



Horrabridge Community Primary School

Inspection Report

Unique Reference Number 113253
LEA Devon
Inspection number 279125
Inspection dates 12 June 2006 to 12 June 2006
Reporting inspector Tom Simpson AI

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

Type of school	Primary	School address	Walkhampton Road
School category	Community		Horrabridge
Age range of pupils	4 to 11		Yelverton, Devon PL20 7SZ
Gender of pupils	Mixed	Telephone number	01822 852605
Number on roll	105	Fax number	01822 855297
Appropriate authority	The governing body	Chair of governors	Captain D Fall
Date of previous inspection	11 September 2000	Headteacher	Mrs Becky Crispin

Age group 4 to 11	Inspection dates 12 June 2006 - 12 June 2006	Inspection number 279125
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Introduction

The inspection was carried out by two additional inspectors.

Description of the school

This is a small community primary school serving the village of Horrabridge near Yelverton in Devon. The pupils are nearly all white and none are at an early stage of learning English as an additional language. Attainment on entry varies from year to year but is around average overall. Slightly fewer pupils than typical have learning difficulties and disabilities. The number entitled to free school meals is below average.

The school has experienced considerable leadership difficulties in the recent past – as there were four headteachers and acting headteachers during a period of two years. This has now been resolved with the appointment of a substantive headteacher from last September. There has also been a period of significant teaching staff turnover.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

Although currently satisfactory, Horrabridge School has improved rapidly in the recent past and has a good capacity to improve even further in the future. This matches the school's own analysis. One parent wrote convincingly about the school's 'snowballing respect in the community' and described it as having a 'positive and determined feel'. The inspection team fully agrees. The main reason for this is the inspirational leadership provided by the recently appointed headteacher. Other significant factors include the commitment of the staff and governors, the support of the parents and the local community and the positive attitudes of the pupils themselves. The school provides satisfactory value for money.

Although a lot has been done in the recent past, the school recognizes that much of this has not yet had time to fully impact on standards and progress and that more needs to be done, including developing effective assessment systems and the role of subject managers. However, test data has been analysed and teaching has been rigorously monitored in order to identify strengths and highlight areas where there could be further improvements, and a good, detailed strategic improvement plan has been drawn up. These strategies are already impacting well, but the legacy of staff turbulence at all levels means that achievement for most pupils is currently only satisfactory. Also, whilst the quality of teaching is improving, it is held back by the lack of effective systems for assessing pupils' progress, which is the main reason why work in lessons is not always tailored to the needs of all ability groups. As a result, although standards are average and pupils with learning difficulties are doing well in response to good support, higher ability pupils are not yet doing as well as they should, particularly in English.

There are already some real strengths, however. Pupils' personal development is particularly good. They enjoy being at the school, behave well and have a good understanding of how to lead safe and healthy lifestyles. They are well cared for, guided and supported. Provision for children in the Foundation Stage is also good; good teaching there is ensuring that children are making good progress.

What the school should do to improve further

Raise achievement by ensuring that work in lessons is consistently challenging and meets the needs of different ability groups, especially the higher attainers and especially in English. Further develop the role of subject coordinators, particularly in monitoring teaching and analysing pupils' progress, so that resources can be focused where they are most needed.

Achievement and standards

Grade: 3

When pupils enter Reception, their attainment varies from year to year but is now broadly average overall. By the time they leave the school, their standards are still

broadly average. In 2005, the Year 6 national test results were average overall. Science scores were slightly above average, while English scores were slightly below – mainly because not enough pupils gained the higher Level 5. Some more able pupils are not making the progress they should, particularly in English.

Pupils make satisfactory progress overall. However, it is not consistent throughout the school. For example, children in the Foundation Stage now make good progress. Pupils in the current Year 2 did not make as much progress as they should have done in the recent past because of teaching instability – a situation which has now been resolved. The overall satisfactory achievement of the pupils in the current Year 6 is mainly due to the good progress they have made during this school year. The headteacher and staff have put in place a number of strategies to achieve further improvement. These are beginning to have a positive effect but have not had time yet to fully impact.

