



# The Duchy School Bradninch

## Inspection Report

**Unique Reference Number** 113061  
**LEA** Devon  
**Inspection number** 279084  
**Inspection dates** 15 February 2006 to 16 February 2006  
**Reporting inspector** Andrew Harrett HMI

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

|                                    |                    |                           |                       |
|------------------------------------|--------------------|---------------------------|-----------------------|
| <b>Type of school</b>              | Primary            | <b>School address</b>     | Bowley Meadow         |
| <b>School category</b>             | Community          |                           | Townlands Bradninch   |
| <b>Age range of pupils</b>         | 4 to 11            |                           | Exeter, Devon EX5 4RF |
| <b>Gender of pupils</b>            | Mixed              | <b>Telephone number</b>   | 01392 881482          |
| <b>Number on roll</b>              | 209                | <b>Fax number</b>         | 01392 881482          |
| <b>Appropriate authority</b>       | The governing body | <b>Chair of governors</b> | Mr George Garner      |
| <b>Date of previous inspection</b> | 11 October 1999    | <b>Headteacher</b>        | Mrs Briony Ewing      |

|                             |   |                                    |
|-----------------------------|---|------------------------------------|
| <b>Age group</b><br>4 to 11 | <b>Inspection dates</b><br>15 February 2006 -<br>16 February 2006 | <b>Inspection number</b><br>279084 |
|-----------------------------|---|------------------------------------|

---

© Crown copyright 2006

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## **Introduction**

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

## **Description of the school**

This is a small primary school serving the village of Bradninch and the surrounding area. In the last few years, the school roll has increased. A higher than average number of pupils joins and leaves the school during their school career. The proportion of pupils eligible for free school meals is in line with the national average. There are very low proportions of pupils from minority ethnic groups or whose first language is not English. The proportion of pupils who have specific learning difficulties or disabilities is in line with the national average. The school has Investors in People status and has been designated a Healthy School.

## **Key for inspection grades**

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

## **Overall effectiveness of the school**

### **Grade: 1**

Inspection evidence supports the school's view that its overall effectiveness is outstanding. The pupils enjoy school and make excellent progress because the school's well-established and positive ethos permeates all its work. The quality of the care, guidance and personal development of the pupils is exemplary. The headteacher's leadership and the effectiveness of the governing body are outstanding. The excellent leadership of the Foundation Stage ensures that the pupils make the best possible start and this is then continued throughout their primary education. Pupils with learning difficulties and disabilities are swiftly identified and receive excellent support. Consequently, they make excellent progress. Subject leadership is consistently good, although assessment procedures do not provide sufficient information for progress to be tracked precisely. The pupils make excellent progress in science and mathematics. In English, progress is very good in reading and good in writing. The school provides outstanding value for money and its capacity to improve is excellent.

### **What the school should do to improve further**

- Improve the quality of writing across the school.
- Improve the quality of subject leadership so that it becomes as outstanding as the other aspects of leadership and management in the school.

## **Achievement and standards**

### **Grade: 1**

The pupils enter the school with standards that are close to the expected levels, except in language and mathematical development, where there are weaknesses. They make good progress in the Foundation Stage and in Years 1 and 2. In 2005, the pupils attained standards at the end of Key Stage 1 that were in line with the national average in reading and writing and just below the national average in mathematics. In the 2005 tests for Year 6, standards were in line with the national average in English and mathematics and above average in science. The proportion of pupils reaching Level 5 in science was significantly higher than average at 59.1%. By the end of Key Stage 2 the pupils make outstanding progress overall in relation to their attainment in Key Stage 1. Their progress in mathematics and science is excellent. Progress in English is good overall and it is better in reading than in writing. The achievement of all groups of learners is excellent. They attain standards that are higher than those attained by similar pupils nationally. The pupils exceeded the appropriate targets set by the school.

