor was:

Geoff Burgess Inspections

4 Dodhams Farm Close  
Bradpole  
Bridport  
Dorset  
DT6 3EZ

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33 Kingsway  
London WC2B 6SE

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Blackawton Primary School is housed in mix of buildings tucked behind the village church. It serves a wide spectrum of families of mainly British heritage from the village and the scattered community that surrounds it. Few children are entitled to free school meals. The number of pupils on roll has grown steadily from around 90 at the time of the last inspection to 119. A low number of pupils are on the special needs register but three of these, a relatively high number, have statements of special need and several others are receiving outside help. With the help of its neighbouring pre-school provision, attainment on entry is a little above that found in most schools especially in the use of language and creative and personal development.

### **HOW GOOD THE SCHOOL IS**

This is a very good school with a unique personality, very well led and managed, where very good teaching and a rich, stimulating curriculum is enabling almost all boys and girls to achieve high academic, artistic and personal standards by the time they leave. With average funding, it provides very good value for money.

#### **What the school does well**

- Very good teaching and the very good contribution of support staff ensures that boys and girls are achieving high standards in English, mathematics and science
- It has a well founded reputation for excellence in the arts
- High quality provision in most other subjects, much enhanced by trips, visitors & other activities in addition to lessons, ensures that pupils experience a rich range of learning opportunities
- Individual pupils' personal development has a very high priority. They are very enthusiastic, work hard, behave very well, relate very well to each other and are becoming thoughtful and responsible citizens of the world
- It encourages all members of the school community to play a full part in its life by providing an open door, the willingness to accept ideas and suggestions and a range of accessible information.
- The headteacher is an outstanding leader and manager who is making the most of the schools' assets and making it possible for all staff and pupils to achieve high personal standards

#### **What could be improved**

- Religious education has a low profile in the school and, unusually in a community which so obviously values diversity, opportunities to learn about and through the various religious traditions are few

*The areas for improvement will form the basis of the governors' action plan.*

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

School leavers continue to achieve high standards in English, mathematics and science as they did at the time of the last inspection in November 1997, and the school also maintains its reputation for promoting high standards in the arts. All the areas for improvement noted were worked on at the time and subsequent national initiatives, including the literacy and numeracy strategies, the introduction of national guidance in other subjects, and the impact of performance management, have helped the school to ensure that good progress has been made in them all. Overall improvement from a high base is good.

## STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	A	A*	A	A
mathematics	A	A	B	B
science	A	B	A	A

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

The small numbers of pupils who are eligible to take the tests each year makes the school vulnerable to the ups and downs caused by the impact of individual pupils. However, results over a five year period indicate that standards in year six are well above average in English, mathematics and science in almost all years and above average when they are not. Results obtained by seven-year-olds have been lower, with reading and writing usually around the average but with mathematics below. More pupils achieve higher grades than is usual and few do not achieve the expected level for their age group. This year is no exception and, with boys and girls achieving well throughout the school, standards in year six are well above average in all three subjects and above average in year two. Children in their foundation year will have achieved all the early learning goals by the end of the year. It is also very significant that standards in almost all the non-core subjects, but especially art, information technology and music, are better than in most schools. Higher attainers, some gifted, and the few pupils who find learning difficult are well provided for and they make good progress.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Boys and girls are very positive about school and join in wholeheartedly with all it has to offer. They are very keen to talk about what they are doing, work enthusiastically and hard to complete tasks set and are, with real justification, very proud of their achievements and their school. Pupils' attitudes to school are very good.
Behaviour, in and out of classrooms	Pupils' very good behaviour in class makes it possible for teachers to provide stimulating activities, confident that boys and girls can cope with the demands this places on their self-control. Behaviour on the small playground is not always as good, but the children themselves are active in developing positive ways of putting it right.
Personal development and relationships	Everybody gets on very well with everybody else and visitors are made very welcome. All adults act as excellent role models in this respect and this helps to foster the family feel of the school. Pupils are growing into confident, sociable and sensible citizens who recognise their own worth and appreciate the contribution made by others. They are always ready to use their initiative and take responsibility for their learning and many, especially those on the school council, make a very positive contribution to the smooth running of the school and their schoolmates welfare.
Attendance	Boys and girls can't wait to get to school. Any absence is always associated with real illness or family circumstances. Punctuality is good.