Personal development and well-being

Grade: 2

The pupils' personal development and well-being are good. They are friendly, behave well in and out of lessons and are proud of their school. They express their views very honestly and openly, giving lively examples of what they enjoy most. As one seven-year-old said to an inspector, 'I like it so much at this school, I could almost live here.' The pupils have good attitudes towards their work and are keen to learn. They have a good understanding of how to keep safe and healthy and show respect for themselves and others. One Year 6 pupil, for example, said 'I told my Dad about smoking so he's given up.' They value the responsibilities that are given to them. The school council, for instance, plays an active and relevant part in the life of the school and the pupils feel that their views are taken seriously. The 'healthy tuck shop' was one of their ideas: 'Now we are increasing the range.' The spiritual, moral, social and cultural development of the pupils is good while attendance is slightly above average.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory, although there are examples of good teaching in some lessons. Teaching has improved since the time of the last inspection and now has the potential to impact well on pupils' progress. There are particular strengths in the teaching of the oldest and the youngest pupils. Specific strengths within lessons include teachers' infectious enthusiasm, the effective management of their pupils and the way in which these are encouraged to want to try hard. Relationships are good at all levels. In some lessons, however, teachers plan to cover too much – which adversely affects the pace of pupils' learning. Also, assessment procedures are not well enough developed and, consequently, the outcomes of assessment are not used enough to

inform what goes on in lessons. This means that work set is not always closely enough matched to the needs of pupils with different levels of ability.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory and ensures that pupils' basic skills in literacy, numeracy and information and communication technology (ICT) prepare them satisfactorily for their future life. Staff plan well to consolidate these skills through regular practice within the different subjects of the curriculum, but a relative weakness is that pupils in Year 2 do not yet have enough opportunities to write longer pieces of work. There is good provision to develop personal skills through personal, social and health education lessons and a wide range of other activities. There is a growing number of enrichment visits to places such as the Hindu and Sikh temples in Bristol and a good range of extra-curricular clubs and sporting activities. Pupils with learning difficulties and disabilities are well provided for and as a result they make good progress.

Care, guidance and support

Grade: 2

The pupils are known and valued as individuals by staff and are very secure in the knowledge that they have adults around them who care for and support them well. Staff act quickly to support pupils when they are in trouble and the pupils themselves speak readily about how the headteacher and other staff are always prepared to listen to them when they have problems. Very good attention is given to pupils' health and safety and to child protection.

Guidance on personal issues is very good. However, academic guidance through, for example, marking and the use of lessons objectives is not as securely established. This means that opportunities for pupils to be clear about what they need to do next to improve their work are sometimes missed.

Leadership and management

Grade: 3

Leadership and management are satisfactory. The school has gone through an unsettled period in the recent past. This situation is now well resolved. The recently appointed headteacher provides effective and inspiring leadership which is moving the school forward rapidly. She also has a very good understanding of what the school needs to do next. In particular, the school's ethos has improved considerably, with staff, parents and pupils alike now being fully confident in its successful future. Teaching is being monitored by the headteacher and the results are being successfully used to identify and remedy any individual or common weaknesses.

The governors – including the knowledgeable and proactive chair – are very supportive and well involved in the life of the school at all levels – especially in strategic planning and monitoring. They are prepared to challenge the school's management when they

consider this necessary and successfully fulfil the role of 'critical friends'. The school's strategic improvement plan is a good reflection of its needs and its evaluation of its performance prior to the inspection largely matched that of the inspectors. Parents are regularly consulted about the school's work.

With the support of the headteacher and the local authority, subject managers are beginning to gain a whole-school overview of their areas of responsibility. They are all enthusiastic and committed but their role is still not developed enough, and has not had time yet to fully impact on the standards and achievement of the pupils.

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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	2	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	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	3	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?	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	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	3	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	Yes
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

Thank you for making us so welcome at your school. We enjoyed meeting you and hearing about your work. You told us how much you like your school. We enjoyed our visit and now want to share with you what we thought about the school.

These are the things we especially liked:

You are well behaved and care well for one another, which means that the school is a safe and happy place. You enjoy your education and have a good sense of loyalty to your school. You have a good understanding of how to keep fit and healthy. You are well cared for, guided and supported. The headteacher and staff are working hard to help the school get even better.

Here are some things we have suggested to help the school improve further:

We think some of you could do better in lessons, particularly in English, if teachers made sure that your work was more challenging. The way the grown-ups in charge of subjects keep a check on how well you are learning could be improved still further.