



# Bolham Community Primary School

Inspection Report

**Unique Reference Number** 113337  
**LEA** Devon  
**Inspection number** 279146  
**Inspection dates** 11 October 2005 to 11 October 2005  
**Reporting inspector** John Carnaghan RISP

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

<b>Type of school</b>	Primary	<b>School address</b>	Bolham
<b>School category</b>	Community		Tiverton
<b>Age range of pupils</b>	4 to 11		Devon EX16 7RA
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01884 253576
<b>Number on roll</b>	108	<b>Fax number</b>	01884 253576
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr R Busby
<b>Date of previous inspection</b>	29 November 1999	<b>Headteacher</b>	Mrs Laura Austin

<b>Age group</b> 4 to 11	<b>Inspection dates</b> 11 October 2005 - 11 October 2005	<b>Inspection number</b> 279146
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## Introduction

The inspection was carried out by a team of two additional inspectors.

## Description of the school

There are 106 learners, which means that the school is smaller than most primary schools. Learners come from the village of Bolham and the surrounding rural area. The school serves an area of broadly average social and economic circumstances and few learners are entitled to free school meals. Learners enter school with average levels of attainment and few have special educational needs. Very few learners are from minority ethnic groups and all speak English as their first language.

The key to the good quality of education offered is the strong leadership and management of the school. The headteacher works very well to ensure that the school is self-critical and is always seeking ways to improve. Staff and governors have identified sensible priorities for the next year and staff work well as a team towards achieving these. The school gives good value for money.

On entry, most learners have average standards. Provision in the Reception Year is good and provides a good start for learners' continuing progress. The school works effectively to improve learners' standards in all subjects and test results over recent years have risen steadily.

Learners' personal development and well-being is good. Behaviour is outstanding, learners have warm and constructive relationships with their teachers and one another and this supports their progress very well. Whilst the school assesses learners' academic progress well, there are not enough clear targets set to help individuals improve. Attendance is above average. Teaching and learning are good and learners make good contributions to their community.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

The school believes that it provides a good education and inspectors agree. Learners and parents see it as a safe and caring place. Learners love coming to school and enjoy school life to the full. The school's numerous strengths ensure that learners make good progress.

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### What the school should do to improve further

- Use information from assessment to set realistic, challenging targets and promote learners' progress more effectively in mathematics and science.

## Achievement and standards

### Grade: 2

With good teaching and a strong focus on meeting learners' needs, learners make good progress as they move up through the school. Foundation Stage standards are average. There is no variation in the achievement of different groups. Teachers promote the basic skills of literacy, numeracy and ICT well in all subjects so that learners make good gains in these areas.

The school sets individual targets for learners. Based on accurate assessments, these give precise goals in literacy but guidance in mathematics is too vague. There are few targets in other subjects, so learners rely on what teachers tell them to improve, rather than working more independently to meet clear goals.

The national tests in 2005 were disappointing to the school, as results in writing fell markedly. The school reacted vigorously to this dip and pinpointed the precise reasons. It is taking effective steps to ensure that this drop in results does not occur again. In fact, learners' English standards at the end of Year 6 in 2005 were above average.

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

### **Grade: 2**

Learners enjoy school greatly. Parents strongly endorse this. Behaviour is outstanding in lessons and around the school and contributes to good progress. Learners listen politely and are friendly to adults and each other. They attend school very regularly. Learners discuss activities with enjoyment and benefit from many good links with the outside world.

Pupils' personal development is good, with particular strengths in social, moral and cultural aspects. Relationships in the school are harmonious. Cultural development offers opportunities to see musicians perform and to work with them and there is a very good art curriculum. This is well reinforced by experience of other cultures' practices, such as visits to places of worship. The school council is effective, with even very young learners understanding its function. This contributes well to learners' good social development. Learners respond well to opportunities to contribute to the wider community such as taking part in village festivities.

The school strongly encourages learners to understand issues of health and fitness. They have a good range of healthy options from which to choose at lunch and take plenty of exercise, which they say they greatly enjoy. Rigorous risk assessment for trips ensures that learners and staff work in a safe environment.