Pupils make a very strong contribution to their own achievements and to the vibrant, optimistic and positive feel of the school by the way they cheerfully and confidently do all that is expected of them in and out of lessons.

## TEACHING AND LEARNING

<b>Teaching of pupils in:</b>	<b>Reception</b>	<b>Years 1 – 2</b>	<b>Years 3 – 6</b>
Lessons seen overall	Very Good	Very Good	Very Good

*Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.*

Teaching is never less than good with most of it very good and pupils make a very good contribution to their own learning by their keenness to learn and do their best. Well-planned and focused teaching of the basic skills of literacy and numeracy is a key factor in ensuring that the school achieves very good results in national testing. Stimulating and very relevant activities motivate pupils to achieve high standards across the rest of the curriculum. High expectations for pupils' behaviour and very good work habits in all five classrooms ensures that teachers and their helpers can devote all their time to supporting learning. Relationships are excellent and the confidence and high self-esteem developed in the children is very important in helping them to take responsibility for their own learning. Pupil's who find learning difficult are very well catered for by classroom assistants and the computer technician provides excellent support for the whole school community in her area of interest.

### **OTHER ASPECTS OF THE SCHOOL**

<b>Aspect</b>	<b>Comment</b>
The quality and range of the curriculum	The school provides an excellent range of learning opportunities for all its pupils with literacy and numeracy suitably emphasised and used to very good purpose in other subjects. It has a well-founded reputation for excellence in the arts and, except for religious education, all the other subjects are very well represented. Boys and girls have many varied opportunities to enhance their learning outside normal lessons and frequent visits and visitors enrich the curriculum. The school has a very good relationship with the local community to the benefit of its pupils.
Provision for pupils with special educational needs	Provision for the small number of pupils who find learning difficult is good and they make good progress towards their targets. Classroom assistants are closely involved with teachers in providing necessary support in and out of the classroom. Good procedures for identifying, monitoring and supporting such pupils have been established and all the necessary paperwork is in place. Pupils with very special needs, including gifted children, are well catered for and included in all the school has to offer.
Provision for pupils' personal, including spiritual, moral, social & cultural development	Staff make very good provision for promoting pupils' personal development with very good arrangements for the development of social skills and attitudes and moral awareness. Curricular provision for pupils to study and appreciate the arts, their own cultural heritage and to celebrate the cultural diversity of others is very good. Good attention is given to helping pupils to reflect on the more spiritual aspects of life but opportunities are missed in relating this to the impact of beliefs and religion.
How well the school cares for its pupils	A strong feature of the school is the fact that each child is regarded as an individual and a great deal of care goes into ensuring that their particular needs are met. While child protection is well covered and formal health and safety arrangements are satisfactory, the school must take care that, in quite properly giving its pupils opportunities to use their initiative and welcoming exuberance, unintended risks are not taken.

Parents are very appreciative of the work of the school and especially the high standards it achieves and the good teaching and rich curriculum it provides. The great majority feel very comfortable in their formal and informal dealings with school and make a very good contribution to its life and their children's learning. The information provided by the school for parents is very good.