## **Personal development and well-being**

### **Grade: 1**

Pupils have very positive attitudes to the school and enjoy their work. These are reflected in exemplary behaviour, good attendance and the high levels of respect shown to adults and to one another. Excellent relationships between pupils are evident

in the conscientiousness with which the older pupils look after the younger ones at assembly and lunchtimes. The very effective focus on the development of social skills starts in the Foundation Stage and is maintained throughout the school.

Pupils have an excellent understanding of healthy lifestyles and the need to adopt safe practices because of the high profile the school gives to these topics. Pupils like the fact that their views are regularly sought and acted upon. The regular meetings of 'Friendship Groups', where pupils of different ages are taught personal, social and health education and citizenship, are important occasions for pupils to express their opinions about many features of school life. Pupils take on responsibilities in a mature way. They show initiative, as in their fund-raising activities. They make many excellent contributions both to the school and to the wider community. Such experiences contribute to pupils' future economic well-being.

Pupils make excellent progress in all aspects of their spiritual, moral, social and cultural development. The school's provision is strong in all these areas but the prominence given to multi-cultural education is particularly impressive and effective.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 1**

The quality of teaching and learning is outstanding. In the best practice, lessons are carefully planned and involve all the pupils in activities that are clearly linked to specific learning objectives. The pace of these lessons is brisk and purposeful. The subject knowledge of the teachers is very good and their enthusiasm infectious. A range of questioning techniques is used to engage all the pupils in the activities, requiring them to extend and justify their answers. Pupils are encouraged to discuss their work in pairs, which ensures their involvement and improves their learning. Activities are carefully designed to meet the needs of the full range of learners and teaching assistants support groups and individuals well. In Years 1 and 2, teaching assistants contribute very effectively to the pupils' assessment.

In some of the lessons, teachers tend to dominate activities so that pupils occasionally became passive observers rather than active participants. Questions sometimes only require one-word answers and do not involve the whole class. Although assessment across the school is good, comments in exercise books sometimes give insufficient advice to pupils on how to improve their work. However, the quality of teaching observed during the inspection was consistently good or better across the whole school.

### **Curriculum and other activities**

#### **Grade: 1**

Pupils are taught an exciting curriculum that is extended by a very broad range of activities outside the school day. The range of after-school and lunchtime clubs is excellent for a school of this size. The overall provision at lunchtimes is excellent, with play and sporting resources organised by well-trained play leaders, making this an

important and enjoyable time for learning. The Foundation Stage curriculum is exemplary, providing an ideal balance between different areas of learning. The planning at Key Stages 1 and 2 is thorough in its attention to the needs and interests of different pupils across the whole curriculum. Teachers take every opportunity to link subjects in a way that maximises pupils' learning, such as in a Year 2 literacy lesson which was linked to their learning in geography. Provision for the arts and for physical education is a particular strength. Wherever possible, the school uses learning opportunities to reinforce pupils' understanding of health and safety and to develop community involvement and future economic well-being.

## **Care, guidance and support**

### **Grade: 1**

Arrangements for the care, guidance and support of pupils, including procedures for child protection, are outstanding. All staff show total commitment to ensuring the highest levels of care and concern for the well-being of all pupils. The pupils feel safe and valued and are confident that there are adults to whom they can go should they have any concerns or worries.

There is excellent support for pupils with learning difficulties or disabilities. This is provided by teachers and teaching assistants, who benefit from the excellent leadership of the special educational needs co-ordinator. There is very early identification of needs, sometimes at the pre-school stage, that leads to well-formulated targets for the next stages in learning. This detailed planning and the skilled support of the teaching assistants are major reasons for the very good progress of many of these pupils. The school works closely with the pre-school, parents and external agencies to ensure that, if appropriate, effective support is provided from the moment the pupil starts in Reception.

