

# Berrynarbor Church of England Primary School

## Inspection report

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<b>Unique Reference Number</b>	113371
<b>Local Authority</b>	Devon
<b>Inspection number</b>	311235
<b>Inspection date</b>	13 May 2008
<b>Reporting inspector</b>	George Logan

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>	Voluntary controlled
<b>Age range of pupils</b>	4-11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	79
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Kate Simpson
<b>Headteacher</b>	Sue Carey
<b>Date of previous school inspection</b>	1 February 2004
<b>School address</b>	Berrynarbor Ilfracombe EX34 9SE
<b>Telephone number</b>	01271 883493
<b>Fax number</b>	01271 882159

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<b>Age group</b>	4-11
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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

This small primary school, close to the North Devon coast, serves the village of Berrynarbor and the surrounding rural area. Almost all pupils are from White British backgrounds. The proportion of pupils with learning difficulties and/or disabilities is slightly higher than in most schools. The current headteacher took up her post in April 2007.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

Berryarbor Church of England Primary is a good school which has made rapid progress in the last year. Although standards at the end of Year 6 are significantly above average in most years, standards at the end of Year 2 had, up to 2007, been in steady decline for several years. In 2007, they reached their lowest point, when standards in reading and writing were significantly below average. Even though most Reception children achieve well and a significant proportion usually exceed the early learning goals in all areas of learning, much of the benefit of this good start in Reception was subsequently lost. Recognising weaknesses in the teaching of writing, the new headteacher has worked tirelessly to implement changes. The introduction of an intensive programme to ensure that pupils have a good knowledge of phonics, the reorganisation of classes, the introduction of flexible teaching groups and the implementation of an enhanced system for checking pupils' progress and alerting staff to underperformance have all contributed to a significant improvement in pupils' progress. As a result, Year 2 pupils are now attaining above average standards and almost all pupils across the year groups, including those with additional learning needs, are achieving well. However, the legacy of past underperformance remains evident in Years 3 and 4 and it will take time for pupils to make up lost ground. Across the school, pupils' skills in information and communication technology (ICT) remain underdeveloped. Staff have willingly responded to the need for change and there is a shared commitment to improvement. The school deploys available staff effectively, to ensure that pupils are taught at exactly the right level. Parents feel that the school has a new energy and direction. As one said, 'This is a good school, going from strength to strength.' Rigorous monitoring is contributing to the increased proportion of good teaching. However, teachers do not always mark pupils' work with sufficient rigour, nor make effective use of individual targets to help pupils understand how well they are doing. Governors have a clear understanding of how well the school is doing and are determined to sustain the progress made. Pupils' personal development is good. They have a good understanding of how to stay healthy. Almost all behave well and enjoy school. Attendance is broadly average, although slightly on the low side because of term-time holidays. The school works well with others to promote pupils' progress and well-being. The curriculum meets pupils' needs satisfactorily. Pupils support the good extra-curricular provision well. Pastoral care is good. The school is rigorous in ensuring pupils' safety and wellbeing. Provision for pupils who need additional support is good, although the headteacher is currently evaluating its effectiveness. The school has good capacity to build further upon recent changes.

## Effectiveness of the Foundation Stage

### Grade: 2

Children enter Reception with skills that are around the level expected and for some slightly above this,. They are taught alongside the Year 1 pupils and teaching groups vary according to the needs of individual children. Children are cared for well and benefit from a broad curriculum that provides a variety of experiences to extend their understanding. They experience a high level of interaction with adults. Relationships are a strength, ensuring that children make good gains in their personal and social development. They relate confidently to each other. Children show good attitudes, confidently initiate activities and sustain good levels of concentration. Effective teaching, underpinned by rigorous assessment and planning, ensures that children make good progress in all areas of learning, particularly in language and mathematical skills. Staff make the best possible use of the restricted outdoor play area,

although children's access to the space has to be carefully managed. Participation in the Forest School initiative enables the school to use its rich natural surroundings creatively.

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

- Ensure that pupils in Years 3 and 4 continue to make good progress so that they attain higher standards in reading and writing.
- Ensure that all pupils acquire secure skills in ICT so that its use supports learning more effectively in subjects across the curriculum.
- Make sure that teachers' marking is closely linked to pupils' targets so that pupils understand clearly how they can improve their work.

## **Achievement and standards**

### **Grade: 2**

Children typically achieve well in Reception and in Year 1. For several years, however, standards in Year 2 had been in steady decline, particularly in reading and writing. This contrasted with Year 6, where overall standards in most years were well above average. Efforts to redress underperformance in reading and writing in Year 2 have led to much improved current standards, particularly in writing. Standards are now above average in writing and mathematics and broadly average in reading. Younger pupils are now making more consistent progress, although a residue of underachievement in literacy skills remains in Years 3 and 4. It is taking time to ensure that accrued deficits in learning are made up. Current standards in Year 6, though marginally lower in English than in 2007, remain above average overall. The achievement of these pupils since Year 2 has been good. Year 6 pupils are expected to meet their challenging targets in English and mathematics in 2008. The school supports effectively pupils who need additional help, through carefully targeted group support. As a result, they achieve well. It continues to develop its provision for able and gifted pupils, and, even now, a significant proportion of older pupils routinely attain at the higher level.