### **HOW WELL THE SCHOOL IS LED AND MANAGED**



<b>Aspect</b>	<b>Comment</b>
Leadership and management by the headteacher and other key staff	The head has made an outstanding contribution to the continued success of the school through her own remarkable commitment and excellent example over the years. With the very strong support of the whole staff team, the school's unique qualities and ethos, based on a firmly held philosophy centred on the individual, have become part of its very fabric.
How well the governors fulfil their responsibilities	Governors have a well-founded confidence in the ability of the head and staff to manage the overall running of the school and concentrate their efforts on working for improvement. They are very supportive and keen for the school to succeed. Necessary business is conducted efficiently through committees and individual responsibilities. With many actively involved or visiting regularly, they know the schools strengths and limitations very well and provide necessary practical and moral support.
The school's evaluation of its performance	A good deal of well informed discussion goes on between members of the school community about how well groups and individuals are doing and how to improve. Good use is made of all available data and outside sources to help in this process and the introduction of performance management has added structure and even more focus to staff development. Despite high standards, the school development plan shows that the school is still constantly trying to improve.
The strategic use of resources	The school has made the very best of its enigmatic accommodation and cramped site. As with the children, all adults are encouraged to play their full role in the life of the school and make best use of their talents. Imaginative use has been made of a wide range of extra funding obtained and excellent use is made of the local area and community as a resource. The school administrator makes an excellent contribution by managing all the administrative work very effectively while providing an efficient and friendly reception for parents and visitors.

Despite teaching for most of the week, the head continues to provide the school with the energy, enthusiasm and optimism with which, greatly helped by her colleagues, governors and parents, she helped the school to gain its high reputation and popularity in the local community.

## **PARENTS' AND CARERS' VIEWS OF THE SCHOOL**

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
<ul style="list-style-type: none"> <li>• their children enjoy going to school</li> <li>▪ teaching is good and their children are making good progress</li> <li>▪ the school is helping pupils to grow up sensibly</li> <li>▪ their children are expected to work hard and do their best</li> <li>▪ the staff are very approachable</li> <li>• the school is well led and managed</li> </ul>	<ul style="list-style-type: none"> <li>• The information about how well their children are doing</li> <li>• The work children are expected to do at home</li> <li>• The way the school works with parents</li> </ul>

Inspectors agree very strongly with parents' positive views but the concerns of some about information provided, homework and links with parents were not sustained by inspection evidence. In each case, what the school does is at least as good as in most schools and often better.

## **PART B: COMMENTARY**

### **WHAT THE SCHOOL DOES WELL**

#### **Very good teaching ensures that boys and girls are achieving high standards**

1. It is a tribute to the continued high quality of teaching in Blackawton School that, despite having small numbers in each year group and therefore being vulnerable to the impact of individual children, results for school leavers in national testing each year are almost always in the well above average range. Just as remarkable is the fact that high standards are not confined to the basics, but are to be found in almost every subject. Two equally important factors come into play. Teachers in each class provide their pupils with a rich diet of well prepared challenging activities that are relevant and inherently interesting to them. Energy, effort and creativity are valued and expectations are high. For their part, boys and girls are very enthusiastic about their work and, over time, develop excellent work habits. They love learning and using their developing skills, knowledge and understanding to produce high quality work.

2. The way this leads to high standards in the basics was observed throughout the school. In Class 1, the literacy strategy has been well adapted for children in the last term of their foundation year. In an oral session, boys and girls show they know all the letters and the sounds they make in a word building session where the teacher makes very good use of large 'phoneme' cards to build and change words with similar sounds. She then skilfully helps these young children to build on the idea of character in the 'Mrs Honey' Big Book they are sharing, by identifying the various settings involved. Boys and girls confidently pick out field, sea-side etc., and by asking them to predict what words might be involved, the teacher helps them to make informed and usually accurate guesses at words they 'read' together. Boys and girls are well prepared for moving onto the literacy and numeracy strategies proper.

3. Class 2 pupils, involving years one and two, are very confident and articulate describing the properties of regular solid shapes using the correct mathematical vocabulary. By using picture and word cards of the various shapes, their teacher makes it possible for them all to answer when she gives them various properties. Almost all can quickly say that the one shape with two faces is a cone and that one face is flat and the other curved. Very well chosen follow up tasks challenge pupils at their own levels. These range from the use of a 'feely' bag with pupils describing the properties of the solids they choose for their group mates to identify, to higher attainers writing down the properties of a range of shapes of their own choosing then drawing a picture of a real object that is that shape. This activity produced a great deal of energy and enthusiasm so that in the summing up session, almost every pupil could identify a sphere from 'one curved face and no flat faces'. One pupil could even identify three rectangular faces and two triangular faces even though it wasn't one of the shapes being looked at.

