



Beer Church of England Primary School

Inspection Report

Unique Reference Number 113424
LEA Devon
Inspection number 279169
Inspection dates 12 September 2005 to 12 September 2005
Reporting inspector David Curtis RISP

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

Type of school	Primary	School address	Mare Lane
School category	Voluntary aided		Beer
Age range of pupils	4 to 11		Seaton, Devon EX12 3NB
Gender of pupils	Mixed	Telephone number	01297 20077
Number on roll	108	Fax number	01297 20077
Appropriate authority	The governing body	Chair of governors	Mr Geoff Pook
Date of previous inspection	20 March 2000	Headteacher	Mr Stuart Gale

Age group	Inspection dates	Inspection number
4 to 11	12 September 2005 - 12 September 2005	279169

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Introduction

The inspection was carried out by two additional inspectors

Description of the school

The school is situated in a superb location overlooking Beer and the English Channel. It serves an area where employment is seasonal because of tourism. As a result, the number of children joining the school at times other than those of normal transfer/admission can be high. Two of the four class teachers have joined the school in the last two years. The number of children with learning needs and disabilities is below the national average.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Beer CE VA Primary School is a good school because the headteacher, staff and governors are dedicated to continuous school improvement. It gives good value for money. The school's thorough and detailed self-evaluation is accurate and the school is well placed to build on its current success and to move forward. Improvement since the previous inspection is good.

Provision in the Foundation Stage is good and, by the end of reception, children meet the standards they are expected to achieve. As children move up through the school, they make good progress and, by the age of 11, reach standards which are above average. Standards in problem-solving and the shapes, space and measures aspects of mathematics are areas identified by the school for improvement. The school recognises the need to improve links between speaking, listening and writing.

Good teaching enables children to work hard in lessons and enjoy their learning. When asked what they liked best about the school, one child said, 'That would take one hundred years to tell you because there's so much that is good.' Children value being involved in learning and know their own targets for improvement. They particularly appreciate and enjoy the impressive range of clubs and activities the school gives them. The school is a central part of the community it serves and is highly valued by its parents. The involvement of children in improving the day-to-day life of the school is an exciting feature of its work. For example, the children were involved in writing a new health and safety policy.

What the school should do to improve further

- Improve teaching in order to raise standards and improve progress in problem-solving and in the shapes, space and measures aspects of mathematics.
- Promote effective teaching for the development of children's speaking and listening skills and link this to further improving skills in writing.

Achievement and standards

Grade: 2

Children make satisfactory progress in the Foundation Stage and, by the time they start Year 1, the majority have met the goals they are expected to reach. However, they make insufficient progress in their understanding of shape, space and measures. Following two years of decline immediately after the previous inspection, standards in Year 2 are improving year on year and progress is good in reading and mathematics. The more-able children do not achieve as well in writing as they do in reading. In Year 6, standards are above average and progress is good, with particular strengths in the achievement of more-able children in English and science. Standards show a significant year-on-year improvement and children achieve the challenging targets set for them. Although progress is good in mathematics, children are not as strong in problem-solving and shape, space and measures. Children with learning difficulties and disabilities make

good progress because of effective support from teachers and classroom assistants. Improvement in standards is the result of the very effective leadership and management of the headteacher. He recognised that standards needed to be improved and has improved the quality of teaching to challenge and extend children's learning.

Personal development and well-being

Grade: 2

Because of the strong emphasis placed on children's spiritual, moral, social and cultural development, they develop a sensitive approach to life and everyday issues. The school helps individuals to become sensible and mature. It seeks their views and involves them in suggesting ways to bring about school improvement. Behaviour throughout the school is very good and children enjoy school life. They are polite and well mannered. They think this is a good school where they feel safe and free from any problems, such as bullying. Children have good opportunities to develop initiative and responsibility. Attendance is satisfactory.

Children are encouraged to contribute to the school community. The school council is a valued and constructive organisation that helps bring about change. A project undertaken with a local restaurant helps children in Years 5 and 6 to understand the economic factors that are important in business and everyday life.

