

Bovey Tracey Primary School

Inspection report

| | |
|--------------------------------|-------------------|
| Unique Reference Number | 113187 |
| Local Authority | Devon |
| Inspection number | 338119 |
| Inspection dates | 3–4 February 2010 |
| Reporting inspector | Robert Pyner HMI |

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

| | |
|--|---|
| Type of school | Primary |
| School category | Community |
| Age range of pupils | 4–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 303 |
| Appropriate authority | The governing body |
| Chair | Mrs J Midgley |
| Headteacher | Miss J A Dyer |
| Date of previous school inspection | 6 February 2007 |
| School address | Abbey Road Bovey Tracey Devon TQ13 9HZ |
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors. A majority of the time during the inspection was spent directly observing lessons and other learning activities. Inspectors observed 12 teachers and visited 21 lessons or activities. They held meetings with senior leaders, governors, staff and groups of pupils. Inspectors observed the school's work, and looked at progress tracking and performance data, the school improvement plan, reporting procedures, governors' minutes, pupils' work and numerous policies, guidelines, plans and reviews. Inspection questionnaire responses were also analysed from 97 parents or carers, 89 pupils and 35 staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- how well strategies to improve pupils' achievement, particularly in writing, are having an impact on the rate of progress made by all pupils
- how well pupils develop their understanding of cultural diversity and differences between their own community and others in Britain and abroad
- the effectiveness of leadership by senior leaders, governors and in the Early Years Foundation Stage in driving forward improvements.

Information about the school

Bovey Tracey Primary is larger than average and serves the town and surrounding rural area. The proportion of pupils entitled to free school meals is below the national figure. Most pupils come from White British backgrounds with few from minority ethnic groups. The percentage of pupils with special educational needs and/or disabilities is below the national average, as is the proportion of pupils with a statement of special educational needs. There is a higher proportion of boys at the school than found nationally. Both the headteacher and her deputy headteacher have been appointed to their posts since the last inspection. Childcare provision based on the site is not managed by the school, and is subject to a separate inspection.

The school has achieved a number of quality marks including the Healthy School, Investors in People, Eco Schools Bronze, Artsmark Silver and Activemark awards.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

Bovey Tracey Primary school provides a good standard of education. It has a very strong community ethos and all pupils are known as individuals. The care, guidance and support provided, including safeguarding procedures, are outstanding. In the last two years the headteacher and her deputy headteacher, well supported by the governing body, have developed a range of improvements which are recognised and appreciated by parents. Indeed, in the responses to the questionnaire distributed to parents as part of the inspection, almost all noted that they were happy with their child's experience at the school. Pupils enjoy school and like their lessons and clubs, especially the opportunities to take part in musical activities and to learn to play instruments. They play a very active part in the development of the school through the school council and support each other through a range of responsible roles within the school. They understand the importance of these responsibilities and take them very seriously.

Staff are very caring and are committed to pupils' welfare. Pupils who have special educational needs and/or disabilities are well supported, particularly those who have social or emotional difficulties. There is a positive atmosphere in lessons and relationships are very good. Teaching is good overall and promotes effective learning and progress, particularly in Years 5 and 6. Pupils' work is marked very well in the older year groups with detailed information on how they can improve their work, particularly in literacy, but the quality of such guidance is variable in other classes.

Staff absence in the Early Years Foundation Stage has meant that, although the children get a satisfactory start to their time at the school, planned improvements have not moved forward as quickly as they could. As a result, aspects such as the use of assessment and the development of children's independence, remain relative weaknesses. Between Years 1 and 6 pupils make good progress overall, achieving well in reading, mathematics and science. Attainment in writing, although above average, has lagged behind, but concerted action by staff to focus teaching and target support has led to greater progress. This could be seen in current work and the school's progress tracking data, particularly for older pupils. The further refinement of the school's progress tracking system has supported this improvement with clear assessments and challenging targets set for individuals and groups of pupils. This is noticeably effective in the classes for the older age groups. The school has developed clear plans to help pupils gain understanding of communities different from their own, establishing links with groups and schools in other parts of Britain and abroad, but they are currently at an early stage.

The school's own evaluation of its effectiveness is rigorous, involving staff and parents well in the process. Senior leaders and governors know the school's strengths and

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weaknesses with effective improvement planning in place. Regular monitoring of teaching and progress that is linked to performance management means that the school is well placed to improve achievement and provision further.