4. Pupils in years three and four demonstrated their developing maturity and very good speaking skills in a debate about pollution based on the reading of a Maori story, 'The Pupu Pool', but relating it to issues in their own village. The teachers' challenging questioning and ability to manage responses without inhibiting pupils' enthusiasm led to a good deal of reasoned thinking. In the written work that followed, the teacher was careful to ensure that each year group had very specific learning objectives, the use of paragraphs in year four and empathetic writing in year three. Both groups showed good understanding, worked well and produced good quality work with some very good. One pupil in the year three group showed great maturity, clearly demonstrating the feelings of the character chosen.

5. A similar example of the teacher using an issue to which pupils could relate to stimulate animated discussion and give a purpose to their activity involving persuasive writing was observed in Class 4. Here, pupils developing confidence and independence was very well exploited through the consideration of a proposal to build a leisure centre on the recently acquired school field. Lively discussions, facilitated by the teacher, about the techniques of advertising and the merits of the two cases led to pairs and groups of pupils working very well together at a relentless pace. This was made possible largely by the easy confidence with which pupils, sensibly and with the full confidence of the teacher, access what they need in the classroom and around the school. So committed were pupils to their work that they really did not want to finish and come together at the end of the session.

6. In year six, the teacher made very good use of advertisements for various cars to develop the ideas discussed in year five by looking at how they are 'targeted' at groups of people. Once again, pupils' very well developed work habits, maturity and self-confidence meant that she could explore the whole area with confidence in her classes ability to deal with the issues

involved. Pupils quickly notice that the words and the images all sell an idea - 'safety', 'control', 'reliability' together with child friendly images for the Mondeo - 'sports a starting price' with a 'riding on water' image for the Audi A6. Relating the ideas to their current topic of 'selling' their woolly hats and socks, they come up with 'Mum won't have to tell you to put your hat on - you probably won't want to take it off' and 'Cool in school and in the mountains too'. By the end of the session, all understand the sub-text in each advert and have achieved a considerable amount of learning.

7. Another important factor in the very good results the school achieves in national testing is the support provided for the few pupils for whom learning does not come easy and for those who need stretching. In the case of the former, this is concentrated in the early years so that by the time pupils reach year six, almost all have strategies for coping with whatever they find difficult and have developed the confidence and self-esteem to do well despite it. A very good example of the way the school helps very high attainers was observed on the registered inspector's first visit to the school when the head was working with a small group of year six pupils who have a link with a mathematician in Scotland. They very confidently explained how Eratosthenes used the sun to find the radius of the earth by measuring shadows, followed by a calculation using  $u = r \times \cos(60)$  to find the earth's speed of rotation. In addition, small groups of higher attaining year fours and fives move up a year for numeracy lessons.

### **It has a well founded reputation for excellence in the arts**

8. This is best illustrated by examples noted during the inspection. These included:

- High quality observational paintings of bowls of flowers and individual flowers associated with the work of Monet and Van Gogh; several examples of continuous printing, some ongoing on fabrics, currently a kingfisher with the print tile cut up to make it possible to use different shades and colours started in the school's Art Club. Beautiful large scale representation of foxgloves using batik techniques. All of these in year six.
- The display in the hall following the visit to London by years five and six includes evidence of visits to the National Gallery and Tate Modern.
- Developmental displays of a variety of very well executed plant images moving from observational pencil sketches to coloured drawings, some in pastels, to preliminary batik work using colour washes to full batik and prints. All these from year three and four
- Lollipop stick, fabric and thread structures in shades of various colours in the style of Michael Brennand-Wood; art work to replicate Street Light by Giacomo Balla by years one and two.
- Very young children's very well produced representations of Claude Monet's 'Japanese Footbridge'; a four-year-old producing a detailed sketch of a real fish of which an adult would be proud using a wax crayon and colour wash. Another draws his fish on the computer using 'Dazzle'.
- The school band, which involves every section of the orchestra, plays 'Pomp and Circumstance' from the score, all properly orchestrated and timed; when asked in assembly how many pupils are learning to play an instrument, a forest of hands goes up.
- A twelve piece recorder ensemble involving all the various sizes of the instrument plays 'Feeling Groovy' and 'If you go down in the woods today' in several parts.
- In a whole school singing lesson, pupils of all ages join in a variety of songs sung in several parts as rounds; counter melodies with a Do Me So Do accompaniment and finally, with the youngest children gone, older pupils learned a complex five part piece based on the characteristics of the various orchestral instruments.

