

Bampton Church of England Primary School

Inspection report

Unique Reference Number	113494
Local Authority	Devon
Inspection number	357368
Inspection dates	14–15 September 2010
Reporting inspector	John Carnaghan

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	107
Appropriate authority	The governing body
Chair	Paul Tuck
Headteacher	Paula Shore
Date of previous school inspection	4 June 2008
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Introduction

This inspection was carried out by two additional inspectors. They observed eight lessons and saw four teachers. They met staff, members of the governing body, pupils, parents and carers. They observed the school's work, and looked at assessment data and the school's policies, records and other documents, including 26 parental questionnaires.

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

- pupils' progress to determine whether teaching is consistently challenging
- how well leaders and the governing body monitor the school
- whether provision in the Early Years Foundation Stage matches current requirements
- the effect of recent changes to the school's leadership and management.

Information about the school

Bampton Church of England Primary School is smaller than the average sized primary school. Almost all pupils are White British and all speak English as their first language. The proportion of pupils with special educational needs and/or disabilities has fallen recently and is now close to the national average, the largest group of these pupils has moderate learning difficulties. After a period of instability in leadership, the current acting headteacher took up her post at the start of the autumn term 2010.

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

Bampton Church of England Primary School provides a satisfactory education. It is emerging after an uncertain period with a new acting headteacher and is poised for improvement.

It is a credit to staff's commitment and dedication that pupils' attainment has risen over the last two years, despite leadership difficulties. Attainment is average and, given pupils' starting points, achievement is satisfactory. Teachers deliver lively, enjoyable lessons and plan well for the full range of abilities. This ensures consistently satisfactory progress across all groups of pupils, including those with moderate learning difficulties. The well organised Early Years Foundation Stage provides children with a good start to their education, embedding good habits and a love of learning.

Parents express great satisfaction with the school. They recognise that it is a happy environment for their children to grow and learn. Many are delighted with the positive, friendly approach of the new acting headteacher. One comment, representing many, was, 'It is very nice to have Mrs Shore on hand to answer any questions we may have.' Pupils are also happy with the school and enjoy both their lessons and leisure time. Their contentment is evident in their good behaviour and positive relationships with one another and all adults.

Lessons are well organised and effectively planned to ensure a variety of experiences that maintain pupils' concentration. Teaching assistants play a significant role in promoting learning, working closely with class teachers. Assessment practice varies between classes and assessments are infrequent. This makes checks on progress difficult and means targets set for pupils are imprecise and impersonal. The curriculum covers required areas and enrichment activities, such as trips to cities, help to broaden pupils' horizons. However, there are few links between subjects to stimulate learning and provide opportunities for greater in-depth study.

The new acting headteacher has quickly developed a clear grasp of the school. Her ambition and vision for the future are shared by the close-knit, committed staff. The governing body has helped see the school through its tricky transition to the new leadership arrangements and are now ready to show greater rigour in monitoring and challenging the school. There is a trend of improvement in pupils' achievement and the school displays a growing confidence and ambition for the future. While the new leadership, still in its first weeks, knows what is to be done, historic weaknesses remain in monitoring, planning for the future and some aspects of provision for pupils with special educational needs and/or disabilities. Nevertheless, the school's self-evaluation provides it with a largely accurate picture of its strengths and weaknesses. The school's

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capacity for sustained improvement is satisfactory.

What does the school need to do to improve further?

- By January 2011, develop the way the school monitors and analyses its work and uses this to develop more comprehensive plans for the future.
- By January 2011, assess pupils' progress with greater consistency and frequency and use this to target and monitor support more effectively and to set pupils clear, practical targets for improvement.
- By January 2011, improve the administration of support for pupils with special educational needs and/or disabilities.
- By September 2011, develop a more stimulating curriculum that links subjects together in interesting ways while ensuring full coverage of the National Curriculum.

Outcomes for individuals and groups of pupils

3

Consistent teaching has ensured a steady rise in attainment over the last two years. In lessons pupils take their studies seriously and are keen to learn. Teachers show high expectations and adjust challenges to meet the requirements of pupils of all aptitudes, particularly in Key Stage 2. In a lively physical education lesson with Years 3 and 4, the teacher regularly reminded pupils of success criteria, analysed what pupils were doing very clearly and maintained a brisk pace throughout the lesson. Attainment for all groups of pupils, including those with moderate learning difficulties, is average and there are no significant variations between subjects.

