

# Boasley Cross Community Primary School

Inspection report

---

<b>Unique Reference Number</b>	113247
<b>Local Authority</b>	Devon
<b>Inspection number</b>	311174
<b>Inspection date</b>	12 November 2007
<b>Reporting inspector</b>	Malcolm Greenhalgh

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

---

<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	49
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Barrie Timms
<b>Headteacher</b>	Mark Ashcroft
<b>Date of previous school inspection</b>	24 June 2002
<b>School address</b>	Bratton Clovelly Okehampton EX20 4JH
<b>Telephone number</b>	01837 871362
<b>Fax number</b>	01837 871251

---

<b>Age group</b>	4-11
<b>Inspection date</b>	12 November 2007
<b>Inspection number</b>	311174

---

© Crown copyright 2007

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 one Additional Inspector. The inspector evaluated the overall effectiveness of the school and investigated the following issues: the achievement of pupils with learning difficulties and/or disabilities in English and mathematics, the provision and achievement of pupils in the Foundation Stage, the effectiveness of the school's processes for collecting data on the pupils' progress, and the pupils' personal development and well-being. Evidence was collected from lesson observations, analysis of pupils' work, discussions with pupils, meetings with the headteacher, governors and staff, an analysis of the school's monitoring and assessment data and scrutiny of school documentation. The views of parents were collected from the returns of the Ofsted questionnaire. Other aspects of the school were not investigated in detail, but the inspector found no evidence to suggest that the school's own assessments, as given in its self-evaluation form, were not justified, and these have been included where appropriate in this report.

## Description of the school

Attainment on entry is in line with the national expectation. The proportion of pupils with learning difficulties and/or disabilities is well above the national average. A very small number of pupils are from minority ethnic backgrounds but none is at an early stage of learning English. The present headteacher has been in the school for two years and leaves at the end of the autumn term.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

The school is providing a satisfactory standard of education and has some good and some outstanding features.

Teaching is satisfactory and leads to pupils making satisfactory progress in English, mathematics and science. There are signs that achievement is improving in English and this is because there are good assessment systems in place that clearly identify what the pupils should learn next. These systems are not as effective in mathematics and some pupils in Key Stage 2 underachieve because of weaknesses in the basic skills such as subtraction. Pupils with learning difficulties and/or disabilities make good progress in English. They receive good support from their class teachers and from the special educational needs coordinator. However, the support they receive in mathematics is not as comprehensive and their progress, although satisfactory, is not as good as in English. Children make a good start in the Foundation Stage and make good progress in all aspects of the curriculum.

Pupils very much enjoy school and their behaviour is excellent. They appreciate the variety of work the teachers give them in lessons and the well-balanced curriculum the school provides. There are many opportunities for them to investigate and to build up their own knowledge and understanding. During lessons, the teachers provide good support to individuals and groups of pupils. Information and communication technology is used very well to support learning. A good example of this was in mathematics when pupils worked in groups to investigate the properties of shapes and then produced a PowerPoint presentation to explain to the whole class what they had found. Pupils are enthusiastic about the range of activities the school provides for them. This includes many physical activities during lessons, lunchtimes, after school and during residential visits to Dartmoor. They are excited about the 'shake and wake' sessions at the start of each day which help them to be in a good frame of mind for the work they are about to begin. The pupils are very aware of the importance of physical exercise as a means of staying healthy. They are also very aware of the need to eat healthily. School lunches have been introduced recently and most pupils have these because they are nutritious and well balanced.

The pupils make an outstanding contribution to the school community. They take on a range of responsibilities that show a considerable sense of caring for others. At lunchtimes, older pupils carry out their tasks well, as play leaders, for example, setting up physical awareness courses in the Foundation Stage play area for the youngest children. They also act as table monitors to look after the younger pupils during meal times. They take these roles very seriously and the outcome is a very calm, happy and family orientated atmosphere. The school council is very active in the school community. For example, it is, at present, in the process of organising a talent contest to raise money for needy causes at Christmas time and is very much involved in organising the shoebox campaign for children in Kenya. The school is very effective in its efforts to nurture a caring and supportive environment in which the pupils feel very safe and well looked after. All child protection procedures are carefully followed and the governors conduct regular health and safety checks on the school. The headteacher, staff and governors work well together as a team. The school's view of itself is accurate and its improvement plan is manageable and tackles the key areas that need to be improved. There have been good improvements in developing a broader, more creative and investigative curriculum and in the provision of extra-curricular activities. The school's systems for monitoring progress are, however, insufficient. The good assessment systems in the classroom are not linked effectively to

identifying overall gains in standards. As a result, although the school has identified significant weaknesses in the pupils' skills in subtraction, it has not yet addressed the underachievement of some pupils in mathematics.