### **Pupils experience a rich range of learning opportunities**

9. In addition to everything already listed above, this is again best illustrated by examples noted during the inspection. These included:

- The annual years' four, five and six trips to London, Amsterdam and France. This years London trip included the art galleries mentioned above, the planetarium following a topic on space, the Globe Theatre, a visit to see 'Cats', Ice Skating, the London Eye and the Houses of Parliament. During the inspection week, a follow up visit to the Globe was being organised so pupils can actually experience a Shakespearean production.
- Pupils in year six continuing a River Dart project with a recent visit to Cherry Brook to measure and draw a transect and collect first-hand information on the flora and fauna. Much of the rest of their work stems from an investigation into the production of hats and socks using various types of wool with £400 to spend on production costs.
- Pupils in year five use the 'grown-up' spreadsheet Excel to calculate the actual cost of a

- camping trip for a group of pupils each with different requirements. They show good awareness of the programmes capabilities and produce and reject several graphs to show their findings. In the school's technology week, year five used 'marble runs' and 'water rockets' to transport a fresh egg across 2 metres without touching the floor.
- As part of their continuing topic on location, years three and four visited the Bronze Age settlement, Grimspound, on Dartmoor and various stannary towns and modern settlements along the way. Earlier in the year, they had the opportunity to become archaeologists for the day, excavating and interpreting real remains from a 'site' created by their teacher.
  - Years one and two working on light and colour make very impressive articulated shadow puppets with coloured eyes along with detailed plans, instructions and evaluations. Others investigate reflections in spoons and what happens to shadows when you had two light sources (torches).
  - An interactive display in Class 1 shows how children have used the stimulus of the pond and the development of frogs culminating in an empty fish tank with the label, 'We have put the tadpoles back in the pond where it is cool'. During their technology week, a visitor brought in and talked about a lovely wooden chair he had made.

**Individual pupils' personal development has a very high priority. Boys and girls are becoming thoughtful and responsible citizens of the world**

10. As noted and implied above, pupils are encouraged and expected to play a full part in their own learning and the life of the school and wider community from an early age. Class 1 children have the self-esteem to approach any task they are given or they choose with confidence and a real sense of purpose. This is built on through the school so that all pupils quite naturally take an active part in discussing what they are going to do, use their initiative to access all they need to do it and get on busily without adults having to intervene. The focus is on being positive so cards on the wall in Class 2 affirm that 'Everyone is special' and ask pupils to 'Be gentle' and to 'Be kind and help each other' - all of which shows in pupils behaviour.

11. The excellent curricular provision that the school makes for pupils' cultural development is fully expanded above and, in many cases, the activities involved make a very good contribution to pupils' social and moral development. Ensemble work in music, shared projects in design technology, residential visits away from Devon, and the use of stories from other cultures to provoke thinking about our own all add greatly to pupils' understanding of the world in which they live. In addition, every opportunity is taken to use real or potential social or moral issues to stimulate thought and discussion. Class 2 use 'The Rainbow Fish' to discuss feelings and look at different points of view while pupils in Class 3 debate the issues surrounding pollution and the possible problems a time machine could cause. Year five pupils get very animated about the arguments for and against a leisure centre being built on their school field and the oldest pupils begin to understand the nature of advertising and the sub-texts and hidden agendas involved in the words and images used. All of this occurs in a very mature and responsible climate of debate.