Improvements in provision in the Early Years Foundation Stage have raised standards at the start of Year 1. However, the starting points in Year 1 of pupils currently in Years 4, 5 and 6 were lower than the average levels which are usually found on entry to Year 1. Given present average attainment levels in English, mathematics and science, this indicates satisfactory achievement for all groups. The inclusive nature of the school means that temporary shortcomings in the administration of special educational needs and/or disabilities have not had a negative impact on these pupils' progress which is satisfactory, similar to that of their peers.

Pupils report they feel safe in the caring atmosphere of the school, reassured by positive relationships between pupils of all ages and the staff. They know about potential dangers in the wider world, such as on the internet. Behaviour is good, both in and out of classrooms, and pupils say bullying is very rare and effectively dealt with should it occur. Classrooms are calm and pupils respond well to teachers' praise and admonishments.

The school provides numerous opportunities for exercise, making good use of the splendid outside areas that include a swimming pool. Pupils enjoy sport as well as their healthy lunches and are well aware of what it takes to grow into healthy adults. The school council meets regularly and pupils know their views are seriously considered and often acted on, such as in the setting up of a healthy tuck shop as requested. Older pupils enjoy opportunities for enterprise activities, such as planning and running a stall

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at the Bampton Fair. They make satisfactory progress in the important skills of literacy, number and computing. Attendance has improved in the last year and is now above average.

Pupils respect one another and have many shared values, demonstrating a clear understanding of right and wrong. Close links with the local church promote good spiritual understanding. Pupils engage enthusiastically in artistic and cultural opportunities like theatre going and taking part in African dance.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	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	3
The extent to which pupils feel safe	3
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	3
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

The curriculum covers all required areas of study and offers interesting experiences. Some subjects are linked together in lessons, but this is unusual and not systematically planned. The school makes considerable efforts to avoid rural isolation, providing a wide range of enrichment activities including a residential trip to London and the participation of older pupils in the Exmoor Challenge, which includes an independent 16-mile walk. Pupils enjoy the variety of sporting and other after-school clubs and participate in large numbers.

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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Lessons are well planned with varied activities to cater for the broad range of abilities found in each class. Teachers' enthusiasm is infectious and promotes a positive atmosphere. Their focus on every pupil reaching the lessons' learning objectives maintains a strong emphasis on learning. Teaching assistants are well briefed and capable, working in close association with class teachers to ensure lessons run smoothly. Teachers use information and communication technology like interactive whiteboards and computers confidently to enliven learning.

Assessment provides a broad picture of pupils' progress, but practice between classes varies. Assessments are often too infrequent to, for example, check the progress of pupils who are receiving extra help. Older pupils have targets for improvement, but these are impersonal and inflexible so do not engage either pupils or parents and carers in promoting progress. Marking is encouraging but too rarely provides precise advice or refers to targets.

Pupils know they are well cared for and enjoy the benefits of a small school with its welcoming environment, where everyone knows each other so well. There is always a friendly adult to turn to should they need advice or help. Strong links with parents, carers and secondary schools help reduce the stresses of transfer into and out of the school. Difficulties in staffing mean that some procedures to assist pupils with special educational needs and/or disabilities, such as accurate record keeping, were not properly done in the latter half of the last academic year. The school is aware of this and has plans for a rapid remedy. Adults know pupils very well and staff and resources are sensibly deployed.

These are the grades for the quality of provision

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

How effective are leadership and management?

Comprehensive changes in leadership and management in recent weeks are bringing more rigorous organisation and robust systems to the school. Staff share with the new headteacher an ambition to improve and an optimism for the future. They also care strongly for every individual so no-one falls behind, providing satisfactory equality of opportunity and ensuring there is no discrimination.

Monitoring and assessment up until now have not provided enough information about teaching and progress, but plans are afoot to check up on provision and outcomes for pupils more thoroughly. Planning for the future, while identifying appropriate priorities, has hitherto lacked a whole-school perspective. The school recognises this and is about

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to write new plans.

The governing body provided staunch support for the school during its leadership difficulties. It understands the challenges facing the school and is developing strategies to monitor more thoroughly and to offer a more consistent challenge to school leaders. The governing body has ensured that safeguarding procedures meet requirements, although the review process for policies in this area is not explicit. The school is aware of those pupils at the greatest risk and helps pupils to keep themselves safe.