The Basic Skills Quality Award testifies to the success of learners' development of key skills in literacy, numeracy and ICT. Learners also work well together in teams and groups.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching and learning are good. Lessons are well planned to provide good challenge for learners of all abilities. Teachers question learners perceptively and adjust classroom activities, as they establish what learners have understood and what may need to be gone over again. Teaching assistants are well informed about the needs of learners that they are supporting. They ensure that those with learning difficulties or other specific needs progress as well as their peers. Resources, particularly interactive whiteboards, are well-used, adding variety and interest to lessons.

Learners enjoy lessons and are keen to learn. With good guidance from teachers, they develop skills as independent learners. Behaviour in lessons is outstanding. One reason for the good teaching is that lessons are thoroughly monitored. The supportive feedback that is given enables teachers to improve their classroom practice further.

Teachers assess learners' work well. Learners' progress is well tracked across the school, particularly in English and mathematics and teachers predict test outcomes. Learners are given some written targets to improve; these are clear and helpful in English, less

precise in mathematics and irregular elsewhere so pupils have less clear ideas how they should improve their work in subjects like mathematics and science.

## **Curriculum and other activities**

### **Grade: 2**

The curriculum is good, is well organised and the headteacher and other staff monitor it carefully. ICT, which was an issue at the last inspection, is now very well promoted and learners enjoy many opportunities to work on computers. French is taught to all year groups, and outside visitors such as professional musicians add lustre to what is taught. The support given to learners enables all of them to progress equally. Learners are well prepared for their future life; the school maintains a strong focus on improving basic skills and emphasises the benefits of working collaboratively.

In this quiet rural area, the school is aware of the need to broaden learners' experiences. To meet this, there are a number of trips to places such as centres of worship for non-Christian faiths, historical sites and a residential visit to Wales. The many clubs and societies further learners' experiences.

## **Care, guidance and support**

### **Grade: 2**

The school prides itself on caring for its children. Teachers show great concern for individuals and know learners well. Parents and carers appreciate this greatly. Learners describe teachers and other staff as approachable and keen to help. Arrangements for the safety of learners are good. There is very little bullying, and should it start, the school is quick to act to remedy the situation.

Well-trained non-teaching staff are well deployed to focus on individual learners' needs. Good quality provision for more able learners, for example through clubs, enables them to make good progress. More precise advice to pupils on how to improve in more subjects will ensure that progress improves further. Learners work very harmoniously together, helping those who have difficulties. Additional needs are identified quickly and external help is provided where it is most required.

## **Leadership and management**

### **Grade: 2**

The school evaluates leadership and management as good and inspectors agree. The school makes regular and thorough checks on how well it is doing. Planning for improvement is good and all the issues from the last inspection have been resolved. The headteacher, supported effectively by all staff, is committed to providing a high quality experience for all learners. Parents feel involved in the school, value the way all learners are supported and appreciate the safe environment. Governors are knowledgeable and speak highly of the way in which they feel a part of school life. Coordinators of English, mathematics and science use national test results to analyse

where teaching could be improved and work is modified accordingly. Checks on the quality of lessons are thorough and ensure that teaching and learning are good.

Accommodation has improved since the last inspection. Some practical subjects, particularly PE, still suffer from a lack of space. Some large classes have to squeeze into small rooms and this is awkward, restricting what can realistically be undertaken. ICT equipment has improved significantly since the last inspection and is now good and standards in this subject have risen. All resources, including staff, are used well to promote good achievement for all learners.

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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>	<b>School Overall</b>	<b>16-19</b>
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### 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>	2	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	2	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>	2	NA
The standards <sup>1</sup> reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

### Personal development and well-being

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

### The quality of provision

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

<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**

Bolham Primary School Bolham Tiverton Devon EX16 7RA

13th October 2005

Dear Pupils,

Thank you very much for welcoming us when we visited your school. We enjoyed visiting Bolham, meeting you and looking at your work. We were very pleased to see how much you enjoy lessons and how keen you are to learn. We know how much you like your school, because you and your parents told us.

These are some of the things we liked best:

your behaviour is excellent and you get on very well with your teachers and one another.

pupils achieve well in their time at school.

the school works hard to help you live a healthy life.

There are some ways in which the school can get even better:

there should be more simple targets to help you improve your work in all subjects.

Once again, thank you for helping us during the inspection.

Best wishes for the future.

John Carnaghan

Lead inspector