



Blackpool Church of England Primary School

Inspection Report

Unique Reference Number 113389
LEA Devon
Inspection number 279158
Inspection dates 13 February 2006 to 14 February 2006
Reporting inspector Lorna Brackstone AI

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

Type of school	Primary	School address	Liverton
School category	Voluntary controlled		Newton Abbot
Age range of pupils	4 to 11		Devon TQ12 6JB
Gender of pupils	Mixed	Telephone number	01626 821316
Number on roll	317	Fax number	01626 824618
Appropriate authority	The governing body	Chair of governors	Mr Bob Alford
Date of previous inspection	10 April 2000	Headteacher	Mr Paul Lloyd Jones

Age group 4 to 11	Inspection dates 13 February 2006 - 14 February 2006	Inspection number 279158
-----------------------------	---	------------------------------------

© Crown copyright 2006

Website: 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 three Additional Inspectors.

Description of the school

This is a large primary school situated near Newton Abbot on the edge of Dartmoor National Park. The area served by the school is favourable and the vast majority of pupils are from White British backgrounds. There are no pupils who use English as an additional language. Very few pupils have learning difficulties and disabilities.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a good school with some outstanding features. It is extremely well led by the headteacher who has a very clear vision for the school. He is very well supported by his management team and staff. The pupils achieve well and sustain above average standards because the school provides a good quality of education. Teaching is challenging and pupils are stimulated through activities that link subjects together extremely well. Good use is made of local partnerships to support provision. The school looks after its pupils well, although younger pupils are not involved in the school council. Most pupils' progress is carefully tracked and monitored. However, the targets for those pupils with learning difficulties and disabilities are not sufficiently focused to ensure that the progress made can be measured. Personal development is outstanding, which enables pupils to be thoroughly prepared for their future life.

The quality of the Foundation Stage provision is good and enables the youngest children to achieve well in the Reception Year.

The school's evaluations of its own effectiveness are accurate and it sees itself as efficient in many areas. It has a very realistic picture of its successes and areas for improvement. Inspectors found the school's overall effectiveness to be good because its self-evaluation measures and improvement planning are secure. The school has made good progress since the last inspection and has a secure capacity to improve further. It provides good value for money.

What the school should do to improve further

- ensure that the individual plans for pupils with learning difficulties and disabilities have targets that can be evaluated over short periods of time and provide a more accurate view of their progress
- increase the opportunities for younger pupils to express their views by extending the school council.

Achievement and standards

Grade: 2

The standards pupils attain and their overall achievement is good. Children start school with skills and knowledge above those expected for their age, notably in personal and social skills, speaking and listening, and physical development. They achieve well in all the areas of learning for the Foundation Stage because the teaching and the curriculum are good. By the time they are ready to start Year 1 of the National Curriculum, they have exceeded the recommended levels expected by the end of the Reception Year. This good achievement is well maintained in Years 1 and 2 and the high quality teaching ensures that standards are above average in reading, writing and mathematics. This is reflected in the national tests in 2005. Good standards are also evident in other subjects across the curriculum, such as science and history where the pupils' knowledge and skills are much better than expected. The good achievement continues in Years 3 to 6 and the above average standards are sustained. This is as a

result of good quality teaching and successful cross-curricular links, where the basic skills of literacy, numeracy and information and communication technology (ICT) are used well to reinforce learning in subjects such as design and technology and geography, where achievement is well above national expectations. In recognising that standards in the Year 6 national tests for writing in 2005 required improvement, the school has prioritised an effective programme of improvements that is well focused throughout the school. The school successfully meets the challenging targets it sets.

