

# Halberton Primary School

## Inspection report

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<b>Unique Reference Number</b>	113338
<b>Local Authority</b>	Devon
<b>Inspection number</b>	289586
<b>Inspection date</b>	22 May 2007
<b>Reporting inspector</b>	Alexander Paul Baxter

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	70
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Carol Onley-Gregson
<b>Headteacher</b>	Bernard Bennett
<b>Date of previous school inspection</b>	1 March 2001
<b>School address</b>	Halberton Tiverton EX16 7AT
<b>Telephone number</b>	01884 820585
<b>Fax number</b>	01884 820585

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<b>Age group</b>	4–11
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## Introduction

The inspection was carried out by one Additional Inspector.

## Description of the school

This very small primary school accepts pupils from the village and surrounding rural area. The number of pupils eligible for free school meals is below average. Very few pupils are from minority ethnic backgrounds. No pupils have English as an additional language. The number of pupils with learning difficulties and disabilities is broadly average. Children's attainment on entry varies significantly, but generally matches the level expected for their age.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

Halberton is a good, improving school. It has some outstanding features, not least excellent partnerships with parents and others, which assist in promoting the pupils' outstanding personal development and well-being. Parents say, 'The school is at the heart of our community. It is so encouraging when pupils want to tell you all about their day at school.' Leadership and management and self-evaluation are good. The headteacher gives an excellent lead in ensuring that pupils enjoy and benefit from stimulating learning. The innovative and visually very effective use of information and communication technology (ICT) to enrich learning is a strength. Staff work well as a team to ensure that pupils are valued and supported as individuals and as equal members of a caring community. The pupils' excellent adoption of healthy, safe lifestyles and the way they contribute warmly to their community reflects the good quality of the care, guidance and support they receive. Governors bring an immense amount of expertise and provide outstanding support to the school. Pupils flourish in this encouraging environment. As a result, pupils achieve well and standards are above average by the time they leave the school. Teaching and learning are good across the school. Children have a good start in the Foundation Stage (Reception), especially in developing the personal and communication skills needed to develop in a learning community. They have good opportunities to learn independently in the classroom, but children do not have independent access to outdoor play areas and this inhibits their ability to choose to learn outdoors on occasion. They continue to do well in Years 1 and 2. In response to good adult questioning, many pupils develop speaking and listening skills especially well. By Year 2, though, handwriting, and recording skills in mathematics, are not good enough. Pupils continue to make good progress through the school and attain above average standards in English, mathematics and science by the end of Year 6. Many pupils become confident independent learners with very good speaking and listening and ICT skills. The school provides a good curriculum. Creativity is a strengthened aspect of the curriculum, incorporating, for example, many opportunities for pupils to use computers and to learn and enjoy music. The school provides a wide range of sporting activities and utilises community facilities such as the village hall to good effect. All these opportunities have a particularly beneficial impact on the pupils' selfconfidence and contribute to their good spiritual, moral, social and cultural development.

### What the school should do to improve further

- Improve access to outdoor learning facilities for children in Reception so they can exercise more choice about when to learn outside.
- Extend the pupils' literacy and numeracy skills in Year 2 by strengthening their handwriting skills and the way they record their calculations in mathematics.

## Achievement and standards

### Grade: 2

Standards are above average in Year 6. Most pupils, including those with learning difficulties and disabilities, achieve well in relation to their capabilities by the time they leave the school. Children make a good start in Reception, especially in extending their speaking and listening skills and in personal, social and emotional development. Pupils continue to use and develop their speaking skills effectively. They make good progress through Years 1 and 2, in relation to their starting points, which can vary substantially from year to year. Standards are broadly average in Year 2. Although pupils' basic knowledge and understanding are improving, the way

they record their calculations in mathematics and their handwriting skills are not good enough by the end of Year 2. Consistently good teaching continues through Years 3 to 6, enabling pupils to meet their challenging targets and achieve well. This year, standards in Year 6 are above average in English, mathematics and science. Many pupils develop particularly good speaking and listening and ICT skills. By Year 6, pupils are competent independent learners and use ICT skilfully to develop their own lines of enquiry and to bring creativity to their learning.

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

### **Grade: 1**

Children make a very happy start to school. This enjoyment continues and is evident in their excellent behaviour and the way older pupils willingly nurture the youngest children at playtimes. Pupils respond with excellent enthusiasm in lessons, sharing ideas confidently and learning successfully with and from each other. Pupils say, 'We are kind and helpful to each other and we know everyone.' Pupils' spiritual, moral, social and cultural development is good. They are knowledgeable about local and world-wide culture, for example, by using ICT to communicate with European schools. Their awareness of Britain's multicultural society is not as secure. Attendance is mostly good, although in the previous year it was reduced by exceptional bouts of sickness. Pupils participate very successfully in a range of clubs and sports. These illustrate their fitness and excellent adoption of healthy and safe lifestyles. Pupils say they love coming to school and have a strong sense of community. They make very good contributions to local and wider groups, for example, fundraising which the pupils organise for themselves for charities such as 'Red Nose Day'. Members of the school council fulfil their roles diligently and offer useful ways of improving the school. Pupils develop very good interpersonal and technological skills; with their good academic skills, these equip them well for their future economic well-being.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

