



# Babbacombe Church of England Primary School

Inspection Report

Better  
education  
and care

**Unique Reference Number** 113472  
**LEA** Torbay  
**Inspection number** 279176  
**Inspection dates** 5 December 2005 to 6 December 2005  
**Reporting inspector** Colin Lee RISP

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

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<b>Type of school</b>	Primary	<b>School address</b>	Quinta Road
<b>School category</b>	Voluntary aided		Torquay
<b>Age range of pupils</b>	4 to 11		Devon TQ1 3RN
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01803 329131
<b>Number on roll</b>	206	<b>Fax number</b>	01803 322507
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Father Simon Wakey
<b>Date of previous inspection</b>	9 May 2000	<b>Headteacher</b>	Mr D Gray

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## **Introduction**

The inspection was carried out by two additional inspectors.

## **Description of the school**

This voluntary aided Church of England school is smaller than the average primary school. It serves an area with some deprivation. Only three per cent of the pupils are from ethnic minority groups and none of these is at the early stages of learning English. The overall proportion of pupils with special educational needs and statements is just below average but there are some year groups where it is above average. Numbers who join the school at times other than normal starting times are above average and a large proportion of these pupils have learning or behavioural difficulties. The ability of the most recent children starting reception was close to what is expected of four-year-olds but this varies from year to year and language skills are often below average.

## **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. Inspectors and the school agree on the judgement of the school's effectiveness. By the time they leave the school, pupils' standards are usually above average. All groups of pupils make good progress because they are taught well. If standards of any group of pupils fall below the usual above-average levels, the school is very good at helping pupils to catch up. Children in the reception class achieve well. Good provision is made for them. Pupils' behaviour is good and their enjoyment of school is increased by their knowledge that they are looked after very well and given much interesting work to do.

The school is well managed and is led by a dedicated, inspirational headteacher who has a clear vision of the school's mission that is shared by all. Very good longer-term plans could be strengthened further by shorter-term targets to ensure rapid progress. Key personnel provide good support through their checking of the quality of teaching and learning and help to colleagues in the drive to raise standards. The good curriculum meets the needs and stimulates the interests of pupils during and outside the school day. Parents' views are regularly sought, as are those of pupils. There are excellent partnerships with parents, neighbouring schools and with local community organisations.

The school has worked hard and successfully to deal with issues from the previous inspection and improvement has been good. It has a good capacity to improve. Whilst the school has a good awareness of its strengths and weaknesses, governors are not as actively involved as they should be in the monitoring and evaluation of the school's work. The school provides good value for money.

### **What the school should do to improve further**

- Make greater use of short-term targets in improvement to check that the school is on course to reach its longer-term objectives.
- Involve governors more in monitoring and evaluating the work of the school.

## **Achievement and standards**

### **Grade: 2**

Pupils make good progress in relation to their varying starting points. Standards on entry vary from year to year. Pupils in the current reception class started with average standards and are making good progress. They are on track to reach standards expected for their age by the end of the year. Pupils' results in national tests at the end of Year 2 were below average in 2005 but are normally above average. The dip in results in 2005 was caused by the high proportion of pupils with learning difficulties or who started school late in that year group. As with previous year groups, pupils made good progress in relation to their capabilities.

Results in tests at the end of Year 6 have usually been above average but were average overall in 2005. That year group also had a significant proportion of pupils with learning

difficulties or pupils whose education was disrupted by joining the school late. It was a cohort that required particular attention and high levels of support. The success of that was seen in the results achieved and pupils actually exceeded the targets set, particularly at the higher Level 5. This represented very good progress for that particular year group. Current Year 6 pupils have attained average standards previously and are therefore expected to attain much higher standards in tests in 2006 than the previous year group. Evidence from the inspection shows that these pupils are making good progress as current standards in English, mathematics and science are above average.

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

### **Grade: 2**

Pupils make good progress in personal development. It is at the heart of the school's ethos and pupils' learning. Relationships are excellent and most pupils behave well. Pupils enjoy school. A parent who moved her daughter to the school reports being asked "Why didn't you move me sooner?" Evidence from school records of parents' responses to questionnaires shows such feelings to be typical. Pupils willingly take on responsibilities. Year 6 pupils sit with and help younger pupils at lunchtime. They also act as peer mediators in the playground, showing concern for others and helping to resolve difficulties. Attendance is close to the national average.

Pupils' progress in spiritual, moral, social and cultural development is good overall. Their social development is outstanding. A strong sense of spirituality underlies the ethos of the school. Pupils have a good understanding of the difference between right and wrong. They develop a good understanding of world religions and cultures and are well prepared for further learning and their role in the community. Older pupils develop an understanding of democracy, citizenship and the European Union.