Personal development and well-being

Grade: 1

Pupils' personal development is outstanding. Their enthusiastic responses and excellent behaviour in lessons show that they really enjoy school and are interested in their learning. This enables them to sustain good progress as they move through the school. They work well together from an early age. For example, pupils in Year 1 co-operated enthusiastically when comparing the weights of a range of objects in mathematics. Pupils' attendance is satisfactory but is influenced adversely by holidays taken during term time. Pupils' spiritual, moral, social and cultural development are very good, with particular strengths in social, moral and cultural development. Pupils feel safe in school and they have a very keen awareness of their responsibilities for each other in school and in the local and global communities. Pupils' contributions to the school council have been instrumental in promoting a healthy lifestyle. The healthy tuck sold during morning play and the emphasis on healthy school lunches are the results of their efforts. Pupils are gaining good numeracy, literacy and computer skills, and these personal academic skills will help them in their future life.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good. Teachers have a good understanding of the capabilities of the pupils and this means that they plan work that suitably meets the needs of all their learners. Lessons are well organised and the use of high quality resources encourages the pupils' interest and helps them to learn effectively. Explanations are clear and questions are used well to challenge and motivate the pupils. Pupils in a Year 2 science lesson were excited and stimulated because they were doing Year 3 work.

All teachers monitor pupils' work and progress well and this information is used effectively to ensure that activities build successfully on past work. The well-trained teaching assistants who provide good support in lessons for pupils with learning difficulties and disabilities help them achieve success.

Parents are well involved in teaching and learning by providing regular support in classrooms and by the well-organised consultation process. Following discussion with parents, the homework policy in Key Stage 1 was amended and improved.

Curriculum and other activities

Grade: 2

The curriculum is good. The school has developed outstanding links between subjects. This makes work interesting for the pupils and gives them good opportunities to practise their basic skills in other subjects such as history and religious education. In addition, the school incorporates a wide range of visits and visitors into its planning, which bring topics to life and makes them more stimulating and relevant. There is a very good programme for pupils' personal development, including sex and drugs education, which clearly shows how they can stay healthy and safe. Pupils with learning difficulties and disabilities are well supported in the classroom. There is a wide range of clubs at lunchtimes and after school, which are very well supported by the pupils.

Care, guidance and support

Grade: 2

The school takes good care of its pupils. The pupils say they feel safe at school and have an adult in whom they can confide. There are secure arrangements for child protection and ensuring pupils' health and safety. There is an active school council. However, only the older pupils are eligible to serve on this and consequently the younger pupils do not have the same opportunities to voice their ideas or concerns. The school monitors pupils' personal and academic progress well. Pupils know their individual, group and class targets and understand what they need to do to make progress. The school works closely with parents and outside agencies in order to provide the best support it can for pupils with learning difficulties and disabilities. However, it is difficult to measure their progress accurately because the targets on their individual education plans are not precise enough.

Leadership and management

Grade: 2

Leadership and management are good. The headteacher's dedication to the education and care of the pupils is outstanding and his senior management team supports him very well. The school is very well organised through an effective management structure. Self-evaluation systems are very good. The team leaders ensure that the very good systems for tracking and monitoring the school's performance are deployed consistently and with rigour. This ensures that all pupils are working to achieve their full potential and are involved in all aspects of school life. Governors show good involvement and they work well with the senior staff to ensure that all resources are used to best effect.

The school has effective procedures for employing new teachers because of its close links with a training programme. Parents are closely involved in the life of the school and are consulted regularly, particularly those who fundraise to benefit the school. The headteacher always ensures that any parental concerns are carefully followed up. Links with the local community, such as the Devon Guild of Craftsman and various sporting tournaments are also strong.

The school has made good improvements since the last inspection and has good capacity to improve even further.

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.

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
--	-----------------------	--------------

Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	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	NA	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

How well do learners achieve?	2	NA
The standards ¹ 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

How good is the overall personal development and well-being of the learners?	1	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	1	NA
The attendance of learners	3	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	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	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	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	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

Dear Children

Thank you for the part you played in the inspection of your school. We very much enjoyed meeting you and getting to know your school.

What we liked most about your school:

- you enjoy school and like the well planned and interesting range of activities that are offered
- your behaviour is excellent in classrooms and around the school
- the school prepares you very well for your future
- you work hard and reach good standards
- your headteacher is an excellent leader and the staff support him very well
- you are all well cared for and enjoy positive relationships with staff
- the vast majority of your parents agree that this is a good school.

What we have asked the school to do:

- give those of you who find learning difficult clearer targets that can be achieved in a shorter space of time
- give more opportunities for younger pupils to have a say in the day-to-day life of the school through membership of the council.

Thank you again for helping us to find out about your school and best wishes for the future.

Best wishes

Lorna Brackstone Lead Inspector