



Buckfastleigh Primary School

Inspection Report - Amended

Unique Reference Number 113192
Local Authority Devon
Inspection number 279115
Inspection dates 14–15 November 2006
Reporting inspector Paul Sadler

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

Type of school	Primary	School address	Bossell Road
School category	Community		Buckfastleigh
Age range of pupils	4–11		TQ11 0DD
Gender of pupils	Mixed	Telephone number	01364 643304
Number on roll (school)	206	Fax number	01364 642296
Appropriate authority	The governing body	Chair	John Vinton
		Headteacher	Robert Freshwater
Date of previous school inspection	1 February 2000		

Age group	Inspection dates	Inspection number
4–11	14–15 November 2006	279115

Amended Report Addendum

Report amended due to administration error

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

The school serves a small town and the surrounding rural area. Pupils come from a variety of backgrounds, and indicators such as the number receiving free school meals, and those with learning difficulties, are somewhat above average. The proportions of pupils from minority ethnic groups, or who speak a language other than English at home, are low. The numbers joining or leaving the school other than at the usual times are above average.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 4

The school does not offer its pupils an adequate standard of education because a significant proportion do not make sufficient progress in their work. The majority of children start school with the expected levels of skill and knowledge. In the Foundation Stage they make slow progress and at the end of the Reception Year the proportion achieving the expected goals is below average. In Years 1 to 6 some pupils, notably those with learning difficulties and those of highest ability, make satisfactory progress. However, a significant number, especially those of average ability, make slow progress and attain standards at the end of Year 6 that are below average, especially in mathematics and science. Given their starting point, which is broadly in line with national expectations, this is inadequate achievement. Pupils' personal development and well-being are satisfactory. Some elements are good; pupils have a good understanding of how to lead a healthy life and they make a good contribution to the community, both in school and more widely. Attendance is broadly average. However, the development of the skills of literacy and numeracy that pupils will need in later life is inadequate. Behaviour is satisfactory and pupils report that it has improved significantly and that any bullying is dealt with effectively. Underachievement occurs because the impact of teaching is inadequate. Teaching is not always carefully matched to pupils' needs because teachers' assessments are not sufficiently accurate. The results of assessments and marking are not used sufficiently to tell pupils what they need to do in order to improve their work. Teachers have good relationships with pupils but in the Foundation Stage and Years 1 and 2 there is a heavy reliance on worksheets which do not motivate pupils to learn. In Years 3 to 6 the work is more interesting but some find it too easy. As a result they sometimes become bored and restless. The curriculum, although broad, is inadequate as it does not meet the needs of pupils, especially those of average ability. The range of enrichment activities is satisfactory. Care, guidance and support for pupils are satisfactory. Pupils are cared for well. There are good induction procedures for new pupils and the school is beginning to set targets and give guidance on how pupils can improve their work but this has not yet led to noticeable improvement. Leadership and management are inadequate. Teaching is monitored accurately and steps are being taken to improve things. The school has also begun to analyse data in detail but this has yet to have an impact on pupil progress. Weaknesses in pupils' achievement were identified some time ago by both the school and the local authority and action was taken designed to improve matters. However, there has been no identifiable improvement in achievement as a result of these actions. Most parents are happy with the school, but a significant proportion feel that communication between school and home is not good. Governors have a satisfactory understanding of the school's strengths and weaknesses but the governing body has a number of vacancies which limits its effectiveness. The underachievement identified has existed for a number of years and there has been inadequate improvement since the last inspection. In accordance with section 13 (3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the

persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvements in the school.

What the school should do to improve further

- Raise pupils' standards and achievement, especially in mathematics and science, by improving teaching and the curriculum to ensure that pupils have work that is suitably challenging and interesting.
- Improve the accuracy of assessment and its use to set targets for pupils so that they know the next steps to take.
- Improve leadership and management by ensuring that the good work done in analysing the school's strengths and weaknesses is used to bring about change, in particular, improvements to the quality of teaching.

Achievement and standards

Grade: 4

At the end of Year 6 pupils attain standards that are below average in English, mathematics and science. In 2005 the progress of pupils from Year 3 to Year 6 was inadequate and there are few signs that the situation improved in 2006. Modest targets were not met in 2006, except in the case of pupils attaining the higher Level 5. In particular, a significant proportion of pupils who were attaining average standards at the end of Year 2 failed to attain the national expectation of Level 4 at the end of Year 6. This is inadequate achievement. Pupils fail to make adequate progress in the Foundation Year, at the end of which the proportion achieving the expected goals is below average. Among older pupils, those with learning difficulties make satisfactory progress, as did the majority of higher attaining pupils in 2006.

Personal development and well-being

Grade: 3

Spiritual, moral, social and cultural development, and pupils' enjoyment of school are satisfactory. Most pupils grow in confidence during their time at the school and enjoy using their initiative. They are very willing workers but sometimes find it hard to concentrate in whole class sessions when work is not matched to their individual needs and they have to sit for too long listening to the teacher. Behaviour is satisfactory and most pupils know the difference between right and wrong. Pupils report that bullying has occurred in the past but that their involvement in drawing up the school's behaviour policy, recent initiatives such as anti-bullying measures and class discussions about behaviour are beginning to have a positive effect. Pupils' awareness of their wider social responsibilities is evident in the good contribution they make to the school community through the school council. Pupils have a good understanding of how to keep themselves healthy through good nutrition and physical exercise and a satisfactory understanding of how to keep themselves safe. The school follows up absences rigorously and attendance rates are broadly average. Below average standards and

inadequate progress in basic skills are resulting in pupils being inadequately prepared for their future lives.

