

Berrynarbor Church of England Primary School

Inspection report

Unique Reference Number	1113371
Local Authority	Devon
Inspection number	363806
Inspection dates	24–25 November 2011
Reporting inspector	Alex Baxter

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

Type of school	Primary
School category	Voluntary Controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	76
Appropriate authority	The governing body
Chair	Katie Simpson
Headteacher	Susan Carey
Date of previous school inspection	13 May 2008
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Age group	4–11
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Introduction

This inspection was carried out by two additional inspectors. The inspectors visited 16 lessons taught by five teachers. The inspectors also attended collective worship/assemblies, observed break times and held meetings with representatives of the governing body, staff, pupils, and parents and carers. They observed the school's work, and looked at plans and policies, records of assessments and the tracking of pupils' progress. In addition, the team analysed 55 questionnaires completed by parents and carers as well as others returned by 43 pupils and 11 staff. The inspectors reviewed many aspects of the school's work. They looked in detail at a number of key areas.

- The consistency in quality of teaching and learning in promoting pupils' progress, especially in mathematics.
- The effectiveness of strategies to integrate pupils arriving from other schools and to meet pupils' needs across the range of ability.
- The effectiveness of strategies taken by leaders and managers, at all levels, to build on effective practice and sustain improvement.

Information about the school

This primary school is smaller than average in size. The proportion of pupils known to be eligible for free school meals is below average. Most pupils attending the school are of White British heritage and there are few pupils who speak English as an additional language. The proportion of pupils joining or leaving the school at times other than the normal is above average. The proportion of pupils with special educational needs and/or disabilities is above average and increasing and varies significantly in the differing year groups across the school. There is an above-average proportion of pupils with a statement of special educational needs. Children in the Early Years Foundation Stage are taught in a combined Reception/Year1 class each morning, but Year 2 pupils return to this class during the afternoon. Since September 2011, the school has been part of the West Berry federation of two primary schools in Devon. The leadership of the two schools within the federation is shared between two headteachers. The federation also has a shared governing body.

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?

1

The school's capacity for sustained improvement

1

Main findings

Berrynarbor is an outstanding, inclusive school. Currently, the two headteachers work in unison and promote a very high level of teamwork in a very supportive manner. As equal colleagues, the headteachers empower staff and the governing body to make very valuable contributions to the running of the school. Above all, excellent leadership and management are bringing together the best of both schools to ensure that a baseline of consistently strong practice underpins future development and sustains pupils' excellent academic and personal achievements. Pupils enjoy their time at school greatly; as one pupil said, typifying the views of others, 'This is a caring, fun place to be, where everyone looks out for each other and where there are lots of interesting things to do.'

Strong governance, representative of both schools in the federation, together with full agreement that staff will share expertise, anchors a determined commitment to further development. The strategic decision to sustain the services and expertise of both headteachers to settle the new federation has secured high-quality self-evaluation and means that the key improvements are being made. That is seen, for example, in the way that improved identification and support of pupils with special educational needs and/or disabilities is enabling the school to sustain above-average levels of attainment, even as an increasing number of pupils with complex needs is being admitted to the school. Similarly, following advice from new colleagues, sharpened skills in teaching the pupils how to self-evaluate and improve their own work are bridging gaps and accelerating their progress, particularly in expressive writing and mathematics.

Pupils' achievement is excellent, including for those new to the school and those with special educational needs and/or disabilities. The general picture in the school is that children make good progress in the Reception Year, where they have a particularly strong start in understanding and using words. By building on that foundation and benefiting from high-quality teaching through the rest of the school, pupils are enabled to accelerate their learning and make outstanding progress. The pupils' impressive academic and personal progress is rooted in exemplary teaching and curricular learning activity, combined with continuing strengths in the care provided. Such strong provision, which also safeguards pupils as they make full use of the school's restricted site, helps them to feel very secure and take a high level of responsibility for their learning. That stands them in very good stead not only when working in school, but also prepares them especially well for their future lives. Pupils have an excellent awareness of how to stay healthy and make an outstanding

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contribution to the community. Alongside pupils' exemplary attitudes to learning, those outcomes demonstrate further the school's ability and commitment to sustain an excellent capacity for improvement.