## **Leadership and management**

### **Grade: 1**

The quality of leadership and management is outstanding. The headteacher provides excellent leadership and she is well supported by the assistant headteacher. Her monitoring and evaluation are accurate and effective and her strategic planning is detailed and focused on improvement. Staff, parents and pupils are effectively involved in the process through regular consultations. She has a clear vision for the school's development, which is understood and shared by her staff, the pupils and their families. The headteacher has established a strong and clear ethos in which every child is valued. The core values of the school underpin and pervade all its work and this has a significant and positive impact on the achievement and well-being of the pupils. Resources are very well managed to ensure that they are used to improve the quality of teaching and learning. The governing body is outstanding and provides the school with an excellent level of challenge and support. Its knowledge of the school is excellent and individual governors are appropriately and effectively linked to different areas of the school's work. The quality of subject leadership is consistently good in most major

respects, but not all subject leaders have developed coherent and effective assessment procedures. The capacity for further improvement is excellent.

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).**



## Inspection judgements

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

### Overall effectiveness

|  |     |    |
|--|-----|----|
| <b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b> | 1   | NA |
| How well does the school work in partnership with others to promote learners' well-being?  | 1   | NA |
| The quality and standards in foundation stage  | 1   | NA |
| The effectiveness of the school's self-evaluation  | 1   | 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

|  |   |    |
|--|---|----|
| <b>How well do learners achieve?</b>   | 1 | NA |
| The standards <sup>1</sup> reached by learners   | 3 | NA |
| How well learners make progress, taking account of any significant variations between groups of learners | 1 | NA |
| How well learners with learning difficulties and disabilities make progress                              | 1 | NA |

### Personal development and well-being

|   |   |    |
|---|---|----|
| <b>How good is the overall personal development and well-being of the learners?</b>                           | 1 | NA |
| The extent of learners' spiritual, moral, social and cultural development                                     | 1 | NA |
| The behaviour of learners   | 1 | NA |
| The attendance of learners  | 2 | NA |
| How well learners enjoy their education   | 1 | NA |
| The extent to which learners adopt safe practices   | 1 | NA |
| The extent to which learners adopt healthy lifestyles   | 1 | 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 | 1 | NA |

### The quality of provision

|   |   |    |
|---|---|----|
| <b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>          | 1 | NA |
| <b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b> | 1 | NA |
| <b>How well are learners cared for, guided and supported?</b>   | 1 | NA |

<sup>1</sup> 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**

|  |     |    |
|--|-----|----|
| <b>How effective are leadership and management in raising achievement and supporting all learners?</b>                                       | 1   | NA |
| How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education | 1   | 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                     | 1   | NA |
| How effectively and efficiently resources are deployed to achieve value for money  | 1   | NA |
| The extent to which governors and other supervisory boards discharge their responsibilities  | 1   | NA |
| The adequacy and suitability of staff to ensure that learners are protected  | Yes | NA |

|   |     |
|---|-----|
| <b>The extent to which schools enable learners to be healthy</b>  |     |
| 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   | Yes |
| <b>The extent to which providers ensure that learners stay safe</b>   |     |
| 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 |
| <b>The extent to which learners make a positive contribution</b>  |     |
| 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 |
| <b>The extent to which schools enable learners to achieve economic well-being</b>                           |     |
| 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**

Thank you very much for the friendly welcome that you gave us when we visited your school. Your willingness to talk to us helped us very much indeed.

I am very pleased to tell you that we thought that your school was excellent. These are the things that we found were particularly good:

- You behave very well at school and show a real interest in your work;
- You look after each other very well and appreciate all the help that you get from the adults in the school;
- The teaching is very good in all the classes;
- If you need extra help, the school makes sure that you get it;
- You make excellent progress in your work;
- Mrs Ewing is an excellent headteacher and all the adults in the school make sure that they do their jobs very well;
- Your views are important and the school pays attention to what you have to say.

Even in outstanding schools like yours, there are things that could be made better. We have asked the school to:

- Make sure that your progress in writing is as excellent as it is in your other subjects.

Thank you for helping us during the inspection.