



Bow Community Primary School

Inspection Report

Unique Reference Number 113060
LEA Devon
Inspection number 279083
Inspection dates 8 March 2006 to 8 March 2006
Reporting inspector Peter Griffiths HMI

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

Type of school	Primary	School address	Station Road
School category	Community		Crediton
Age range of pupils	5 to 11		Devon EX17 6HU
Gender of pupils	Mixed	Telephone number	01363 82319
Number on roll	120	Fax number	01363 82642
Appropriate authority	The governing body	Chair of governors	Mrs Rachel Stanbury
Date of previous inspection	15 January 2001	Headteacher	Mrs Hazel Fox

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Introduction

The inspection was carried out by one of Her Majesty's Inspectors and an Additional Inspector.

Description of the school

The school serves two villages and the surrounding rural community. There is some social deprivation within the community. The proportion of pupils known to be eligible for free school meals is low.

Pupil attainment on entry to the school varies from year to year. The school has observed an increase in the number of pupils entering the school who have language skill problems. A significant proportion of pupils enter the school other than at the start of the reception.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 3

The school's overall effectiveness is satisfactory, but it is improving. Standards have improved and are now average. Teaching is now good and, as a result, so is learning. However, this good learning in lessons has yet to be in place long enough to impact fully on progress in the longer term. Progress is satisfactory overall but is better in English and science than in mathematics.

The stimulating approach to early learning is ensuring that pupils in reception are making good progress towards their early learning goals. Throughout the school, pupils show positive attitudes to their work and make good progress in lessons. While the support given to pupils with learning difficulties is good, challenge for higher attaining pupils is not as well developed.

The leadership and management of the school are good. The headteacher is a considerable strength and provides a clear direction for the school.

Monitoring and evaluation practices are now outstanding. Classroom observations, the scrutiny of pupils' work and the monitoring of planning ensure the identification and sharing of strengths. The school also judges itself to be satisfactory, knows what it needs to do to continue improvements and is well placed to do so. There have been considerable improvements on the key issues of the last inspection. The school provides satisfactory value for money.

This is a school where every child matters and this is reflected in the quality of the pastoral care, guidance and support for the pupils. Pupils enjoy coming to school where they feel well cared for and safe.

What the school should do to improve further

Develop the good practice in the school: • so that pupils can improve their mathematical understanding • to ensure that higher attaining pupils are sufficiently challenged.

Achievement and standards

Grade: 3

Achievement is satisfactory. When pupils enter the reception class, some have weak communication skills. The good teaching and stimulating and appropriate approach to learning ensures that by the end of the year pupils have made good progress towards the early learning goals. Standards in Year 2 have improved and are now average. Last year's results were adversely affected by the entry to Year 2 of a significant number of pupils transferring from other schools. Matching the teaching to the needs of these pupils was initially difficult because, for most pupils, the school did not receive academic records from their previous schools. By the time they leave school, the standards reached by pupils broadly match those expected for their age. Pupils are now making satisfactory progress and standards are improving. This is particularly evident in writing where strategies have been successfully introduced to increase the range and quality

of pupils' work. However, standards in mathematics are not as high as those in English and science; neither is progress as good.

The school has an inclusive ethos. Support for those pupils with learning difficulties is good, they make good progress and achieve well. Though there is some good provision for high attaining pupils, this good practice is not consistent in all years.

Rigorous assessment procedures and target setting have been successfully introduced. Pupils understand their own achievements and know what to do to improve. The consistent implementation of these procedures is an important contributory factor in the raising of standards.

Personal development and well-being

Grade: 2

Personal development is good. In the foundation stage, pupils' personal social and emotional skills are well developed. Pupils learn to make a positive contribution through being class leader. Through circle time, pupils explore how adults such as police officers can help them.

Pupils are adopting healthier lifestyles. They all participate enthusiastically in the daily exercise programme and greater choice of sports activities has increased participation rates. All pupils recognise the need to drink water regularly. Both pupils and parents have been involved in the introduction of a healthier lunch menu. More pupils now have a school dinner.

Pupils enjoy school. They feel safe and recognise that since the revision of the behaviour policy, bullying is not a concern for them. Pupils know who they can approach if they have problems. The involvement of pupils in the 'show racism the red card' project has improved their awareness of the issue; there have been no incidents of racism in the last three years.

Pupils' attitudes towards the school are very good. The revised behaviour policy is understood by the pupils; their behaviour is very good. Relationships are very good. Pupils new to the school settle quickly in part because of the way other pupils seek to include them in all they do. Attendance is satisfactory. The school is working closely with pupils and parents to explain the negative effects a holiday in term time can have.

Pupil's spiritual, moral, social and cultural development is good. The school council makes a very positive contribution towards the school and local community. Pupils have organised and participated in events to raise money for charity. They have also contributed to discussions about such diverse issues as play equipment, the revision of the policy on behaviour and school meals.

