

## Bampton Church of England Primary School

### Inspection report

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<b>Unique Reference Number</b>	113494
<b>Local Authority</b>	Devon
<b>Inspection number</b>	311294
<b>Inspection dates</b>	4–5 June 2008
<b>Reporting inspector</b>	Mark Lindfield HMI

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>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	117
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Paul Tuck
<b>Headteacher</b>	Annette James
<b>Date of previous school inspection</b>	1 May 2004
<b>School address</b>	School Close Bampton Tiverton EX16 9NW
<b>Telephone number</b>	01398 331121
<b>Fax number</b>	01398 331488

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<b>Age group</b>	3–11
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## Introduction

The inspection was carried out by one of Her Majesty's Inspectors.

## Description of the school

Bampton CofE Primary School is a small school that has recently moved into a new, well-equipped and spacious building. No pupils have a home language other than English. A higher than average proportion of pupils, about a third, have learning difficulties and/or disabilities. Significant numbers of pupils leave and join the school between the Foundation Stage and Year 6. The school achieved national Healthy Schools status in July 2007.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

Bampton CofE Primary School is currently providing a satisfactory education. With its rising academic standards it is an improving school with some good features. Parents are appreciative of the school and recognise its strengths and particular qualities and the school is working to strengthen and build on this support. The school has recently moved into new premises and there is a palpable air of excitement and pride in these impressive new facilities. The personal development and well-being of pupils are good because the committed and caring staff work hard to develop pupils' confidence and self-esteem. Praise and encouragement are evident throughout the school and all staff promote positive behaviour. Teachers plan lessons that are interesting and engage pupils with their increasingly confident use of the interactive whiteboards. The school has rightly focussed on increasing pupils' language skills through an emphasis on talking and listening; pupils have learning partners and discuss key concepts and ideas. This brings out the best in pupils and they grow in confidence, show positive attitudes in lessons and clearly enjoying coming to school. The school has introduced satisfactory target-setting procedures, but in literacy, targets are not yet sufficiently embedded and in mathematics, targets are not focussed clearly enough on raising standards in specific identified areas of weakness. The headteacher conveys a clear sense of direction and has created a strong team ethos. The recent restructuring of the leadership team and the appointment of new subject leaders have improved levels of communication and ensured greater clarity of individuals' roles and responsibilities. These changes have not yet had a clear and identifiable effect on raising academic standards. Pupils arrive at school with standards slightly below nationally expected levels but assessments are used well in the first year of school to identify the individual needs of pupils as they arrive. Academic standards have risen year on year over the last four years and are now in line with national averages at all ages. Pupils with learning difficulties and/or disabilities make good progress, particularly in their reading, because of the help they receive from well-qualified support staff. In the move to new premises, systems for gathering and recording data on pupils' progress have slipped. Data are not currently being used to monitor individuals' progress in sufficient detail to be effective in helping to further raise standards. Since the last inspection the school has improved the quality of provision in the Foundation Stage, raised standards and moved into new premises. This represents clear progress and shows that the capacity to build on these achievements and raise standards further is satisfactory.

## Effectiveness of the Foundation Stage

### Grade: 2

Children enjoy their time at school and get the most out of the good quality teaching and support. Children are encouraged to become increasingly independent by the caring and thoughtful nature of the staff and by the wide range of exciting activities on offer. Children play happily together, taking turns and sharing the equipment with each other. The staff have a good understanding of pupils and their abilities. They quietly and carefully monitor each child's progress and are quick to identify the next steps they need to take. Through their good use of questions and conversation they help pupils improve their talking skills and extend their vocabulary. There are good arrangements to ensure health and safety. Planning is shared with parents and they often talk to staff at the start and end of the day.

## What the school should do to improve further

- Ensure that target setting procedures are focussed on raising standards, particularly in mathematics.
- More effectively monitor pupils' progress through a more rigorous analysis of data.
- Ensure that leadership and management provide the school with the capacity to make further improvements at all levels. A small proportion of the 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

From predominantly low starting points, pupils make satisfactory progress overall. There has been a rising trend in standards across the school over recent years. By Year 2 pupils are reaching standards in line with average after a year-on-year rise over a four year period. A focus on speaking and listening and developing phonic skills has triggered a rise in reading and writing standards and more pupils than average are achieving higher level results in reading. Mathematics standards in Year 2 have followed the same rising trend over the recent years. Results in Year 6 have also risen steadily since 2003 with science results rising most quickly to the point where they, along with English, are now average. Mathematics results have improved, but are lower than other subjects and remain just below average. Pupils with learning difficulties and/or disabilities are well supported by staff who are appropriately trained. As a result these pupils make good progress overall.

## Personal development and well-being

### Grade: 2

Pupils' moral and social development is good. They enter freely into discussions with their learning partners and have good relationships with their classmates and with all adults. They have good spiritual development and enjoy the visits to the church to celebrate religious festivals and the visits by members of the clergy. They are encouraged to adopt healthy lifestyles and some pupils cycle, use scooters or walk to school. Younger pupils are given fresh fruit but in the words of one pupil, 'This is a far more rare item in the lunchboxes of older pupils.' Learners adopt safe practices and play well with each other largely free from fear or bullying from others. Pupils clearly enjoy school, show positive attitudes and are fully engaged in their learning. The attendance of learners has improved slightly over the last two years and is now in line with average. Pupils' behaviour is good, they are very proud of their new school, and they show respect not only for each other but also for the buildings. Pupils make some valuable contributions to the life of the school but they are able and willing to become more involved. The introduction of a school council gives pupils a stronger voice and there is a clear commitment to using their views to improve the school. Pupils are given opportunities to develop their entrepreneurial skills through running stalls at fetes and in mini-enterprise projects. These and similar activities help pupils to develop the basic skills that will contribute to their future economic well-being.