12. Whole school initiatives also make a very good contribution to pupils' growing accountability for their own moral, social and citizenship development. A good example of this has been the involvement of the local Child Assault Prevention (CAP) team in workshops for each class encouraging pupils to make themselves safe, strong and free which resulted in them wanting the behaviour policy to be changed. Good use is made of whole school assemblies in this area, for example to discuss famous people who have helped others such as Mother Theresa.

**All members of the school community are encouraged to play a full part in its life**

13. Communications and relationships within the school community are very open and this makes a very strong contribution to the continuing health of the school and encourages everyone to share in its life. A very good example of how this process works stemmed from the workshops with the CAP team noted above. This led to the boys and girls on the school council being involved in drawing up a new policy. At their instigation, it is called a behaviour rather than a discipline policy, with lots of positive strategies, especially for supporting the mid-day supervisors in their work and for taking care of upset schoolmates. This was included in the latest set of school council minutes which were quickly published on the school website, posted on notice boards and circulated to governors, one of whom is a member of the council. Other areas where pupils have made an input recently have included football at lunchtimes and problems with paper towels. The website is itself an excellent means of communication, full of up-to-date, attractively presented and very useful information about the school and everything

that happens in it. A particularly noteworthy initiative is its use to 'email home' the weeks homework for older pupils.

14. The website and other information technology (IT) initiatives have been made possible by the excellent contribution of one of the school's very effective classroom assistants, specially trained in IT using national funding. As a group, they provide intelligent and thoughtful support to teachers and pupils, especially boys and girls who need extra help.

15. Another good example of how the whole school community is involved in the decision making process and how this results in creative and fundamental change has been the recent 'take over' of school meals provision by the school. With 'take-up' dwindling, real problems with staffing the kitchen and a knock-on impact on pupils behaviour, the governing body and staff in consultation with everyone involved including parents and pupils, came up with a characteristically positive response. Within a few weeks, this has resulted in a happy cook able to do what her 'customers' want, a much better take up of healthy meals and much improved lunchtimes for everyone.

### **The headteacher is an outstanding leader and manager**

16. To sum all this up, it is a real delight to discover a school that is a true beacon of so much that is best in primary education. It has comfortably achieved all its academic targets without ever compromising its key aims of providing the broadest and richest education possible and of valuing and celebrating individuality, diversity and creativity. In fact, pupils achieve all they do because of, and not in spite of, all the high quality work they do in the subjects which are not tested. The contribution of the head in establishing the strongly held and widely shared philosophy and ethos which underpins this quality, is outstanding. The quality of her own commitment and example in teaching are unquestioned and she has, over time, made it possible for all other members of the school community to share her values and attitudes and grow in confidence in their own roles. All staff are valued, trusted and given the opportunity and support to play a full role in the life of the school, which they do with relish.

17. The other key player in the management of the school is the school administrator who provides both a warm welcome and easy point of communication with the school, and very efficient administrative back-up to the head, staff and governors. Her excellent contribution makes it possible for the head to devote more of her time to teaching and the children than would otherwise be possible. Backing up all this effort and commitment is a very supportive governing body, many members of which are regularly involved in the school and who fully appreciate and endorse the school's unique qualities. Several bring particular expertise to the running of the school, procedures and systems are effective and the positive, open-minded ethos of the school community means that issues are aired and sorted out sensitively with a maximum of consultation.

### **WHAT COULD BE IMPROVED**

#### **Religious education has a low profile in the school**

18. It is a strength of the school that individuality and diversity are valued and celebrated and that the creative energy this releases is used to help boys and girls to achieve. The work pupils produce in all the National Curriculum subjects is usually of the highest quality, they are encouraged to explore and represent similarities and differences and even quite young children get involved in discussing complex issues. It therefore comes as a surprise that the opportunity to extend this way of working into learning about and from religious and spiritual insights, beliefs and practices is not being taken as wholeheartedly. In all the wonderful work produced by pupils and displayed around the school and collected together into much-cherished topic books, very little work in this area is represented. It was also notable that when older pupils were asked which subject, if any, they would not mind missing, they answered religious education.

