

Harbertonford Church of England Primary School

Inspection report

Unique Reference Number	113462
Local Authority	Devon
Inspection number	311278
Inspection date	18 September 2008
Reporting inspector	Joanna Pike

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.

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	61
Government funded early education provision for children aged 3 to the end of the EYFS	14
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Ann Graham
Headteacher	Janet Ronson
Date of previous school inspection	7 February 2005
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Old Road Harbertonford Totnes TQ9 7TA
Telephone number	01803 732352

Age group	4–11
Inspection date	18 September 2008
Inspection number	311278

Fax number

01803 732148

Age group	4-11
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

Harbertonford is a small primary school. The proportion of pupils with learning difficulties and/or disabilities is slightly higher than that of most schools, as is the percentage of pupils who have a statement of special educational needs. The proportion of pupils eligible for free school meals is higher than in most schools. Almost all pupils are of White British origin. The school has gained the Activemark award and Healthy School status. There is a pre-school on site, which is managed separately from the school.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Harbertonford is a good school where pupils really enjoy their learning. Comments from parents such as 'Both my children are happy to come to school', and 'She is enjoying school so much' reflect pupils' enthusiasm for learning. The school nurtures positive attitudes very well so that pupils show interest in what they are learning and work hard. Pupils' behaviour is good and they treat each other and adults respectfully. Pupils make a good contribution to the school and local community. However, their knowledge of the diversity of cultures represented in modern Britain is limited.

Children enter the school with skills broadly in line with expectations. They make satisfactory progress during the Early Years Foundation Stage (EYFS) and Years 1 and 2. The rate of progress is improving as a result of recent initiatives to improve provision in these year groups. The vast majority of pupils make good progress from Year 3 onwards. As a result, pupils reach well above average standards in English and science by the end of Year 6. In mathematics, standards are also above average because almost all pupils reach nationally expected levels. However, not enough pupils reach the higher levels because they are not always sufficiently challenged. The school has rightly diagnosed that more able pupils could reach higher standards in writing and mathematics, particularly in Years 1 and 2. Sensible strategies have been put in place to address this.

Teaching is good overall. Pupils are enthusiastic and keen to 'have a go' because teachers use an interesting range of activities and resources. Relationships between pupils and adults are good and pupils' confidence and self-esteem are promoted well. Planning takes into account the needs of different pupils, but in some lessons more able pupils, especially in mathematics, are not sufficiently extended and this slows their progress.

Pupils are well cared for and feel safe. Pupils and parents are confident in approaching the school with problems. Academic guidance is satisfactory. All pupils have targets in writing and mathematics, but are not always aware of the small steps they need to take in lessons to reach their targets.

The good curriculum is well planned with an appropriate emphasis on literacy and numeracy. Improvements since the previous inspection, especially in the Reception and Years 1 and 2 classes, ensure that activities are well structured to promote learning. Better resources for information and communication technology (ICT) are helping to improve pupils' skills, but the use of computers across the curriculum is still developing.

The headteacher provides good leadership and since her appointment has worked hard to drive the school forwards. She has created a strong team ethos, where all staff and governors are keen to improve the school further. Thorough monitoring has helped identify appropriate priorities, and sensible strategies have been put in place to tackle these.

Effectiveness of the Early Years Foundation Stage

Grade: 3

Provision for children is satisfactory and improving as a result of the headteacher systematically tackling the weaknesses identified in the previous inspection. Better leadership and management have been put in place, but the impact is not yet fully realised in all areas. Most children start broadly in line with expectations and make satisfactory progress overall so that most reach or exceed expectations by the end of the year. Teaching is satisfactory and improving, with

strengths in the way good progress is encouraged in children's social and emotional development. Children have quickly adapted to school routines and their confidence is growing. Good liaison with parents and the pre-school on site has also helped the children to settle quickly. Planning has improved since the previous inspection so that a wider range of play-based activities is offered, making better use of the outdoor area, although there remains limited access and cover. Adults have a clearer role in helping to extend children's learning during these activities. Children's achievements are recorded carefully and the information is increasingly being used to plan the next steps in learning. The school clearly has a good capacity to continue moving the EYFS forward.

What the school should do to improve further

- Raise the achievement of more able pupils in writing in Years 1 and 2 and in mathematics throughout the school.
- During lessons, help pupils understand what they need to work on to help them reach their targets.
- Improve pupils' understanding of the diversity of cultures in Britain today.

Achievement and standards

Grade: 2

Pupils achieve well overall but there is some variation in how well different groups perform. This has been identified by the school and successful strategies are being implemented to secure a more consistent rate of progress. Over the last two years, national test results in Year 2 have been slightly above the national average, but more able pupils have not achieved the higher level in writing or mathematics. Strategies put in place to tackle this are beginning to have a positive impact. When the 2008 results are confirmed they are expected to show that one third of pupils reached the higher level in mathematics. Pupils make good progress from Year 3 onwards. Standards are above average by the end of Year 6, although affected by the varying proportions of pupils with learning difficulties. There is some variation across subjects, with more able pupils not always reaching the standards that they should in mathematics.

