

Beaford Community Primary & Nursery School

Inspection report

Unique Reference Number	113129
Local Authority	Devon
Inspection number	311119
Inspection date	17 October 2007
Reporting inspector	Malcolm Greenhalgh

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

Type of school	Primary
School category	Community
Age range of pupils	3-11
Gender of pupils	Mixed
Number on roll	
School	98
Appropriate authority	The governing body
Chair	Antony Harper
Headteacher	Annette Raff
Date of previous school inspection	23 June 2003
School address	Beaford Winkleigh EX19 8LJ
Telephone number	01805 603263
Fax number	01805 603474

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

The school is below average in size and situated in the middle of Beaford, a village close to Great Torrington. Most pupils come from White British backgrounds. The proportion of pupils with learning difficulties and/or disabilities is below the national average. There are few pupils registered to receive free school meals. Children's attainment on entry to the Nursery is broadly average. The headteacher was appointed in September 2006.

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. It has made significant progress in the last 12 months and is in a good position to improve further. Pupils now achieve well and make an excellent start in the Nursery and Reception classes. In Years 1 to 6, pupils make good progress overall in English and mathematics. Their progress in reading is outstanding because these skills are taught especially well and are used consistently to support learning in other subjects. Pupils make satisfactory progress in writing but this is improving in each of the year groups. In mathematics, progress is satisfactory to the end of Year 2 because teaching has not always focused enough on what pupils need to learn next.

The pupils' personal development is outstanding. Pupils' behaviour, relationships with others and their attitudes to learning are excellent. They enjoy learning and make an excellent contribution to the school and local communities, for example by managing the school library. Pupils have a good understanding of how to live healthy lives and are keen to eat well and take regular exercise. They are prepared well for the next stages of their education because of the excellent pastoral care and support they receive and good academic guidance. Teaching and learning are good overall and excellent in the Foundation Stage. The teachers provide a stimulating working environment for the pupils with excellent role-play areas in each classroom. This ensures pupils are well motivated and learn effectively. Pupils are not given enough responsibility for their learning in all lessons. The school has recently sought to improve this and to increase the opportunities that pupils have to assess and evaluate their own work. The quality of the curriculum is good, with outstanding extra-curricular opportunities. The whole school works extremely well together in cross-subject themes and very good use is made of the local environment, for example using local agricultural initiatives to enhance the pupils' understanding of local industry.

Leadership and management are good because the staff and governors are working effectively together to improve the school further and the headteacher has a very clear sense of purpose and direction. These factors ensure that pupils make good academic progress and sustain high levels of personal development. The school has created good working relationships with the local authority and parents and these are helping pupils to learn quickly.

Effectiveness of the Foundation Stage

Grade: 1

Children settle into school extremely well and develop excellent relationships with staff. The curriculum is planned very well and the quality of teaching and support is excellent. Independence is encouraged from the time children start and they consistently make very good progress across all areas of the curriculum with outstanding progress in their personal, social and emotional development because of the emphasis and importance placed on this by the teaching staff. The Foundation Stage unit is very well managed with good induction procedures in place. Overall, this is an excellent learning environment where children are clearly excited about their learning such as when they learn about various animals in the zoo role-play area.

What the school should do to improve further

- Improve pupils' progress in mathematics up to the end of Year 2 and in writing across the school by building more effectively on what pupils have already learnt.

- Ensure that teachers provide better guidance on how pupils should improve their work and increase opportunities for pupils to take responsibility for their own learning.

Achievement and standards

Grade: 2

Pupils make good progress, achieve well and attain standards in English and mathematics that are above the national averages by the end of Year 6. Children settle very quickly into the Nursery and Reception classes and make excellent progress in their personal, social and emotional development and very good progress in all other areas of their learning. In Years 1 to 6, pupils' progress in reading is outstanding, and whilst progress in writing is improving in each year group it remains satisfactory overall because these improvements have not had time to have their full impact by the end of Year 6. In science, by the end of Year 6, standards are in line with the national average and pupils make satisfactory progress. In Years 1 and 2, pupils make satisfactory progress in mathematics because recent developments in the way the subject is being taught have not been applied consistently. Pupils with learning difficulties and disabilities make good progress because they receive good support.

Personal development and well-being

Grade: 1

This is a key strength of the school and reflects the strong emphasis the teachers and teaching assistants put on the pupils' personal development. Behaviour is excellent and pupils enjoy school very much. Attendance is good. The pupils develop strong relationships with each other and with adults around the school. Pupils show a high level of respect for each other, are well mannered and express their views and feelings very well. They take on responsibilities eagerly and are keen to carry out their management roles on the school council, as librarians, playground monitors and when raising funds for their chosen charities. They take registration under supervision and enjoy showing visitors around the school. The pupils have an excellent understanding about being safe and healthy lifestyles. As a result, they are having healthier lunch boxes and are taking exercise more regularly. They work closely with the local community and involve the local villagers in the gardening club and by having afternoon teas to raise money. The pupils have also been very much involved in the local 'agri-culture' project, studying local farming activities. The school council helps those involved to develop key skills for life. Pupils apply for jobs around the school and create their own school council job descriptions. They work effectively in teams and develop very good speaking and listening skills.

