

## Buckland Brewer Community Primary School

### Inspection report

---

<b>Unique Reference Number</b>	113141
<b>Local Authority</b>	Devon
<b>Inspection number</b>	311123
<b>Inspection date</b>	6 November 2008
<b>Reporting inspector</b>	Martin James

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

---

<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 (total)	46
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Andrew Bennett
<b>Headteacher</b>	Simon Green
<b>Date of previous school inspection</b>	1 January 2005
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Buckland Brewer Bideford EX39 5LX
<b>Telephone number</b>	01237 451315
<b>Fax number</b>	01237 451938

---

<b>Age group</b>	4–11
<b>Inspection date</b>	6 November 2008
<b>Inspection number</b>	311123

---

© Crown copyright 2008

Website: [www.ofsted.gov.uk](http://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 two Additional Inspectors.

## Description of the school

The school is much smaller than most primary schools. Nearly all pupils are from a White British background. The number of pupils eligible for free school meals is in line with the national average. The proportion of pupils with learning difficulties and/or disabilities is similar to the national average, and there are no pupils with a statement of special educational needs. The Early Years Foundation Stage (EYFS) is integrated into one class with pupils from Years 1 and 2.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

The overall effectiveness of the school is satisfactory. It also has some significant strengths. Pupils' personal development and well-being are good, as are their attitudes and behaviour. This is demonstrated in their high levels of enjoyment of school. Whilst care, guidance and support are satisfactory overall, pastoral care is good, with the welfare, care and safety of pupils being a high priority. Parents hold very positive views about the school. One said, typically, 'My child goes to school smiling and comes home still smiling, keen to tell us what she has learnt.' Another added, 'I wouldn't send my child anywhere else.' When children start in Reception, their knowledge and skills are just below those expected, especially in relation to language and literacy. They achieve well in the EYFS, and by the end of the Reception Year, most have achieved the levels expected of them. Pupils then make satisfactory progress through Years 1 to 6, and by the time they leave they reach broadly average standards. The school rightly recognises that more able pupils do not always achieve as well as might be expected. Teachers relate well to pupils, teaching assistants are well deployed, in supporting pupils with learning difficulties and/or disabilities in particular, and teachers make good use of a variety of resources and teaching strategies to make lessons interesting. Lessons are generally well planned but there is limited challenge for more able pupils. Helpful advice is given to pupils in class. However, comments in books and the targets provided for pupils do not always give them a clear understanding of how to improve their work. Pupils enjoy the good range of visits, visitors and clubs that enrich the curriculum and they show a clear understanding of the importance of following a healthy lifestyle. The school routinely reviews its curriculum with a current and correct emphasis being on the increased use of literacy and numeracy in other subjects. In the last year, the headteacher, governors and other staff members have set a clear focus to improve the provision being made for pupils. Good self-evaluation has been effective in identifying where improvement was needed, and the urgent and robust remedial action taken has been most successful in improving both standards and achievement in particular. The recent rapid improvements in the provision, together with the detailed and most appropriate current planning, show that the school has a good capacity to improve further.

## Effectiveness of the Early Years Foundation Stage

### Grade: 2

Children make good progress in the EYFS because they are taught well. The children are happy in school and they enjoy themselves. They relate particularly well to the older pupils in the same class. Their behaviour is good, although occasionally a very small number find it difficult to maintain concentration on the tasks they have chosen. The staff work hard to create a friendly and caring learning environment, and the children also benefit from the good links that are established with parents. Adults provide the children with a good balance between teacher-led activities and chances for them to choose for themselves, and they take every opportunity to help them develop their various skills. Adults frequently talk to the children, and the good range of reading and writing activities helps to tackle weaknesses in literacy skills. A good range of resources is provided, with the new outdoor area being used well to support work in all aspects of the curriculum. Leadership and management are good. The leader uses her specialist knowledge and enthusiasm well in making suitable provision for the children, and other staff members support her well in providing for their various needs.

## What the school should do to improve further

- Ensure that teachers consistently provide challenging work for pupils, especially the more able.
- Provide more opportunities for pupils to develop their literacy and numeracy skills in other subjects of the curriculum.
- Ensure that marking and target setting provide pupils with a clear understanding about how to improve their work.

A small proportion of schools whose overall effectiveness is judged satisfactory, but which have areas of underperformance, will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## Achievement and standards

### Grade: 3

After the good start in their Reception Year, pupils in Years 1 and 2 make satisfactory progress and, by the end of Year 2, standards are broadly average. For those presently in Year 6, standards are also broadly average, and this represents satisfactory achievement from their starting points. In 2007, overall standards in Year 6 were below average, with a significant number of pupils underachieving. The school recognised this and introduced robust strategies to address the issue throughout the school, such as using much improved tracking procedures, and tackling particular areas of weakness in the pupils' performance. These have successfully resulted in a marked improvement in both standards and the progress pupils make. Pupils with learning difficulties and/or disabilities make steady progress towards their particular targets. The school recognises that the progress made by more able pupils, although generally satisfactory, is not always as consistent.

