

# Halberton Primary School

## Inspection report

---

<b>Unique Reference Number</b>	113338
<b>Local Authority</b>	Devon
<b>Inspection number</b>	338146
<b>Inspection dates</b>	12–13 May 2010
<b>Reporting inspector</b>	Graeme Bassett

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>	5–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	83
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Carol Onley-Gregson
<b>Headteacher</b>	Bernard Bennett
<b>Date of previous school inspection</b>	13 May 2010
<b>School address</b>	Halberton Tiverton EX16 7AT
<b>Telephone number</b>	01884 820585
<b>Fax number</b>	01884 820585
<b>Email address</b>	admin@halberton-primary.devon.sch.uk

---

<b>Age group</b>	5–11
<b>Inspection dates</b>	12–13 May 2010
<b>Inspection number</b>	338146

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404045, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

Royal Exchange Buildings  
St Ann's Square  
Manchester M2 7LA

T: 08456 404045

Textphone: 0161 618 8524

E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)

W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2010

## Introduction

This inspection was carried out by two additional inspectors. The inspectors visited eight lessons and observed all four teachers teaching. Inspectors held meetings with the headteacher, subject leaders, teachers, other staff, governors, groups of pupils and a few parents and carers. They looked at pupils' work, teachers' planning and assessment files, school statutory policies and the school's improvement plan. Added to this, inspectors scrutinised curricular planning documents, pupils' tracking and assessment records, evaluations of teaching carried out by the school and the minutes of governors' meetings. Observations were made of pupils in lessons, on the playground and at lunchtime. The team also analysed questionnaires, including 43 returned from parents and carers, 47 from pupils and 11 from staff.

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

- how well leaders and managers, at all levels, monitor and evaluate the work of the school
- whether leaders promote high enough expectations to raise attainment for boys and lower attaining pupils, especially in reading and writing
- how effectively teachers plan sufficiently challenging work for all groups of pupils in the mixed aged classes, especially the lower attaining ones.

## Information about the school

Halberton Primary School is a small primary school serving the local village and some other communities, including parts of Tiverton. The school building is a Grade 2 listed building. Pupils are taught in four classes, three of which have mixed age-groups. Only Reception age children are included in the Early Years Foundation Stage; they are taught in a very small room with windows too high to see out of and no outside door. Pupils in Years 5 and 6 are taught in a separate temporary classroom adjacent to the main building. The toilets for all pupils are in an outside block.

Most pupils are of White British heritage. The proportion eligible for free school meals is broadly average. The proportion of pupils with special educational needs and/or disabilities is broadly average. Their needs mostly link to specific and moderate learning difficulties and emotional and social difficulties.' There are school-organised breakfast and after school clubs on site which are attended by children from the school and managed by the school's governing body and as such are included in this inspection. There is a privately organised pre-school group on site, which is subject to a separate inspection.

**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?**

**3**

**The school's capacity for sustained improvement**

**3**

## Main findings

This is a satisfactory school, which is well thought of in the local community and by parents and carers. There is a harmonious and cooperative atmosphere throughout the school as all adults and pupils endeavour to make this a better school.

The headteacher fosters a shared approach to the management of the school and as a result of satisfactory self-evaluation, the school has a clear development plan to drive the school forward. The school's self-evaluation rightly identifies the development of the curriculum as a priority. Also, although assessment is improving effectively, the school has correctly identified the need to ensure that pupils are given better guidance in class about how to improve their work.

Whilst provision is satisfactory in the Reception class, the lack of suitable indoor and outdoor space for the Early Years Foundation Stage restricts children's development and does not allow them to receive the curriculum that should be provided. The lack of inside toilets, for the whole school, is inadequate and remains a priority for school improvement. Although plans have been prepared and planning permission has been granted to make it more suitable, this is a very frustrating issue for the school leadership team as the needs of the pupils are not being met as well as they should because of this.

There are some strong aspects within the school, especially in the way leaders and managers develop pupils' creative, social and personal skills. It is evident that all staff provide outstanding pastoral care, guidance and support for everyone, which results in pupils being very happy. The individual needs of all pupils are valued highly because adults know all pupils very well. Governors are dedicated and provide good support to staff, children and parents and carers. The leadership and management of the school and the school's capacity to sustain improvement are satisfactory.

The quality of teaching is satisfactory overall but evaluation of teaching is not yet rigorous enough to ensure that learning is consistently good. Likewise, the curriculum is satisfactory but opportunities are missed to link subjects. For example, English skills are not being used effectively enough in different subjects to consolidate and develop pupils' skills in a varied and meaningful way. As a result, over the past three years, pupils' attainment has remained broadly average overall in English, mathematics and science. Given pupils' attainment on entry to the school, their progress overall is satisfactory. Pupils contribute outstandingly well towards the school and wider community and their interest in and commitment to adopting healthy lifestyles are very impressive. The excellent partnership with parents and carers helps pupils to share their work, learning and interests; this contributes to a happy school.