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

### **Grade: 2**

Pupils feel secure in school and say that bullying is rare. They establish close relationships with adults and fellow pupils and instinctively 'look out for each other'. Most are enthusiastic learners. They are confident, friendly and enjoy school. They behave well and exclusions are rare. Pupils conduct themselves safely, dealing confidently with the constraints of the building and the unusual characteristics of the site. Pupils' spiritual, moral, social and cultural development is good. The tightly knit community supports social development well, while well-developed church links promote good spiritual development. The recent partnership with an ethnically and socially diverse urban school is providing worthwhile opportunities for pupils to increase their awareness of cultural diversity. Overall, whilst attendance is broadly average, local employment in seasonal tourism results in a significant level of holiday absence during term-time. Pupils contribute well to the school community through the school council and other roles with responsibility. The school is the vibrant heart of village life and pupils are closely involved in village events. Well-developed skills in literacy and numeracy contribute effectively to pupils' future economic well-being.

## Quality of provision

### Teaching and learning

#### Grade: 2

Teachers manage and motivate pupils well; relationships are close and productive. Lessons have a brisk pace which moves learning on quickly and this has contributed, along with better tracking information, to improved achievement. Planning reflects the needs of different groups of pupils. The environment for learning is calm and well organised. Teachers use interactive whiteboards effectively to engage pupils' interest. Teachers are deployed flexibly to meet the needs of pupils, and teaching assistants effectively support small groups or individual pupils with additional needs. The marking of written work, though regular, does not always provide sufficient direction as to how pupils can improve their work further and there is sometimes too little emphasis on the presentation of written work.

### Curriculum and other activities

#### Grade: 3

The Foundation Stage curriculum covers the areas of learning well, with activities closely matched to individual needs. The intensive writing support programme was implemented to tackle identified weaknesses in learning and has had a marked impact on writing skills. Otherwise, generally high standards in mathematics and science have been sustained. However, ICT has had too little priority and the school recognises that ICT makes insufficient contribution to pupils' learning. Although the curriculum has yet to be fully reviewed, the school is currently evaluating a topic approach. Specialist teaching in music and French has ensured that these subjects are well established. Provision for pupils who need additional support is effectively targeted at what they most need to learn. Provision for extra-curricular and enrichment activities is good, offering an extensive range of opportunities for a small school, including two residential visits. Academically gifted pupils are generally well provided for through the teaching groups, although the headteacher aims to develop this provision further.

### Care, guidance and support

#### Grade: 2

Pastoral care is a significant strength, effectively supported by the close partnership with parents. Arrangements for safeguarding pupils are robust. Staff ensure that pupils' welfare needs are met effectively. Adults promote pupils' health, safety and welfare well. However, in spite of the school's efforts, there are too few lavatories for the number of children in the isolated Reception and Year 1 building. The school has good links with external agencies. Academic guidance, whilst still only satisfactory, is increasingly effective, given that pupils' achievement is much improved. Enhanced tracking systems enable school leaders to monitor progress more closely. Pupils have individual targets in literacy and numeracy and are generally familiar with these. However, only in Years 5 and 6 does teachers' marking explicitly reflect these targets or pupils' progress towards them. As a result, pupils are not always aware of how they can improve their work.

## Leadership and management

### Grade: 2

Parents recognise the extent of the headteacher's strong commitment to addressing the significant decline in standards at Year 2, although few had previously been aware of this issue. They acknowledge her good contribution to stabilising the school. The school knows itself well. Self-evaluation is good. Staff now have access to a comprehensive tracking system which clearly identifies pupils who are falling behind. Whilst most subject leadership is shared, staff leading key subjects are beginning to develop their roles. The governing body fulfils its responsibilities conscientiously. Governors are well organised and enthusiastic, although several are relatively new. They recognise their responsibility to challenge, as well as support, the school's leadership. The school is actively involved in initiatives to develop community cohesion.

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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	2
The capacity to make any necessary improvements	2

### Achievement and standards

How well do learners achieve?	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

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	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	3
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	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?	3
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>	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 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

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

- 15 May 2008 Dear Pupils Inspection of Berrynarbor CE Primary School, Ilfracombe EX34 9SE  
Thank you for making us welcome when we visited your school. We really enjoyed talking to you and, I have to say, rather envy the wonderful surroundings which you are able to enjoy every day! We could see that you are very proud of your school and its place in the village community. You look after each other very well. We felt that Berrynarbor CE Primary is a good school, which has made rapid progress recently. The main things that we found are these:
  - You behave well in lessons and work hard.
  - The teaching is good and you are now making good progress right across the school; standards at Year 2 are better than they have been for some time.
  - The school makes sure that you are cared for well, and you understand how important it is to eat healthily and take regular exercise.
  - The curriculum is satisfactory and the extra-curricular activities are good.
  - Those in charge of the school make sure it runs well and have a very clear understanding of what to do to improve it still further. We are asking the school to make these changes so that you do even better:
    - Make sure that pupils in Years 3 and 4 continue to make good progress in reading and writing so that they reach the standards of which they are capable.
    - Help everyone to develop better skills in ICT so that you can use ICT confidently in your learning in other subjects.
    - Make sure that your targets are clear and that teachers' marking is closely linked to those targets so that you know how you can improve your work. You can help by continuing to work hard and do your best. We hope that you will have every success in the future. Yours sincerely George Logan Lead Inspector

15 May 2008

Dear Pupils



**Inspection of Berrynarbor CE Primary School, Ilfracombe EX34 9SE**

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You can help by continuing to work hard and do your best. We hope that you will have every success in the future.

Yours sincerely

George Logan  
Lead Inspector