Quality of provision

Teaching and learning

Grade: 2

The quality of both teaching and learning is good. As a result, pupils show very positive attitudes to their work and make good progress in lessons. Lesson planning is extremely thorough. However, while the planning ensures that the needs of pupils with learning difficulties are well met, it does not consistently identify appropriate challenges for higher attaining pupils. The assessment and tracking procedures introduced by the headteacher have enabled teachers to be more specific about pupils' targets and to plan more effectively to meet their needs. Pupils with learning difficulties receive particularly well-targeted support and as a result make good progress. The excellent information and communication technology (ICT) room and the use of interactive whiteboards have been supported by appropriate staff training. All teachers are making good use of ICT.

The effective use of teaching assistants to work with pupils is another significant factor in enabling them to learn as well as they do. Lesson plans ensure that they are well briefed to provide support where it is most needed.

Curriculum and other activities

Grade: 2

The school provides a broad and balanced curriculum well matched to the needs of the majority of the pupils. The school has adopted an innovative approach to curriculum development. The quality of long and short term planning is good. Teachers work well together and the use of a common planning format has helped them to focus on key issues such as differentiation of resources and teaching to meet pupils' needs.

The headteacher has successfully developed the ICT room and provided interactive whiteboards so that ICT can enhance learning opportunities and raise the achievement of all pupils.

To ensure that the pupils have opportunities to access all areas of learning, the school is reorganising the Foundation Stage learning environment. Currently, the lack of cover prevents the outside area from being used to its full potential.

Pupils participate enthusiastically in the good range of clubs, activities and trips available to them. Such activities and visits successfully promote social as well as educational aims.

Care, guidance and support

Grade: 2

Care, guidance and support are good. The progress of individual pupils is carefully monitored through the well developed and effective tracking system. The individual targets are regularly reviewed and shared with parents and pupils. For pupils in the

Foundation Stage, teachers make very good use of the information gathered from parents and the village pre-school group.

Parents are invited to visit the school every term to discuss their child's progress. They are also invited to the weekly open morning to see their child's work. Both events are extremely well attended and valued by parents who feel that communication with the school is good and that any problems will be quickly resolved. The anti-bullying policy was recently reviewed. Since then, bullying incidents have been rare. In common with other developments, the school discussed the proposals with pupils and parents taking note of their concerns and suggestions. Training in managing pupil behaviour and in counselling skills has been provided for teaching and mealtime assistants and for administrative staff. This has increased the school's capacity to have adults available at all times to help pupils.

Very good child protection procedures are in place; all staff have received appropriate training. Health and safety procedures are good.

Leadership and management

Grade: 2

Leadership and management of the school are good. The headteacher, who has been appointed relatively recently, has achieved a common sense of purpose in all staff and has provided a clear direction for developments in the school. There have been considerable improvements since the last inspection, for example, in the development of ICT, and the school is well placed to improve further.

Monitoring and evaluation procedures are outstanding. The headteacher leads the school in reviewing its performance by observing lessons, scrutinising pupils' work and analysing teachers' planning. The regular observations of teaching are followed by detailed feedback and support for the teachers. Performance management for all staff is also making a very useful contribution to whole school improvement.

The administrator of the school is very effective. She has successfully taken on a new role of line managing cleaning and caretaking staff. Governors have a good understanding of their strategic role and all statutory requirements are met. They provide very good support for the school and for the headteacher in particular, but do not do this without question.

The learning resources and accommodation have improved dramatically during the last year and this has helped to raise expectations of quality in all areas of school life. Spending decisions relate to priorities in the school improvement plan. The school provides satisfactory value for money.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	NA	NA
The effectiveness of the school's self-evaluation	3	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	3	NA
The standards ¹ reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	3	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	1	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	2	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	1	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	NA
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Bow Community Primary School Station Road Bow Devon EX17 6HU

10 March 2006

Dear Children,

Thank you for welcoming us so warmly when we visited your school. We thought you would like to know what we liked about your school and how we thought it could get even better.

What we liked about your school:

- The standard of your work is improving
- Your teachers and teaching assistants work very hard to make sure that you get the right sort of help you need to help you learn
- Both you and your parents know how well you are doing in your work and what you need to do to improve
- You show positive attitudes to your work and make good progress in lessons
- Through the school council you have made contributions to the school and the community
- You enjoy coming to school
- You all behave very well around the school, you play nicely with your friends and speak very politely to your teachers and visitors
- You enjoy taking part in after school activities
- You are well cared for and feel safe
- Your headteacher runs the school well.

What we have asked your school to do now to make it even better:

- give you opportunities to improve the quality of your work in mathematics
- ensure that those of you with particularly high abilities are sufficiently challenged.

Yours sincerely,

Peter Griffiths Her Majesty's Inspector