## Quality of provision

### Teaching and learning

#### Grade: 3

Teachers have established caring and supportive classroom environments that encourage pupils and help them to develop their confidence and offer contributions. Teachers offer praise where appropriate and this helps to develop the positive attitudes and increase the levels of concentration shown by pupils. Teachers use a variety of strategies to engage pupils, including confident use of interactive whiteboards. Throughout the school teachers and staff use questions well to draw out correct responses and help advance learning. They often encourage pupils to enter into discussions with their learning partners and to use specific language, thereby improving their speaking skills and breadth of vocabulary. Teachers' marking varies from class to class and is not used consistently across the school to inform planning. In the good teaching observed, pupils' different needs and abilities were planned for and met and this resulted in better levels of progress being made. Learning support assistants are well deployed. Recent staff appointments have been instrumental in raising the standard of teaching.

### Curriculum and other activities

#### Grade: 3

Provision for children in the Foundation Stage class is good and ensures that they gain an enthusiasm for learning from the time they arrive. The school has developed a more thematic approach to the curriculum with topics that include humanities and creative subjects. These are carefully organised so that pupils avoid repeating a particular topic whilst they remain in a mixed age class. The school has improved the provision of personal, social, health and emotional education and this contributes to pupils' emotional health and to their awareness of the needs of others. The well attended after-school activities and a wide range of visits and residential trips all contribute to pupils' enjoyment and enrich the curriculum. Provision for information and communication technology has been increased and pupils enjoy the opportunity to use the equipment on offer to research and to edit their work.

### Care, guidance and support

#### Grade: 3

There is a strong ethos of care in the school with staff putting the needs of pupils at the forefront of all they do. They react quickly and with kindness to encourage pupils who need their help. The school works in close partnership with others to promote the well-being of pupils. Pupils with learning difficulties and/or disabilities are strongly supported and as a result grow in confidence and determination to do well. All safeguarding requirements are met and there are thorough procedures in place to ensure the well-being of pupils. Targets are used across the school in literacy and mathematics but these are not sufficiently embedded or shared with pupils to be fully effective. The school's analysis of mathematics results has identified common areas of weakness across the school but targets do not focus specifically on improving these areas. A recent initiative to provide individual target review sessions and to produce clearer progression illustrates the fact that the school is aware of and working to improve this area.

## Leadership and management

### Grade: 3

The headteacher sets a clear educational direction for the school and is keen to promote the well-being of learners. The school knows its strengths and weaknesses through perceptive monitoring and as a result the headteacher has presided over a trend of rising standards which has seen the school make year-on-year progress. Governors are well informed, hold regular meetings and are involved in decision making. Not least of which, the arrival of the new premises is clearly the result of a united team approach. These facilities are impressive and the source of great pride within the school and local community. By necessity, they have required a lot of time and effort, deflecting attention from other areas such as previously introduced pupil tracking systems. These are not presently robust enough to be able to monitor progress effectively or provide governors with sufficient information to further drive up standards. The leadership structure of the school has recently been reorganised and this has led to improved levels of communication and an increased ability to introduce financial costing into school improvement planning. Newly appointed subject leaders are well placed to take a more active role in the monitoring of their subjects and provide a more specific focus on the impact of any further actions to raise standards.

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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?	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	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	3
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	3
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?	3
How well are learners cared for, guided and supported?	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.

## 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

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

6 June 2008 Dear Pupils Inspection of Bampton CofE Primary School, Tiverton, EX16 9NW First of all I would like to thank you for making me so welcome when I visited your school recently. You were polite and friendly and this made my visit really enjoyable. I was impressed by your kind behaviour and your attitude in lessons, where you paid attention to your teachers and worked hard. I agree with your teachers that Bampton is a satisfactory school that is getting better and better. Your new school buildings and playgrounds are very smart and you are right to be proud of them. All the adults are determined that you should feel safe and well cared for. You tell us that you know there are adults to talk to about any problems you may have and you feel confident to do this when necessary. You enjoy the range of after-school clubs and school camps that are available to you. You know that taking part in sport and eating the right foods help you to stay healthy even though a few of you were quick to point out that not everyone had fruit in their lunches! You have been set targets in literacy and mathematics to help you to get better in these subjects. These are not yet working as well as they could do and you can help to change this by asking your teachers to tell you what you need to do to improve your work, especially in maths. I have asked your headteacher to make sure that your progress is watched carefully as you move through the school. You have been working hard and your school's test results have been on the up and up over the last few years. I have asked all staff to make sure that they do all they can to make these results go even higher. I'm sure you can help. I hope you enjoy the rest of the school year and carry on with your hard work. I wish you all well. Yours sincerely Mark Lindfield HMI

**Annex B**

6 June 2008

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I hope you enjoy the rest of the school year and carry on with your hard work. I wish you all well.

Yours sincerely

Mark Lindfield HMI