Good links with parents and carers ensure that pupils attend regularly and value school. Strengthening partnership and communications through monthly newsletters have improved punctuality and have raised attendance to an above-average level. However, partnership working with parents and carers to continue pupils' learning at home is not yet implemented with similar consistency in all classes to support pupils' progress.

What does the school need to do to improve further?

- Develop the good partnership with parents and carers, particularly when children are new to the school in the Reception Year, by seeking their assistance and supporting them in helping children to continue their learning at home.

Outcomes for individuals and groups of pupils

1

Pupils enjoy school greatly and this is reflected in their above-average attendance and the very confident way they throw themselves so wholeheartedly into school activities. In lessons, they work hard and not only demonstrate great perseverance and determination in giving of their best, but also show much enthusiasm when challenged or questioned. Undoubtedly, those very positive attitudes to school enhance the quality of their learning significantly, as for example in a Years 5 and 6 literacy lesson, when pupils made excellent progress in writing a formal accident report because they thought carefully and collaborated with each other successfully.

Throughout the school, pupils stir with excitement and rise to a challenge, for example, in Years 3 and 4, when seeing who could be first to add the numbers on three playing cards together accurately. Such fun in learning, which generated pupils' sustained interest, also typified work in French, for example, in Years 1 and 2, when pupils, after watching a video clip, sang joyfully and expressively in French about 'Milo and the Monkey'. Similarly, when pronouncing letter sounds and recognising and reading words with adults in the Reception and Year 1 class, pupils demonstrated their love of learning by responding eagerly with gestures and sounds, when prompted by the staff. Clearly, relationships between pupils are excellent and the quality of paired and group work is a key factor in the excellent progress made by pupils across the range of ability. As a result, pupils' attainments increase in a step-by-step way to reach an above-average level by the end of Year 6, which represents excellent achievement from their starting points, which are generally below those expected typically.

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Since the last inspection, pupils' use of information and communication technology has improved, as was evident when pupils in Year 6 spoke knowledgeably and confidently about researching topics. Following federation with the partner school, the pupils' ability to evaluate their own and each other's work has helped to ensure an even pace to their learning and now girls and boys achieve with equal success in mathematics. The pupils' speaking and listening and expressive writing skills are significant strengths, but, at times, pupils' handwriting is not always sufficiently joined up and this can restrict fluency.

Behaviour is exemplary, reflecting the pupils' positive responses in questionnaires and discussions, which demonstrated how very safe they feel at school. Pupils' generous contributions in and out of lessons reflect their excellent spiritual, moral, social and cultural development. Pupils take their roles as monitors seriously and, often of their own volition, older pupils support younger children or organise team sports at lunchtimes. Pupils contribute extremely well to their learning and to several charities, including, for example, to the 'Samaritan's Purse and Shoebox Appeal' for Christmas presents for needy children around the world. By the time they leave the school, the pupils' above-average skills and excellent achievement and attitudes to learning prepare them extremely well for their future economic well-being.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	1
Taking into account:	
Pupils' attainment ¹	2
The quality of pupils' learning and their progress	1
The quality of learning for pupils with special educational needs and/or disabilities and their progress	1
The extent to which pupils feel safe	1
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	1
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	1
Taking into account:	
Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	1

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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How effective is the provision?

Pupils learn extremely well in this school because of the outstanding teaching. Robust and very supportive actions by senior staff and recent appointments have strengthened the teachers' ability to accelerate pupils' progress. The sharing of the additional expertise now available because of federation ensures that teachers are adept at preparing lessons that stimulate pupils and enable them to build methodically on previous learning. Teachers make every effort to get to know the pupils extremely well, especially those who are new to the school, and use questioning pitched at the optimum level to challenge pupils and extend their learning. Such exemplary practice was evident clearly in the systematic way that children in the Reception Year and in Years 1 and 2 were taught and developed their speaking, reading and writing skills. Similarly, in a mathematics lesson, pupils gained a very good understanding of how line graphs portray information as a result of step-by-step and well-paced questioning, which culminated in pupils explaining their ideas. Overall, the high quality and consistency of teaching and learning promote outstanding progress for all pupils, including in mathematics.