All teachers are committed to continued improvement. The way they share their expertise and adapt their strategies to meet the changing needs of all pupils in their care, including those with learning difficulties and disabilities, are strengths. The teachers' increasingly successful use of ICT in the form of interactive whiteboards, including in Reception, and laptop computers is a clear example of how learning is enriched. From the moment they enter school in Reception, children are taught well and are encouraged to become independent learners. By the time they enter Year 6, pupils show a high level of individual responsibility to their work. This enhances the creative and expressive dimension in their learning. For example, when studying slavery in the 19th century, one Year 6 pupil, assuming the role of a slave, wrote, 'Yet another day of pain, another soul caught in the hand of fate, NO More! I shout, as the path of death is getting closer.' All teachers use questioning effectively to build on previous learning and to develop pupils' speaking and listening skills. Teachers identify clear learning objectives in their planning and ensure that lessons proceed at a brisk pace. Oral communication is a strength. Teachers set clear targets for improvement in pupils' progress books. However, their marking of pupils' day-to-day writing is not as helpful in showing pupils how to improve. In Year 2, pupils' handwriting skills and the clarity of their recorded work in mathematics are not emphasised enough.

## **Curriculum and other activities**

### **Grade: 2**

The curriculum, including in Reception, is matched closely to the pupils' differing needs and capabilities. Pupils' personal development, especially their awareness of healthy living, benefits from a good range of extra-curricular activities. These include a variety of visits, such as to a zoo or the nearby canal. These opportunities are extended by excellent links with parents and the local community. The creative dimension of the curriculum is being developed very effectively. There are many opportunities for pupils to use ICT, for example, to follow their own lines of enquiry across a range of subjects and to explore their creative ideas. Literacy and numeracy receive good emphasis and, for example, pupils' expressive writing is enriched significantly by their independent use of laptop computers. Regular Wednesday afternoon music studies are another strong feature. Occasionally in Reception, because children do not have immediate access to the designated outdoor play areas, opportunities to develop their independence further are constrained.

## **Care, guidance and support**

### **Grade: 2**

The day-to-day pastoral support given to pupils is warm and effective. Pupils' wellbeing is fully safeguarded, including by well considered risk assessments. Adults are excellent role models and clearly show that they value the pupils and their efforts. This is appreciated by parents and pupils alike. Parents say, 'The teachers meet the individual needs of children. We appreciate the kind help they receive.' Parents give their wholehearted support to the school. The school works very effectively with outside agencies to support pupils with learning and emotional needs. These have a beneficial impact on pupils' personal qualities, especially their excellent behaviour and attitudes to learning. The school clearly discourages holidays taken during term time. Teachers give good academic guidance to the pupils. All adults talk to pupils constantly about how well they are doing and what they need to do next to improve. Written guidance is not always as clear. Nevertheless, most pupils either meet or exceed their challenging targets.

## **Leadership and management**

### **Grade: 2**

The headteacher gives an excellent lead in promoting pupils' personal qualities and in developing a curriculum that stimulates the pupils' creative ideas. He receives good support from enthusiastic, capable members of staff. These colleagues welcome the strengthening team ethic that underpins the good leadership and management. Governors give outstanding support to the school. They play a crucial role in helping the headteacher to sustain an excellent partnership with parents and the local community and in securing the pupils' well-being. Self-evaluation is good. The school development plan is used effectively to identify appropriate targets for improvement. The school is improving strategies for tracking pupils' progress. The way this is accomplished, though, is not sufficiently accessible to all members of the management team to have a sharp enough impact on pupils' skills. The improving curriculum and innovative use of ICT are having a beneficial influence on pupils' improving academic and personal development. These clearly show how effectively the school achieves its intentions. The school has improved well since the last inspection and has a good capacity to improve in the future.

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## Annex A

## 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>
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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
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	2
The standards <sup>1</sup> reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	1
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	1
The attendance of learners	2
How well learners enjoy their education	1
The extent to which learners adopt safe practices	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

### The quality of provision

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

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.



## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	1
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## Text from letter to pupils explaining the findings of the inspection

- 23 May 2007 Dear Pupils Inspection of Halberton Primary School, Halberton, EX16 7AT Thank you for welcoming me to your school. It was interesting to see you at work and play. I particularly enjoyed talking with many of you, especially those of you who are members of the school council. These are the main things I found:
- Your school is good with some notable strengths and it continues to improve.
- The standards you reach in Year 6 are better than in most schools. This is because you are taught and learn well and make good progress as you move through the school.
- You all behave exceedingly well and try very hard in lessons.
- All the adults in the school know you very well. They value your efforts and provide close support. As a result, you really understand well how to live healthily and safely.
- You really enjoy your time at school because the headteacher and the other teachers make sure that the work and activities planned for you are interesting, especially the many opportunities for you to use computers.
- The headteacher, staff and governors are a good team. They work very closely with your parents and with other adults to look after you and help you learn. I have asked the headteacher, staff and governors to do these things to help your school to become even better:
- Improve your handwriting skills and the way you write your sums in mathematics in the infant class.
- Make it easier for those of you in Reception to have more opportunities to learn outdoors. Please continue to look after each other and keep your enthusiasm for learning. Thank you once again and good luck in the future. With best wishes Alex Baxter Lead inspector