Through excellent provision for their personal development, pupils have a very good understanding of healthy eating and lifestyles and the need to adopt safe practices. They play an active role in the school and local communities. The choir sings regularly at church services. All pupils are very active in charity fund-raising.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Pupils' good progress is due to good teaching. Some lessons observed were outstanding or had outstanding features that made learning exciting. Teachers have high expectations of pupils' attitudes to work, work rate and behaviour. The good learning of pupils of all ages and abilities is their response to their teachers' expectations. The pupils enjoy their work because they experience success. This is due to the skill with which teachers provide work that is matched very well to the pupils' different ability levels. The brisk pace of lessons and the way that learning builds step by step on previous experience result in good amounts of work being completed in lessons. Pupils know the objectives of lessons and the best teaching includes frequent references

back to these objectives. Teachers and teaching assistants work well together. Teaching assistants have good understanding of the needs of the pupils with whom they work.

Assessment of learning is a significant strength of teaching. The new computerised assessment scheme is already an important tool in teachers' planning. Teachers are making good use of the information from their regular assessment of the pupils' learning and progress to set clear targets for each pupil and to plan activities to help them reach those targets. The pupils like this system because they say they know exactly what they are working towards, what they are good at and what must be improved.

## **Curriculum and other activities**

### **Grade: 2**

The curriculum is good and meets legal requirements. It is broad and balanced. Provision for personal, social, health and citizenship education is outstanding and has marked impact on pupils' personal development. Provision for literacy, numeracy, science and information and communication technology (ICT) is good. Pupils in Year 6 enjoy learning French. ICT skills are used and developed well across the curriculum. The school is aware of the need to extend the planning of the use of literacy and mathematical skills in all subjects. There are good opportunities for gifted and talented pupils to further develop their skills. An outstanding range of sporting and other activities, visits, visitors and special events adds greatly to pupils' enjoyment of learning and further develops their skills. There are good creative links between some subjects and the school plans to develop these further. A healthy lifestyle is promoted strongly through the curriculum, additional sporting activities and the school meals service. Pupils are well prepared for the next stage of their learning and their future well-being.

## **Care, guidance and support**

### **Grade: 2**

Provision for care, guidance and support is good and contributes strongly to pupils' well-being, progress and enjoyment of learning. The school is committed to providing a safe and secure environment. Regular health and safety and risk assessments are carried out. Child protection issues are fully understood and adhered to. Drugs and sex education is planned progressively. Pupils in Year 6 take part in an annual Life Skills event, organised by the Emergency Services. They are given scenarios that represent danger from fire, gas and strangers and are shown how to deal with them. All pupils are well cared for, supported and valued. The quality of advice and guidance given to pupils and parents about health, safety, well-being and academic and personal progress is good. Individual targets are set and pupils' progress is regularly checked. Additional support from within the school or from external agencies is provided for those who need it and these pupils progress well in personal and academic development as a result. The way that the school changed the focus of the residential visit for Year 6 pupils last year to match the needs of that group and boost confidence in the run-up to tests was excellent practice.

## **Leadership and management**

### **Grade: 2**

The school is well led and managed. The headteacher's strong leadership drives the school's determination to raise standards and constantly improve the quality of education. The process of self-evaluation is well established and the school has an accurate view of its strengths and weaknesses. The views of pupils, parents, staff and governors are sought regularly and these contribute to school improvement planning. Some aspects of this planning lack clear short-term targets as the present arrangements tend to cover three- or four-year periods. This means that ongoing reviews of progress in areas like curriculum development are not as sharp as they should be. On the other hand, checks on pupils' progress are very good. Whenever weaknesses are found, action is immediate and successful. The co-ordinators of literacy, numeracy and the Foundation Stage make very good contributions to the raising of standards through their very good leadership. Their checks on pupils' standards and progress and on teaching and learning are thorough and accurate. Governors make a satisfactory contribution to school management. Their monitoring of the financial management is particularly thorough. Their understanding of pupils' standards and achievement and what the school needs to do to improve further is over-reliant on the headteacher's reports. The enthusiastic, perceptive chairperson is very aware of the need for more independent governing body monitoring and evaluation of the school's work in the immediate future.

Improvement since the last inspection has been good. The pupils' good standards, achievement and personal development show that the school provides good value for money and has a capacity to improve further.

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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?	1	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	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

<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	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	3	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**

Babbacombe CE Primary School Quinta Road Torquay

7 December 2005

Dear Pupils

We very much enjoyed visiting your school and we want to thank you very much for talking to us and showing us your work.

What we liked most about your school You made us very welcome. You are very friendly to one another and always help someone who needs it. The peer mediators set very good examples of this. You work hard for your teachers and they do their best to help you learn. Your headteacher runs your school very well and all of the staff help him to do this. Teachers plan plenty of interesting work for you in lessons and clubs. Those of you who find some of the work hard get the right sort of support to help you improve. Your parents and carers are right in thinking that you go to a good school.

What we have asked your school to do now Decide on what are the most important things to do straight away to make your school even better. Involve the governors more in checking to see that your education improves still further.

Yours sincerely

Mr Lee and Mrs Lowe