Overall, the school is making satisfactory progress. It is extremely well supported by the parents. A comment reflective of many parents' views was that the school provides a 'good balance between learning and enjoyment'. Despite the departure of the present headteacher the school is in a satisfactory position to improve further.

## **Effectiveness of the Foundation Stage**

### **Grade: 2**

Children settle into school very quickly. There are very good relationships with the local playgroup enabling the transfer to be very smooth and supportive. The quality of teaching, the curriculum, leadership and management are good. These contribute effectively to the good progress the children make in all areas of learning. Ongoing staff training and support are very well led and organised by the Foundation Stage leader who has a good knowledge and understanding of the curriculum for this age group. The resources are good. The outdoor learning area is well organised and the children make good use of this during lesson times, in the mornings and at lunchtimes.

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

- Raise achievement and standards in mathematics by improving the quality of teaching and learning of basic skills, in particular subtraction.
- Improve the overall monitoring of the progress pupils make in English, mathematics and science so that it is clear what gains pupils are making in their learning and the information is used to ensure that all pupils do as well as they can.

A small proportion of schools whose 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.

**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 effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	3

### 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 disabilities make progress	3

### Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	2
How well learners enjoy their education	1
The attendance of learners	3
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	3

### The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3
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?	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>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	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	3
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

13 November 2007

Dear Pupils

Inspection of Boasley Cross Community Primary School, Bratton Clovelly, EX20 4JH

Thank you for welcoming me to your school. I was very impressed with how friendly and polite you were and I particularly want to thank those of you who spent part of their lunchtime with me.

Your school is a satisfactory school with some good and some outstanding features. By Year 6 your achievement in English, mathematics and science is generally satisfactory and standards are in line with the national averages. Some of you, however, do not do well enough in mathematics and need extra practice in some of your basic skills, such as subtraction. I have asked the school to give you more opportunities to be able to do this. The progress children make in the Foundation Stage is good because of the good quality of teaching they get and the way the activities and resources are organised for them.

Your personal development is good and I was particularly impressed by the way you help and support each other throughout the school day. This was particularly so for those who are lunchtime monitors and play leaders. You all have an excellent understanding of how to live healthy lives and much of this is because of the school's efforts to provide you with many sporting activities to do and healthy food to eat at lunchtimes. You very much enjoy lessons and the activities provided during lunchtimes and after school. You make good contributions towards the school's improvement through the work of the school council. Your overall contribution to the life of the school is excellent.

The headteacher, staff and governors work well together. They know the strengths of the school and the areas that need improving. They have a sound plan in place to ensure the school does improve. However, the school does not monitor the progress you make carefully enough to make sure that you all make as much progress as possible and do as well as you can. I have therefore asked the school to do this more carefully and you can help by plotting the progress you are making yourselves.

I wish you every success for the future.

Yours sincerely

Malcolm Greenhalgh Lead inspector

**Annex B**



13 November 2007

Dear Pupils

**Inspection of Boasley Cross Community Primary School, Bratton Clovelly, EX20 4JH**

Thank you for welcoming me to your school. I was very impressed with how friendly and polite you were and I particularly want to thank those of you who spent part of their lunchtime with me.

Your school is a satisfactory school with some good and some outstanding features. By Year 6 your achievement in English, mathematics and science is generally satisfactory and standards are in line with the national averages. Some of you, however, do not do well enough in mathematics and need extra practice in some of your basic skills, such as subtraction. I have asked the school to give you more opportunities to be able to do this. The progress children make in the Foundation Stage is good because of the good quality of teaching they get and the way the activities and resources are organised for them.

Your personal development is good and I was particularly impressed by the way you help and support each other throughout the school day. This was particularly so for those who are lunchtime monitors and play leaders. You all have an excellent understanding of how to live healthy lives and much of this is because of the school's efforts to provide you with many sporting activities to do and healthy food to eat at lunchtimes. You very much enjoy lessons and the activities provided during lunchtimes and after school. You make good contributions towards the school's improvement through the work of the school council. Your overall contribution to the life of the school is excellent.

The headteacher, staff and governors work well together. They know the strengths of the school and the areas that need improving. They have a sound plan in place to ensure the school does improve. However, the school does not monitor the progress you make carefully enough to make sure that you all make as much progress as possible and do as well as you can. I have therefore asked the school to do this more carefully and you can help by plotting the progress you are making yourselves.

I wish you every success for the future.

Yours sincerely

Malcolm Greenhalgh  
Lead inspector