## Personal development and well-being

### Grade: 2

Pupils behave well and they report that behaviour has much improved recently. They have sensible attitudes to their work, are courteous and polite, and the quality of relationships is good. Pupils feel safe in school, and they say that bullying is not a problem. Pupils are confident in the support of staff should any problems arise. They make a good contribution to the school and the wider community. In school, pupils carry out a variety of responsibilities. For example, the whole-school council has helped with initiatives to improve playground resources and activities. The school is very involved in the local community, for instance, pupils regularly take part in various events such as the village fete. Pupils have a good understanding of how to live healthy lives, and they make healthy choices in what they eat. They also benefit greatly from the opportunities provided by the school for exercise and sport. Pupils' spiritual, moral, social and cultural development is good overall, although their awareness of other races and cultures is not as strong. The school successfully develops in its pupils a range of personal skills and they make satisfactory progress in literacy and numeracy. This is preparing them adequately for their next stage of education, as well as later life.

## Quality of provision

### Teaching and learning

#### Grade: 3

Teachers relate well to pupils, and consequently pupils behave well and are keen to learn. They make pupils aware of what they are learning and why, and this contributes well towards their understanding of their work. Opportunities are also provided, at the end of lessons, for pupils to decide how successfully the lesson has helped them with that understanding. Teachers' explanations are clear and they successfully engage pupils' interest. Teachers provide a variety of teaching strategies and approaches, such as the use of interactive whiteboards, which pupils enjoy and which benefit their learning. Teaching assistants are well deployed in providing support for pupils. Teachers usually involve pupils well in lessons. However, on some occasions, they are provided with little opportunity to talk about their work in front of the class, and consequently further develop their knowledge and skills. Teachers plan a range of work for the different ages and abilities in their classes. However, they do not always provide work that is challenging enough for more able pupils, so that their knowledge and skills are not fully extended during the lesson.

### Curriculum and other activities

#### Grade: 3

The curriculum enables pupils to study a broad range of subjects and this contributes to their satisfactory progress. Good use is made of the school's attractive grounds and the recent provision of French also benefits pupils' learning. The school recognises that the curriculum overall might be made more interesting, especially in Years 3 to 6, and as a result, more links are being made between subjects, to produce topics that will further motivate pupils. A particular emphasis is also being placed on the greater use of literacy and numeracy, as a means to raise standards. Provision for information and communication technology and religious education has improved since the previous inspection. There is a good emphasis on developing pupils' personal and social skills. There is a wide range of outings, visitors and after school activities that pupils appreciate and which significantly contribute to their enjoyment of school.

### Care, guidance and support

#### Grade: 3

Parents speak highly of the good provision the school makes for their children's welfare, because there is a strong focus on ensuring the well-being of every pupil. Good use is made of outside bodies in supporting this care. Staff ensure that pupils work in a safe, secure and clean environment. Pupils are taught about the importance of healthy living, and they are regularly reminded of the need to take care, for instance when doing physical education. Teachers mark pupils' work regularly, but while they often add words of praise, they rarely provide pupils with written advice about improving their work. In addition, discussions with pupils suggest that they do not always have a clear enough understanding of their targets and what they need to do to make their work better.

## Leadership and management

### Grade: 2

The headteacher leads the school with dedication and enthusiasm and he is supported well by the staff. There is a strong sense of teamwork. Since the headteacher's appointment in 2007, very clear priorities, backed by detailed evaluations of the school's work and carefully thought out planning, have resulted in a rapidly improving quality of education for pupils. Good use is made of the much improved assessment procedures in this process. There is a clear sense of purpose to continue to improve the provision for pupils and especially to help them achieve as well as they can. The current focus on extending cross-curricular links, to benefit pupils' literacy and numeracy skills in particular, is an appropriate priority for the school because staff realise that these have not been fully exploited in the past. Good links exist with the local community but the school recognises the need to further develop its involvement with wider communities. Subject leaders demonstrate a secure understanding of the strengths in their various subjects and they have actively initiated and supported strategies for making improvements. Governance is good, with the governors supporting the school at every opportunity. They recognise that in the past they have not always held the school adequately to account for its performance. However, under the strong leadership of the chairman, they are now overseeing the work of the school closely, and they have contributed most effectively to the recent significant improvements.

**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](http://www.ofsted.gov.uk).**



## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
-------------------------------------------------------------------------------------------------------	----------------

### Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3
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 capacity to make any necessary improvements	2

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

### Achievement and standards

How well do learners achieve?	3
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and/or disabilities make progress	3

<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.

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	2
The attendance of learners	2
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

## The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	3

## 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 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 eliminated	2
How well does the school contribute to community cohesion?	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
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

**Annex B****Text from letter to pupils explaining the findings of the inspection**

7 November 2008

Dear Pupils

Buckland Brewer Primary School, Buckland Brewer, EX39 5LX

Thank you for making us so welcome when we came to visit your school. We enjoyed our visit and we liked talking to you, both in lessons and in the playground. I am writing to tell you what we found out about the school, what we think is good, and what we think could be made better. Overall, you are in a satisfactory school, where you are making steady progress with your work. The headteacher and other staff know what they need to do to make the school better.

These things are some of the strengths of the school:

- Children in Reception make a good start in the school.
- Teachers provide you with lessons which you enjoy.
- Your behaviour and your attitudes to your work are good.
- You know about how important it is to eat healthy food and take exercise.
- The staff know you well and take great care of you.
- The headteacher, supported by the staff and the governors, has made big improvements recently, especially in helping you to improve the standard of the work you produce.

These are things the school has been asked to improve:

- Make sure that you all get work in lessons that challenges you to do your best.
- Provide you with more opportunities to develop your literacy and numeracy skills in the other subjects.
- Make sure that the targets you have, and the comments teachers add when marking your books, help you understand clearly how to improve your work.

You can help, too, by making sure you know how to make your work better.

We wish you all good luck for the future.

Best wishes

Martin James Lead Inspector