Quality of provision

Teaching and learning

Grade: 4

Teaching has some strengths, notably teachers' good relationships with their pupils, their explanations of the work and their use of questioning. Sessions of teaching to the whole class are sometimes too long and pupils become restless. In Reception and Years 1 and 2 there is an over-reliance on worksheets which pupils find uninteresting although in these classes teaching assistants are used well, especially to support those with learning difficulties. In Years 3 to 6 some pupils find the activities too easy, for instance when doubling amounts of money where many could do the calculations mentally. Marking is satisfactory although the use of comments designed to help pupils to improve their work is restricted to classes of older pupils.

Curriculum and other activities

Grade: 4

The curriculum is broad and includes a satisfactory range of additional activities including Spanish and outdoor education. Pupils enjoy subjects such as music and the arts. Opportunities to use information and communication technology (ICT) as part of the routine curriculum are limited. There has been some useful innovation, for instance a 'maths zone' which gives pupils opportunities to learn mathematics independently. However the curriculum is inadequate overall because it does not give pupils of average attainment opportunities to undertake challenging activities that will enable them to make sufficiently rapid progress. An after school club that was valued by parents and pupils has unfortunately closed due to funding difficulties.

Care, guidance and support

Grade: 3

Care, guidance and support are satisfactory. Well thought out procedures, including useful meetings for parents, help the youngest children to settle successfully into the Reception class and older pupils are quite confident that their teachers will help them if they have a problem. Pupils particularly appreciate the 'worry boxes' that are provided in some classes, and are keen to help and support each other, for example by acting as 'Playground Friends' to help those who feel lonely or unhappy at playtime. The good relationships that teachers have with their pupils ensure that pupils receive satisfactory support and guidance in their personal development. Procedures for pupils' academic guidance and support are inadequate, but are improving. Regular assessments of pupils' work are carried out and used to set targets, but this has not yet had a sufficient impact on attainment and progress, in part because assessments are not always accurate. Child protection procedures are well managed and effective health

and safety procedures are carried out which are regularly audited by the local authority. This has ensured that the headteacher and governors are aware of where improvements are needed.

Leadership and management

Grade: 4

There has been evidence of underachievement for a significant period of time. This was identified by the local authority which has taken action to improve standards. The current programme of intensified support from the local authority was begun in September 2006 at the school's request and as yet there has been insufficient time for this to raise standards. The school has a reasonable understanding of its strengths and weaknesses through adequate analysis of data and monitoring of teaching and learning, but the actions taken to improve things have not as yet led to improved achievement by pupils. As a result, improvement since the last inspection has been inadequate, although there have been improvements in pupils' behaviour. The school has sought the views of pupils and parents about its work but a number still feel that communication between home and school is weak. Standards and quality in the Foundation Stage are inadequate as pupils make insufficient progress. Governors work hard to support the school and understand its strengths and weaknesses, but unfilled vacancies mean they are overstretched. Given the lengthy period during which standards have been below average, and the few signs of improvement to date, it must be concluded that the school currently lacks the capacity to carry out the necessary improvements with sufficient speed.

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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?	4
How well does the school work in partnership with others to promote learners' well-being?	3
The quality and standards in the Foundation Stage	4
The effectiveness of the school's self-evaluation	4
The capacity to make any necessary improvements	4
Effective steps have been taken to promote improvement since the last inspection	No

Achievement and standards

How well do learners achieve?	4
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	4
How well learners with learning difficulties and disabilities make progress	3

Personal development and well-being

How good is the overall personal development and well-being of the learners?	3
The extent of learners' spiritual, moral, social and cultural development	3
The behaviour of learners	3
The attendance of learners	3
How well learners enjoy their education	3
The extent to which learners adopt safe practices	3
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	4

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	4
How well do the curriculum and other activities meet the range of needs and interests of learners?	4
How well are learners cared for, guided and supported?	3

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	4
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	4
How effectively performance is monitored, evaluated and improved to meet challenging targets	4
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	4
How effectively and efficiently resources, including staff, are deployed to achieve value for money	4
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	Yes
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

- We very much enjoyed talking and listening to you and seeing your work when we visited your school recently. We want to thank you for spending time with us. We especially enjoyed hearing what you yourselves think of your school. These are some of the good things about your school:
- Your behaviour is satisfactory and you tell us that it has improved because you know the rules and are treated fairly by the staff.
- You keep healthy by eating sensibly and by using the opportunities for sport and exercise. You also know how to keep safe.
- You help others, for instance by being Playground Friends and by collecting for charity.
- Children starting in the Foundation Stage are given a good introduction to school.
- You are well cared for by the staff.
- You get on well with your teachers and other staff. We think that your school needs to improve in a number of areas and so we have placed your school in 'special measures'. We have asked that experts from outside the school help the school to do this. Inspectors will be back each term to check on the progress that the school is making. We have asked that things are done to make sure you do as well as you can by the time you leave, especially in mathematics and science. To do this, you need to be given work that helps you to learn as quickly as you can. You can help by telling teachers if you find the work too easy. Recently you have been given targets and you need to be shown how to use these to improve your work. The staff know what needs to be improved and we have asked them to make sure this happens as quickly as possible.