### **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER**

19. To bring everything at Blackawton School up to the same high standard, the governors, headteacher and staff should:

- recognise the importance of Blackawton pupils knowing about and understanding their own religious heritage and the diverse faiths they will come across as they grow up

- give religious education the same time and status as all the other subjects by building it into planning as a discrete subject and by looking for opportunities to include its spiritual, cultural and moral aspects as a cross-curricular element in other topics
- ensure that pupils' work in religious education is regularly celebrated in displays and in pupils' topic books

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	14
Number of discussions with staff, governors, other adults and pupils	5

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number		8	6				
Percentage		57	43				

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than five percentage points.

### Information about the school's pupils

#### Pupils on the school's roll

	Nursery	R – 6
Number of pupils on the school's roll (FTE for part-time pupils)		119
Number of full-time pupils eligible for free school meals		8

FTE means full-time equivalent.

#### Special educational needs

	Nursery	R – 6
Number of pupils with statements of special educational needs		3
Number of pupils on the school's special educational needs register		17

#### English as an additional language

	No of pupils
Number of pupils with English as an additional language	0

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	5
Pupils who left the school other than at the usual time of leaving	4

### Attendance

#### Authorised absence

	%
School data	5.2
National comparative data	5.4

#### Unauthorised absence

	%
School data	0.3
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

### Attainment at the end of Key Stage 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	6	6	12

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Total	11	11	11
Percentage of pupils at NC level 2 or above	School	92 (88)	92 (88)	92 (88)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Girls	11	11	11
Percentage of pupils at NC level 2 or above	School	92 (88)	92 (88)	92 (88)
	National	85 (84)	89 (88)	89 (88)

Percentages in brackets refer to the year before the latest reporting year.

### Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	5	9	14

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Total	12	11	14
Percentage of pupils at NC level 4 or above	School	86 (100)	79 (100)	100 (100)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Total	12	11	14
Percentage of pupils at NC level 4 or above	School	86 (100)	79 (100)	100 (100)
	National	72 (70)	74 (72)	82 (79)

Percentages in brackets refer to the year before the latest reporting year.

NB Since the number of boys and girls in each table is less than ten and too small a sample for statistical purposes, separate totals for each are omitted.

### **Ethnic background of pupils**

	No of pupils
Black – Caribbean heritage	2
Black – African heritage	
Black – other	
Indian	
Pakistani	
Bangladeshi	
Chinese	1
White	
Any other minority ethnic group	112

*This table refers to pupils of compulsory school age only.*

### **Exclusions in the last school year**

	Fixed period	Permanent
Black – Caribbean heritage		
Black – African heritage		
Black – other		
Indian		
Pakistani		
Bangladeshi		
Chinese		
White		
Other minority ethnic groups		

*This table gives the number of exclusions of pupils of compulsory school age, which may be different from the pupils excluded.*

### **Teachers and classes**

#### **Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	5.3
Number of pupils per qualified teacher	22
Average class size	23.8

#### **Education support staff: YR – Y6**

Total number of education support staff	5
Total aggregate hours worked per week	122

### **Financial information**

Financial year	2001
	£
Total income	292257
Total expenditure	289259
Expenditure per pupil	2410
Balance brought forward from previous year	7500
Balance carried forward to next year	10500

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	0.2
Number of teachers appointed to the school during the last two years	0.2
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*



## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	119
Number of questionnaires returned	67

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	61	36	3		
My child is making good progress in school.	59	39	2		
Behaviour in the school is good.	35	53	10		3
My child gets the right amount of work to do at home.	34	46	15	1	3
The teaching is good.	74	24			2
I am kept well informed about how my child is getting on.	34	43	19	1	1
I would feel comfortable about approaching the school with questions or a problem.	60	36	4		
The school expects my child to work hard and achieve his or her best.	58	40	1		
The school works closely with parents.	40	40	12	2	
The school is well led and managed.	67	32			2
The school is helping my child become mature and responsible.	60	37	3		
The school provides an interesting range of activities outside lessons.	52	32	14		2