What does the school need to do to improve further?

- Accelerate the progress of children in the Early Years Foundation Stage by:
 - improving assessment procedures across all areas of learning in order to track pupils' progress more effectively
 - enhancing the learning environment to provide more opportunities for pupils to become independent learners both indoors and outdoors
 - strengthening leadership and management in the Foundation Stage in order to drive forward improvements.
- Raise achievement in writing further by:
 - in lessons, providing clear models of writing for a range of purposes
 - using the school's progress tracking system to provide support for pupils who are underachieving at the earliest possible stage.
- Develop pupils' understanding of the similarities and differences between the religious, ethnic and social characteristics of their own community and others in Britain and abroad.

Outcomes for individuals and groups of pupils**2**

Attainment is significantly above average in mathematics and science by the time pupils leave the school. In English, achievement is above average but results show a stronger performance in reading than writing. From pupils' broadly average starting points, this represents good progress. Pupils' learning and progress are stronger in the older classes, where focused teaching on specific key skills, challenging questioning and effective pace in lessons lead to very good achievement. Pupils have positive attitudes to their learning and work hard in lessons. For example, during the inspection pupils in Year 5 and 6 were interested and enthusiastic when writing an introduction for a report on life in Victorian times because of the effective modelling of language by the teacher and the use of talk partners to develop pupils' own success criteria for the task. Just occasionally, when teachers spend too much time on the introduction to a lesson, some pupils start to lose concentration and this slows their progress.

Pupils are proud of their school and talked with authority about the many responsibilities they have. They enjoy these, helping to take care of other pupils through, for example, their peer mediator role, the school council or as timetabled referees for games during break and lunchtimes. The school encourages this responsible attitude with a system of interviews and appraisals for the jobs. The school plays a very important part in the life of the community of Bovey Tracey through, for example, performances by the school choir, the Garden Share project through the gardening club, and as part of the town's charter celebrations. Pupils rightly say they feel safe in school and are helped to live

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healthy lifestyles. They are well-behaved, polite and friendly. Pupils' cultural development is enhanced by a wide range of opportunities in music and art.

These are the grades for pupils' outcomes

| | |
|---|----------|
| Pupils' achievement and the extent to which they enjoy their learning | 2 |
| Taking into account: Pupils' attainment ¹ | 2 |
| The quality of pupils' learning and their progress | 2 |
| The quality of learning for pupils with special educational needs and/or disabilities and their progress | 2 |
| The extent to which pupils feel safe | 2 |
| Pupils' behaviour | 2 |
| The extent to which pupils adopt healthy lifestyles | 2 |
| The extent to which pupils contribute to the school and wider community | 1 |
| The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being | 2 |
| Taking into account: Pupils' attendance ¹ | 2 |
| The extent of pupils' spiritual, moral, social and cultural development | 2 |

How effective is the provision?

The teachers engage all groups of pupils throughout the school and this leads to good achievement and interest in lessons. Teachers generally have good subject knowledge and use resources, including interactive whiteboards, well. The best lessons proceed at a good pace, with challenging questioning by the teacher to develop pupils' thinking. These lessons also feature effective examples of pupils assessing their own work and that of others. Teaching assistants provide effective support for pupils, working well with teachers. During the inspection there were a number of examples of good learning resulting from individual or small-group activities supported by teaching assistants. Marking is better in the older year groups and particularly in literacy, with effective information for pupils on how they can improve their work. Specific plans for pupils with special needs are generally appropriate, but some pupils do not know their targets, which are not always written in terms they can readily understand and follow.

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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The well-organised curriculum provides a broad range of effective learning opportunities supported by visits and extra-curricular clubs. An excellent range of opportunities to take part in music activities and learn instruments are greatly enjoyed by pupils. They also enjoy the wide variety of sporting activities on offer.

Parents and carers and the pupils themselves recognise and greatly appreciate the very strong care, guidance and support provided by the school. Pupils have a very high level of confidence in the adults in the school to help them overcome any difficulties. Support for vulnerable pupils is an exceptional aspect of the school's work. The 'befriending' system led by a skilled staff member leads to highly effective support for individual pupils and their families, together with excellent links with external agencies. Transition arrangements with pre-schools and the linked secondary school are very effective. For example, the school has a computer link in the entrance area where parents can find information about, and make contact with, the local secondary school.