The school has very good links with parents and carers. Good information flows from the school to parents and carers, assisted by a lively web-site, and they appreciate the informal opportunities to exchange information with staff at the start and end of each day. The parents, teachers and friends association raises valuable sums of money that are used to support worthwhile activities, such as school trips. Strong partnerships with local schools and other organisations, such as the church and parish council, help ameliorate potential disadvantages of isolation and many partner organisations also enrich the curriculum.

The school has audited its community cohesion offering and shows a clear understanding of its local context. It actively promotes community cohesion within the school and village community. The school has started to develop links with schools in contrasting environments in the United Kingdom and France, but these have yet to have a significant impact on pupils.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
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	3
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

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

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Children in the Nursery and Reception classes are motivated and interested, enjoy learning and have good opportunities to be active and creative. They make good progress and many now exceed the expected early learning goals by the time they finish the Reception year. In this secure environment, children develop the good independence and classroom routines that are so important to future learning.

All adults are well informed about the needs of this age group and work as an effective team. Each day's activities are thoroughly planned and provide a good balance between adult-led and child-initiated activities as well as between indoor and outdoor learning. This balance is further promoted by the excellent accommodation, both indoors and out, and stimulating, effectively deployed resources. The teaching is kind, assured, measured and calm and this helps children quickly settle down to their activities. Children's progress is regularly assessed, but the way this is summarised is not easily understood and is almost inaccessible to parents and carers who may wish to contribute to their child's evolving record of achievement.

Parents and carers are very happy with the provision, appreciating the pleasant atmosphere and smooth running of this key stage. Good relationships assist new children to settle quickly into school routines. There are good opportunities for an informal exchange of information between parents, carers and staff at the start and end of each day. The leaders of the Early Years Foundation Stage ensure that it is very inclusive, maintaining a strong focus on each child's welfare and progress. Leaders have a clear understanding of risks and act consistently to minimise these.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

Parents and carers expressed very positive views about the school and all those who completed the inspection questionnaires were happy with their child's experiences. There were very few concerns. Numerous comments complimented the refreshing approachability and friendliness of the new acting headteacher.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Bampton Church of England 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 26 completed questionnaires by the end of the on-site inspection. In total, there are 107 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	24	92	2	8	0	0	0	0
The school keeps my child safe	22	85	4	15	0	0	0	0
The school informs me about my child's progress	17	65	9	35	0	0	0	0
My child is making enough progress at this school	21	81	4	15	14	0	0	0
The teaching is good at this school	19	73	7	27	0	0	0	0
The school helps me to support my child's learning	20	77	6	23	0	0	0	0
The school helps my child to have a healthy lifestyle	22	85	4	15	0	0	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)	23	88	2	8	0	0	0	0
The school meets my child's particular needs	21	81	5	19	0	0	0	0
The school deals effectively with unacceptable behaviour	18	69	7	27	1	4	0	0
The school takes account of my suggestions and concerns	18	69	7	27	0	0	0	0
The school is led and managed effectively	13	50	6	23	1	4	1	4
Overall, I am happy with my child's experience at this school	21	81	5	19	0	0	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	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 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"> ■ 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.



16 September 2010

Dear Pupils

Inspection of Bampton Church of England Primary School, Bampton EX16 9NW

Thank you very much for the friendly welcome you gave to the inspectors when we visited your school recently. It was good to see how happy you are. We think that your behaviour is good. Well done! After the changes in the school recently, we think the school is satisfactory but, with the new and enthusiastic headteacher, well placed to improve.

Like most schools there are good things and some that need improving. Teaching is satisfactory and we were pleased to see how much you enjoy lessons. Your progress is satisfactory and your attainment is similar to the average for the whole country. We were pleased to note how much you know about keeping healthy and the school has very good links with your parents and carers.

We have asked the leaders and managers of the school to:

- improve the way they check up on the work of the school and produce thorough plans for the future
- ensure there are more checks on your work and progress to help set clearer targets for you and if you do not understand how to improve your work, you should ask your teacher
- improve the way help for pupils with special educational needs and/or disabilities is organised
- ensure subjects are combined more in lessons to make learning more interesting.

Once again, many thanks for all your help. It was a pleasure to meet you.

Yours sincerely

John Carnaghan

Lead inspector

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