**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

## What does the school need to do to improve further?

- Pursue initiatives to improve the school building by:
  - providing indoor toilets for all pupils
  - providing a suitable classroom and outdoor learning area for the Early Years Foundation Stage so that children can receive a more suitable curriculum and learning opportunities.
- Lift the quality of teaching and learning to good by:
  - ensuring that leaders and managers rigorously check the quality of teaching and learning to enable teachers to improve their lessons so that pupils' learning is accelerated
  - helping pupils to understand what they need to improve and learn next
  - ensuring stronger links are made between subjects.

## Outcomes for individuals and groups of pupils

**3**

Pupils' learning, progress and achievement are satisfactory, ensuring pupils have the necessary basic skills in English, mathematics and science for the future. There is no significant difference between the satisfactory progress made by the boys and girls overall. However, pupils with special educational needs and/or disabilities make good progress; this is due to the effective support and well-tailored activities.

From observations in classrooms and work seen, most pupils make steady overall progress. Pupils worked satisfactorily whilst compiling a 'front page' newspaper article about the school's own election. However, a good proportion of pupils currently in Year 6 are on track to do better this year, although in many instances, the standard of written work, as seen in their progress books, is not reflected in other class work.

Pupils are polite, courteous and behave well. They say they feel safe in school and know who to talk to if they have problems. Pupils enjoy being monitors and acting as members of the school council. Pupils are developing good instrumental skills and older pupils help younger ones to play recorders, flutes, guitars and other instruments. Pupils' spiritual, moral, social and cultural development is good. With the aid of video links, the pupils in Years 1 and 2 have a growing understanding of what it is like to go to school in Vietnam. Also an exchange of school-written comics about Halberton, created by the older pupils, is a feature of the links with a London school. Pupils eat healthily and take part in regular exercise, including the Exmoor Challenge and this is reflected in the award of the Active mark, Healthy Schools award and the work they have done on a travel plan. Pupils achieve well in the creative arts such as dance, drama, music and art. This gives all pupils confidence and builds their self-esteem. Nearly all pupils enjoy coming to school and have positive attitudes towards their work.

*These are the grades for pupils' outcomes*

**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

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>1</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account: Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

### How effective is the provision?

Staff are dedicated in their care and support for all pupils, and relationships with pupils are very positive. Pupils say, 'We are treated kindly and teachers listen to our views about school developments.' New pupils are supported extremely well and quickly settle in to form good relationships with others.

The planning for all pupils in the mixed aged classes is modified appropriately to meet the needs of the different groups of pupils. In Years 1 to 2, teachers encourage pupils to talk about their work, developing their ideas and explaining their thinking. However, between Years 3 to 6, the promotion of pupils' speaking skills is more varied. For example, sometimes teachers do not allow pupils sufficient time to develop one-to-one and group discussions during lessons. This prevents pupils rehearsing their thoughts and ideas before offering an answer or before getting ready to write. Whilst teachers mark books regularly, their comments do not give enough guidance to show pupils how well they are progressing and what they need to do to move from one level of skill to the next. Overall, pupils are not involved enough in assessing their own work and are not sure of their targets for improvement. The pace of learning is satisfactory but the flow of the teaching and provision for different activities are often hampered as people cross through lessons to access other parts of the building. As a result, the pace of learning and pupils' concentration are interrupted and this hampers them from making faster progress.

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

**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

When teachers plan lessons, they do not always promote exciting and meaningful links between subjects. For example, the pupils' written work in history did not reflect the higher quality of work seen in their English. Good use is made throughout the school of visits, after-school clubs and residential visits which enhance pupils' learning and social development effectively. This is particularly evident in the visit pupils make to Bristol as this experience promotes a greater awareness of multi-cultural city life.

Many parents and carers report that the partnership and communication with the headteacher and other staff are excellent. Inspection evidence shows that in nearly all instances, home/school support and communication are outstanding. The school's breakfast and after-school clubs are well organised and also contribute well to a good start to the day for those who attend and these comply fully with the care arrangements expected.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

**How effective are leadership and management?**

The leaders and managers maintain challenging targets to improve the school and share their ambitions for the future with the wider school community effectively. However, there are some inconsistencies in the quality of the way that leaders monitor and evaluate the effectiveness of teaching. As a result, teachers are not totally clear about how to improve their practice. Nonetheless, teaching and learning are steadily improving. The impact of leaders' actions to improve teaching and learning are most noticeable in Key Stage 1, resulting in a steady rise in attainment by the end of Year 2 so that writing and mathematics are currently above average. However, some of the monitoring initiatives are not yet embedded in Key Stage 2 and the impact upon improving pupils' learning is therefore less evident.

The school is developing good community cohesion and the national and global links are effectively helping pupils to understand the different customs and traditions of other people in our diverse society.

The management of special educational needs is good and the manager uses frequent scrutiny of pupils' achievement to effectively identify those pupils who need greater support. The leaders and managers promote the development of the arts curriculum extremely well. Through this work, leaders promote equality of opportunity exceptionally well. However, in academic work, some groups of pupils make better progress than others. The variation is most evident for pupils with special educational needs, and

**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

many in Year 6 who make good progress, whereas others make satisfactory progress. The school works hard to tackle discrimination.