These are the grades for the quality of provision

| | |
|--|----------|
| The quality of teaching | 2 |
| Taking into account: The use of assessment to support learning | 2 |
| The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships | 2 |
| The effectiveness of care, guidance and support | 1 |

How effective are leadership and management?

Good leadership and management are promoting good outcomes for pupils. The relatively new governing body are firmly committed to improvement and bring a range of relevant skills to the management of the school. An example of the impact of their work is the development of the facilities at the school field, which now has improved provision for sports. They understand the strengths and weaknesses of the school and provide effective challenge and support. The headteacher and her deputy headteacher form a formidable team committed to improving outcomes for all pupils and they have taken important steps to bring this about. Middle leaders share this commitment to improvement and the development of the progress tracking system is providing the necessary data so that interventions to support individuals and groups of pupils can be implemented. Senior leaders review progress data regularly. This process has resulted in the improvement in standards in writing in Years 5 and 6 but is yet to be fully embedded so that interventions can take place consistently in earlier years.

All staff work effectively to ensure that equal opportunities are promoted and discrimination in any form tackled. Safeguarding procedures are outstanding. The school is a safe and happy community, and this is recognised by parents. Senior leaders have worked hard to engage with parents and gather their views through, for example, surveys and focus groups led by an external consultant. The school has responded

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satisfactorily to the requirement for schools to help pupils gain understanding of communities different from their own, but plans to establish links with schools in other parts of Britain and abroad, although initiated, are at an early stage.

These are the grades for leadership and management

| | |
|--|----------|
| The effectiveness of leadership and management in embedding ambition and driving improvement | 2 |
| Taking into account: The leadership and management of teaching and learning | 2 |
| The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met | 2 |
| The effectiveness of the school's engagement with parents and carers | 2 |
| The effectiveness of partnerships in promoting learning and well-being | 2 |
| The effectiveness with which the school promotes equality of opportunity and tackles discrimination | 2 |
| The effectiveness of safeguarding procedures | 1 |
| The effectiveness with which the school promotes community cohesion | 3 |
| The effectiveness with which the school deploys resources to achieve value for money | 2 |

Early Years Foundation Stage

On the whole, children start school with skills, knowledge and understanding that are broadly in line with expectations for their age. Over their time in the Early Years Foundation Stage, children make satisfactory progress. The focused teaching in adult-led activities is well matched to the needs of children and at these times they can make good progress. The clearly structured phonic programme is also helping children make good progress in this area, and in the sessions observed adults used questions well to extend children's vocabulary. However, during structured play which is not adult-led, concentration and independence are not developed sufficiently well when the tasks fail to engage children fully. The outdoor area is also limited and does not support all areas of learning. Parents appreciate the positive relationships with staff and the induction procedure for their children. There have been staffing issues in this area of the school for some time and the school has done well to maintain satisfactory provision during this unsettled period. However, it has meant that necessary improvements, including those in assessment procedures, have not yet been driven forward effectively.

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These are the grades for the Early Years Foundation Stage

| | |
|--|----------|
| Overall effectiveness of the Early Years Foundation Stage | 3 |
| Taking into account: | |
| Outcomes for children in the Early Years Foundation Stage | 3 |
| The quality of provision in the Early Years Foundation Stage | 3 |
| The effectiveness of leadership and management of the Early Years Foundation Stage | 3 |

Views of parents and carers

The overwhelming majority of parents and carers are happy with almost all aspects of their children's experience at the school. A few individuals felt that the school was less effective in meeting their child's needs, taking account of parental suggestions and concerns, and dealing with unacceptable behaviour, and that the school was not led and managed effectively. There was no particular pattern to their concerns, and the inspection team found that these aspects of provision were all at least good.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Bovey Tracey Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 99 completed questionnaires by the end of the on-site inspection. In total, there are 303 pupils registered at the school.