Personal development and well-being

Grade: 2

Pupils are articulate, polite and show pride in their school. When asked if there was anything they would like changed one pupil said, 'Nothing needs changing; I like the school as it is.' This sums up pupils' very positive attitudes. They feel well supported by the adults in school and are confident that any bullying or upsets are sorted out quickly. They have a strong sense of right and wrong, and take responsibility seriously. The school council is effective in giving pupils a voice and they value the way the school maximises their chances of serving on it. Pupils have a good understanding about healthy lifestyles, appreciating the healthier food on offer at lunchtime. They also enjoy the daily 'wake and shake'. Pupils have a good understanding of how to keep themselves safe. They have a good awareness of their own feelings and those of others but are not well informed about the cultural diversity of modern Britain. Pupils talk enthusiastically about visits to the church and helping older members of the community when they come to have lunch each week. Children run a daily tuck shop and organise stalls at fetes. These activities, together with their good literacy and numeracy skills, are preparing them well for their future economic well-being.

Quality of provision

Teaching and learning

Grade: 2

Teachers know their pupils very well and generally target questions effectively. Teaching assistants are used effectively in helping pupils with learning difficulties and/or disabilities to make similar progress to others. They also manage small groups well, as do the many volunteers. However, teaching assistants are not always so well used when the teacher is working with the whole class. It is often during this time that more able pupils are not challenged enough. In the best lessons teachers make clear to pupils what they will learn and the small steps they need to make in their learning. Time is set aside during the lesson to allow pupils to evaluate how well they have progressed. Time is well used so that all pupils are kept learning at a brisk pace. Pupils benefit from good opportunities to work independently.

Curriculum and other activities

Grade: 2

The curriculum has been successfully developed to avoid repetition and to build learning more progressively from the Reception Year through to Year 6. This is an improvement since the previous inspection. Good links are being made between subjects so that, for example, pupils apply their numeracy skills when handling data in science. The transition between Years 1 and 2 and the Foundation Stage has been improved so that children's needs can be better met. Gifted and talented pupils have access to an increasing range of enrichment activities provided through effective links with other local schools. The curriculum is enriched well by a good range of trips and special events such as arts week. These, together with a variety of after school clubs, including sport, contribute significantly to pupils' enjoyment and confidence. Increasing use is being made of the school grounds, including pupils growing vegetables, which are used in the school kitchen. Activities such as these help promote pupils' understanding of healthy and sustainable lifestyles.

Care, guidance and support

Grade: 3

Pastoral care and support are good across the school and results in pupils feeling safe, secure and ready to learn. All staff go out of their way to ensure that vulnerable pupils are well supported and encouraged. Effective liaison with external agencies is well used to further support pupils when this is required. Procedures to safeguard pupils are robust and thorough. Attendance is satisfactory and the school does all it can to promote regular attendance. Pupils who are not making expected progress and those with learning difficulties and/or difficulties are helped effectively through an increasing use of targeted support. Pupils' work is marked regularly. The best marking tells pupils how to improve, but time is not always provided to follow this up. Pupils benefit from the half-termly assessments in writing and mathematics, valuing the feedback they receive. However, despite knowing their long range targets, they are not always aware of the shorter-term steps they need to take to reach them. As a result, pupils do not know well enough how they can improve their work and how fast they are making progress.

Leadership and management

Grade: 2

The headteacher is well supported in her vision for the school by all staff and governors. The school has successfully strengthened leadership and management since the last inspection. Subject leaders have clear roles and contribute effectively to the school's improved monitoring. Accurate self-evaluation has identified the school's strengths and weaknesses. Weaknesses in reading and spelling were identified as priorities last year and have been improved. The school analyses pupils' progress and needs very carefully and is making good use of this information. All these developments, and the improvement in mathematics, show that the school has good capacity to improve. Governors play a more active role in the school and are effective in holding the school to account. Parents have overwhelmingly positive views of the school and the school is developing good links with the local community. For example, older members of the community visit the school each week for lunch. The school has done much to promote community cohesion, as seen in the pupils' sense of belonging to the school, their strong contribution to the community and the harmonious relationships throughout the school. Weaknesses are the extent to which the pupils appreciate the diversity of people's backgrounds in Britain and the relatively slower progress of more able pupils in some areas of work.

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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 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?	3
How well do children in the EYFS achieve?	3
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?	3
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	3

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/or disabilities make progress	2

¹Grade 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

How good are 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
The extent to which 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 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?	3

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	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	3
How well does the school contribute to community cohesion?	3
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**

19 September

Dear Pupils

Inspection of Harbertonford C of E Primary School, Harbertonford, TQ9 7TA

It was good to come and see you at your school! Thank you for making us so welcome, talking to us and helping us during the school's inspection. We especially enjoyed the good discussions we had with some of you. We learned a lot. Currently your school is giving you a good education. Here are some of the most important bits of the inspection report that I thought you might like to know about.

- You work hard in lessons and make good progress so that you reach above average standards by the end of Year 6.
- Your personal development is good; you really enjoy your time in school. Your behaviour is good and you look after each other well.
- Teaching is good. Teachers make lessons interesting and fun.
- Your teachers work hard to give you a good curriculum, which has exciting events such as trips out.
- The school does a good job in making sure that you all feel safe, settled and secure.
- Your headteacher is doing a good job and, with the staff and governors, is working hard so that you all do even better.

To improve further, we have suggested that the school does three things.

- Help those of you who are quick to learn to achieve even better in writing, especially in Years 1 and 2, and in mathematics through the school.
- Make sure that you know what you need to do in lessons to achieve your targets.
- Improve your understanding about the different cultures and traditions of people who live in Britain.

Thank you again for all your help.

Yours sincerely

Joanna Pike Lead inspector