The governors are aware of the strengths and weaknesses in the school and they make an effective contribution by monitoring the developments planned. The governors ensure that the school's safeguarding procedures are satisfactory. Despite their endless endeavours, they have not yet succeeded in providing suitable Early Years Foundation Stage areas and indoor toilets for all pupils.

*These are the grades for leadership and management*

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

## Early Years Foundation Stage

Children's skills on entry to the Reception class are broadly as expected in communication, language and literacy and also in mathematics and above expected levels in the other areas of learning. Children quickly settle to the routines of the class and make steady all-round progress. Within this, their social and emotional development develops very well. Provision for children's welfare, especially for those with special educational needs and/or disabilities, is good.

The leadership of the Early Years Foundation Stage has many strengths but overall the impact is satisfactory. Leaders are severely hampered in improving provision and outcomes for children due to inadequate space for learning within the Reception classroom. The leader works hard to compensate for this. Teaching is well organised and inspires the children to do their very best despite the constraints placed upon their learning. Children are enthusiastic, as seen in creative activities such as painting. Good assessment procedures help staff to plan the next steps of children's learning. Teaching



**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

is satisfactory despite the very cramped conditions under which the children and teacher work. There is no room to set up a wide range of different areas of learning and the classroom lacks natural light. The classroom has no easy outside access. For example, children have to cross the Year 1 classroom and multi-use hall area to go outside, even to the toilets. The teacher often uses pop-up tents to allow the whole class to work outside, which shows great initiative. Nonetheless, there are too few opportunities for children to follow their own investigations or to initiate their own learning. By the end of the Reception year, attainment in the Reception class is currently broadly average.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
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**

Ofsted invited all the registered parents and carers of pupils registered at Halberton 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 43 completed questionnaires by the end of the on-site inspection.

In total, there are 83 pupils registered at the school.

### Responses from parents and carers to Ofsted's questionnaire

The very large majority of parents and carers who replied to the questionnaire and those who spoke to inspectors expressed full support for the school. Parents and carers frequently commented about how impressed they are with the school's work in supporting pupils' learning and personal development.

Nearly all questionnaires were positive and expressed no concerns, although a few parents had concerns about the state of the building and particularly the outdoor toilets. It was judged by the inspection team that the building was a constraint to pupils' development especially for the Early years Foundation Stage children. Inspectors confirm that it is unacceptable to only have outside toilet facilities in the 21st century. A few parents and some pupils expressed some concerns about behaviour but the inspectors found that nearly all pupils were well behaved.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	32	74	11	26	0	0	0	0
The school keeps my child safe	25	58	15	35	1	2	0	0
The school informs me about my child's progress	29	67	11	26	1	2	0	0
My child is making enough progress at this school	29	67	11	26	1	2	0	0
The teaching is good at this school	31	72	12	28	0	0	0	0
The school helps me to support my child's learning	26	60	14	33	1	2	0	0
The school helps my child to have a healthy lifestyle	24	56	16	37	3	7	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)	25	58	13	30	2	5	0	0
The school meets my child's particular needs	20	47	19	44	2	5	0	0
The school deals effectively with unacceptable behaviour	18	42	17	40	5	12	0	0
The school takes account of my suggestions and concerns	22	51	17	40	1	2	0	0
The school is led and managed effectively	26	60	15	35	1	2	0	0
Overall, I am happy with my child's experience at this school	32	74	10	26	1	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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

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 is for the period 1 September to 31 December 2009 and is the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
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.**



14 May 2010

Dear Pupils

Inspection of Halberton Primary School, Tiverton EX16 7AT

Thank you for helping us when we visited your school recently. We enjoyed meeting you and finding out about your school. We found that Halberton School provides you with a satisfactory education. Thank you for telling us your very positive views when you completed the questionnaire. It helped us to get a good picture of your school. Well done!

These are the things that we judged to be good in your school.

- Your headteacher is working hard to make things better for you.
- Everyone helps you to have fun learning new skills in music, drama, and art and to enable you to be healthy and fit.
- You like school and are treated as individuals. ""
- The teachers, other staff, your parents/carers and other people work together well, and links with your parents and carers are outstanding.
- The adults provide outstanding care and support. As a result, you are all developing very positive attitudes towards your work and towards each other.
- Your contributions to your school and to the local community are outstanding.
- You are very polite and your good behaviour helps to create a positive environment in school.

There are still some ways in which your school could be better. We have asked your headteacher and governors to:

- improve the school building so that you have inside toilets and the youngest children in the Reception class have a suitable classroom and outdoor area
- check lessons carefully to help teachers to give you more good lessons, to help you understand what you need to do to improve and to ensure different subjects are linked more closely together.

Once again, thank you for your help. You can help further by asking your teachers how you can make your work better.

Yours sincerely

Graeme Bassett

Lead inspector

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 08456 404045, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).**