| Statements | Strongly Agree | | Agree | | Disagree | | Strongly disagree | |
|---|----------------|----|-------|----|----------|----|-------------------|---|
| | Total | % | Total | % | Total | % | Total | % |
| My child enjoys school | 53 | 54 | 45 | 45 | 0 | 0 | 0 | 0 |
| The school keeps my child safe | 67 | 68 | 32 | 32 | 0 | 0 | 0 | 0 |
| The school informs me about my child's progress | 30 | 30 | 61 | 62 | 5 | 5 | 1 | 1 |
| My child is making enough progress at this school | 31 | 31 | 55 | 56 | 8 | 8 | 3 | 3 |
| The teaching is good at this school | 36 | 36 | 54 | 55 | 6 | 6 | 0 | 0 |
| The school helps me to support my child's learning | 34 | 34 | 55 | 56 | 7 | 7 | 0 | 0 |
| The school helps my child to have a healthy lifestyle | 43 | 43 | 52 | 53 | 2 | 2 | 0 | 0 |
| The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment) | 45 | 45 | 43 | 43 | 4 | 4 | 2 | 2 |
| The school meets my child's particular needs | 28 | 28 | 58 | 59 | 10 | 11 | 0 | 0 |
| The school deals effectively with unacceptable behaviour | 28 | 28 | 59 | 60 | 6 | 6 | 0 | 0 |
| The school takes account of my suggestions and concerns | 22 | 22 | 64 | 65 | 8 | 8 | 0 | 0 |
| The school is led and managed effectively | 41 | 41 | 46 | 46 | 6 | 6 | 2 | 2 |
| Overall, I am happy with my child's experience at this school | 48 | 48 | 47 | 47 | 2 | 2 | 0 | 0 |

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

| Grade | Judgement | Description |
|---------|--------------|--|
| Grade 1 | Outstanding | These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs. |
| Grade 2 | Good | These are very positive features of a school. A school that is good is serving its pupils well. |
| Grade 3 | Satisfactory | These features are of reasonable quality. A satisfactory school is providing adequately for its pupils. |
| Grade 4 | Inadequate | These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves. |

Overall effectiveness of schools inspected between September 2007 and July 2008

| Type of school | Overall effectiveness judgement (percentage of schools) | | | |
|----------------------|---|------|--------------|------------|
| | Outstanding | Good | Satisfactory | Inadequate |
| Nursery schools | 39 | 58 | 3 | 0 |
| Primary schools | 13 | 50 | 33 | 4 |
| Secondary schools | 17 | 40 | 34 | 9 |
| Sixth forms | 18 | 43 | 37 | 2 |
| Special schools | 26 | 54 | 18 | 2 |
| Pupil referral units | 7 | 55 | 30 | 7 |
| All schools | 15 | 49 | 32 | 5 |

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

| | |
|----------------------------|--|
| Achievement: | the progress and success of a pupil in their learning, development or training. |
| Attainment: | the standard of the pupils' work shown by test and examination results and in lessons. |
| Capacity to improve: | the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement. |
| Leadership and management: | the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school. |
| Learning: | how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners. |
| Overall effectiveness: | <p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support. |
| Progress: | the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started. |

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



8 February 2010

Dear Pupils

Inspection of Bovey Tracey Primary School, Bovey Tracey TQ13 9HZ

Thank you for welcoming the inspection team on our recent visit to your school. Many of you spoke to us and showed us your work. Special thanks should go to the school council members who took the time to talk to my colleague. We enjoyed our time with you and it was very interesting to hear your views and these helped us to reach our judgements. This letter is to inform you of our findings.

Your school is good overall and there are some aspects that are outstanding. One of these is the way the school keeps you safe. Your parents really appreciate this. Another excellent aspect is the way you have responsible jobs around the school to help each other such as peer mediators, referees in the playground and the work of the school council which helps to make the school even better. You also share your skills in the wider community of Bovey Tracey, especially through music. You have a clear understanding of how to live healthily and you enjoy school, as shown by your good attendance. You are rightly proud of the displays of your work around the school. In your work you are making good progress overall, although this could be even better in your writing. I know that your headteacher and staff are working hard to help you do even better in your learning.

I have asked the headteacher, staff and governors to work on a number of areas to improve your learning and achievement even further. The first is to help you improve your writing by providing you with good examples to help you and extra support if you need it. We also think that your teachers should develop your understanding of what it is like to live in other parts of Britain and in other countries. Finally, we have asked for continued support for the Early Years Foundation Stage so that staff can make sure that the youngest children get the best start possible to school life.

You can help by doing your best at all times and making the most of the many opportunities that you have at school. I hope that you will, and I wish you well for the future.

Yours sincerely

Robert Pyner

Her Majesty's Inspector

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