Quality of provision

Teaching and learning

Grade: 2

Children make an excellent start in the Nursery and Reception classes because of the excellent teaching by teachers and teaching assistants. Members of staff have created a high quality learning environment in which children gain independence and confidence very quickly. In Years 1 to 6, teachers plan effectively, providing learning activities that are matched well to the pupils' needs. The teachers have good subject knowledge and create attractive displays that stimulate pupils' interest and motivation successfully. Good levels of additional support are provided for those pupils that need it and the teachers' questionings challenge the pupils' thinking well. The school is keen to help pupils develop a greater sense of responsibility for

their own learning. Whilst there are good signs in the classroom that they are developing the skills so that this can be effective, it is not consistent in all situations. On some occasions, the pupils do not have enough information about what they need to learn next. This is especially so in writing and mathematics.

Curriculum and other activities

Grade: 2

The school provides a wide range of opportunities for pupils to do well in all areas of the curriculum. There are some outstanding features, particularly in terms of the additional activities provided for the pupils in the sports and arts. The whole-school themes, such as the Romans, are very effective in helping pupils of all ages to work and learn from each other. In these new cross-subject themes, literacy and numeracy skills are a key focus and activities are provided that excite and enthuse the pupils. These themes are often combined effectively with visitors sharing their experiences and the pupils making educational visits into the local area. However, links made to learning in writing throughout the school and for mathematics in Years 1 and 2 are not applied consistently. There is a very good emphasis on personal, social and health education, which makes an excellent contribution to the pupils' personal development. A typical view expressed by a parent summed up the quality of the curriculum well: 'My son particularly enjoys the variety of approaches to lessons and the visitors who support and enhance topics, making learning more exciting for him'.

Care, guidance and support

Grade: 1

The school provides an excellent caring and supportive environment in which pupils feel safe and secure. This enables pupils to make good progress academically and excellent progress in their personal development. The school meets all statutory requirements in relation to child protection and risk assessment. The successful focus on healthy lifestyles has ensured that the pupils are very conscious of how to eat healthily and take regular exercise. The school has developed good academic tracking systems but these are not fully used by all members of staff to give pupils sufficient guidance on what they need to learn next to enable them to make good progress in all year groups and subjects.

Leadership and management

Grade: 2

The headteacher is clear about what she would like the school to achieve and has high expectations of staff and governors. A very good team spirit exists and all staff and governors are well informed, involved in school improvement processes, and monitor and evaluate school effectiveness. These actions have raised achievement in English and mathematics to good and ensured that pupils' personal development is excellent. There are good systems in place that have enabled the school to identify what needs to improve next and these aspects are clearly identified in the school's improvement plan. The plan, however, is not specific enough on what improvements are expected to make it easier to measure the impact of agreed actions. The school's resources and finances are used well, providing a very good working environment for staff and pupils. The positive impact of leaders on pupils' progress demonstrates the school's good capacity to improve and that it provides good value for money.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	1
The capacity to make any necessary improvements	2

Achievement and standards

How well do learners achieve?	2
The standards ¹ 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

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
How well learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	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

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	1

¹ 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

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	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	2
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

Dear Pupils

Inspection of Beaford Community Primary and Nursery School, Beaford, EX19 8LJ

Thank you for the friendly way you greeted us when we inspected your school. It was a delight to see so many happy faces during lessons and at playtimes. We think that your behaviour, the way you support and help each other, your attitudes to learning and the way you contribute to school and the local community are excellent.

The Nursery and Reception classes provide you with an excellent start to your school life. You make good progress overall but could do better in mathematics up to the end of Year 2 and in writing throughout the school. We were impressed with the outstanding progress you make in reading by the time you leave school. Your teachers are providing you with lots of stimulating things to do, and we particularly like the role-play areas that you have. The school provides you with good teaching and a good curriculum with some excellent additional activities that you can do in lunchtimes and after school. The care and support the school provides are outstanding and this has a very positive effect on your personal development, which is excellent.

We think that the headteacher is making an important difference to the school. She is very clear about what she wants to achieve and has high expectations of you. We also think that the headteacher, staff and governors will be able to make the school an even better place in the future. The school will improve even quicker by giving you more information on what you need to do to make your work better and giving you more responsibility to assess your own and each other's work.

You can help too by continuing to work hard and doing your very best and by asking your teachers what you need to do to improve your work.

We wish you every success.

Yours faithfully

Malcolm Greenhalgh Lead inspector



19 October 2007

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Beaford,
EX19 8LJ**

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Malcolm Greenhalgh
Lead inspector