The strong emphasis placed upon health and healthy eating within the curriculum helps children develop a strong understanding and appreciation of the importance of these areas. Children have been fully involved in evaluating health and safety aspects of the school and provided a report to governors showing their views.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good throughout the school. This results in children developing an enjoyment for learning and achieving good standards by the time they leave. Teachers take much trouble in devising work that precisely matches children's needs. They are mainly successful, but sometimes the needs of the more able children are not met in full. As a result, these children do not achieve as well in writing in Year 2 as they do in reading. Teachers' planning shows that not enough time is given to the teaching of shape, space and measures within mathematics. The school knows that it needs to teach children how to solve problems. In addition, it knows that more time is needed to develop children's speaking and listening skills. Classroom assistants make a valuable contribution to supporting children and teachers. The strong emphasis placed on specific training for all staff in areas such as English and mathematics is successful in helping to improve standards. There is a very good tracking of children's progress and making full use of all assessment information to sharpen up planning and devise clear targets to improve performance. Children know their own targets.

Curriculum and other activities

Grade: 2

The school gives its children an imaginative curriculum which is enriched by an impressive range of well-attended extra-curricular activities. Children participate in regular sporting activity, including the 25 who were cross-country running at lunchtime during the inspection, which contributes enormously to fitness and well-being. The school has a strong programme for personal, social, health and citizenship education which has a positive impact on children's understanding of the importance of staying safe and healthy. Music is enjoyed by all, including the six children playing the guitar during assembly.

The school is currently working on an exciting project to ensure that children have a far greater understanding of and involvement in what is taught in subjects other than English, mathematics and science. The emphasis is being placed on children devising their own key questions for a project and making presentations at the end to show what they have learned. Improvements in the provision for information and communication technology (ICT) have improved pupils' knowledge, skills and understanding in the subject.

Care, guidance and support

Grade: 2

The school works very effectively to ensure children work in safe and secure surroundings. A strong emphasis on supporting the needs of individuals is evidenced in all aspects of school life. There is good support for children with learning needs and disabilities as there is also for those who are identified as gifted and talented. Parents are confident that their children are safe and well cared for at school. Links with parents are strong and they are pleased with the way the school seeks their views and responds to questions and concerns. Children work hard in lessons and make good progress in their learning because they feel safe in school and are clearly delighted to be there.

Leadership and management

Grade: 2

The headteacher is dedicated to school improvement and is not prepared to accept second best or to allow any complacency in the work of the school. Since his appointment in January 2003, he has successfully met his targets to raise morale in the school and to improve the standards children achieve. This he has achieved admirably because of strengths in analysing and understanding how to bring about improvement. A significant factor in his good leadership is the ability to inspire staff, governors, parents and children to work with him to secure improvement. The results of this are clearly evident in the much improved standards at the end of Year 6. The Foundation Stage is led and managed effectively, with strengths in high/quality planning which meets the needs of children in a mixed reception/Year 1 class.

The quality of the school's self-evaluation is good. This is a school that knows itself well. It is aware of and rightly celebrates its strengths. Through very careful analysis of test results and regular consultation with staff, governors, parents and children, it quickly identifies areas for improvement. These areas are linked most effectively to performance management targets for the headteacher, teachers and classroom assistants.

Governors make a strong contribution to the school's success because they have a detailed understanding of the school's strengths and areas for improvement. They challenge the headteacher and staff by asking demanding questions in their quest for an even better school. Visits by governors to the school are well planned and purposeful.

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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?	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

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?	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	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

Beer CE VA Primary School Mare Lane Beer Seaton Devon EX12 3NB

13th September 2005

Dear Children

Thank you very much for making us so welcome when we visited your school. Although we were only with you for one day, we enjoyed meeting you and talking to you in lessons and at lunchtime. We were very impressed with the things we saw and here are some of them:

You work hard in lessons and show great interest in your work.

The standards of work in English, mathematics and science in Year 6 are good.

You like your teacher and headteacher because they help you with your work; you enjoy being asked what you like and dislike about the work you are given to do.

You really enjoy and appreciate all the extra things the school gives you, including clubs.

You are very well behaved and extremely polite and well mannered.

You enjoy being part of the village community, for example by taking part in the pumpkin competition and visiting a local restaurant to find out about healthy eating.

To make your school even better we have asked your headteacher and governors to help you improve your work in problem-solving and shape, space and measures in your numeracy lessons. We also think you need to spend more time improving your speaking and listening skills.

Thank you again for being so polite and friendly.

David Curtis Lead inspector