Teachers mark pupils' work regularly and promote progress successfully by identifying clearly the next steps pupils need to make to extend their skills and understanding. Shared staff expertise has also strengthened the way that teachers encourage and show pupils how to evaluate their own work and how to work with partners to improve each other's work. The process was seen to very good effect in a writing lesson in Year 2, when pupils demonstrated their understanding of connective words by highlighting them in each other's stories about Androcles and the Lion. While pupils are given homework on occasion to extend their learning, such partnership working with parents and carers is not implemented with similar consistency in all classes.

The very well-structured curriculum makes learning interesting and ensures memorable experiences for pupils that contribute very beneficially to their outstanding personal development. Regular topics and outings, such as locally to the river Lyn and the beach at Combe Martin, or further to visit Bristol and Exeter, extend learning experiences and enable the key skills of literacy, numeracy and information and communication technology to be used across the curriculum. The regular teaching of French also plays a key role in developing the pupils' understanding of community. The school's unique and well-developed site is also used extremely well, through gardening, scientific, ecological and physical activity to develop the pupils' independence and healthy lifestyles.

Pastoral care is exemplary and includes excellent links with outside agencies and members of the local community. All pupils, especially the potentially vulnerable and those with complex needs, are cared for extremely well. Staff are diligent in keeping pupils safe and are constantly reviewing day-to-day procedures to make sure that full and safe use is made of the school's stimulating, but challenging, site and facilities. Close liaison with parents and carers and events such as the 'Inspire

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Days', when parents and carers can join their children in learning at school, enhance pupils' attendance and enjoyment of school.

These are the grades for the quality of provision

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

How effective are leadership and management?

The excellent collaborative leadership and management of the two headteachers enable staff across the two schools in the federation to capitalise on their strengths and share these very effectively with each other. That benefits the quality of teaching and pupils' learning extremely well. For example, at Berrynarbor, outstanding leadership of literacy and numeracy has helped all staff to extend rapidly pupils' ability to evaluate and improve their own and each other's work. Shared expertise has also established a very consistent approach to classroom practice and this is a major factor in providing excellent equality of opportunity and eliminating discrimination. It is evident, for example, in the way that pupils' reading and speaking and listening skills are developed systematically to ensure that pupils make outstanding progress.

Although still very new, the single governing body, which oversees the work of both schools in the federation, works very closely with staff. Together, they make sure that accurate self-evaluation informs a strongly shared drive for improvement, secures excellent value for money and remains central to all the school's work. The governing body makes sure also that statutory requirements are met fully to safeguard pupils' welfare. The requirements include child protection, staff recruitment, and health and safety checks, and excellent links with outside agencies. The school works very hard to engage with parents and carers in supporting their children's education, especially those whose needs may make them more vulnerable. Recent successes include improving pupils' attendance and punctuality and, currently, the focus is on working with parents and carers to help them develop productive learning at home.

The school lies at the heart of the community that it serves and is held in high regard. Excellent links with and beyond the local community, including, for example, through a comprehensive range of charitable events and regular residential visits to wider cultural communities, promote community cohesion very effectively. The pupils' empathy for the breadth of communities is also enriched significantly by the way that French language and culture are taught so respectfully and joyfully across the school.

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These are the grades for leadership and management

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

Early Years Foundation Stage

Good leadership ensures effective learning experiences in all the required areas of the Early Years Foundation Stage curriculum for Reception-aged children in the mixed-age class. A caring, family ethos and a strong focus on developing systematically the children’s ability to say, recognise and understand letters and words typify the successful teaching and learning in this class. As a result, children make excellent gains in developing communication skills, settle very quickly, and rapidly develop self-confidence and enjoyment in their learning. There is a well-balanced range of adult-led learning and activities chosen by the children themselves. Free access to the small, but suitably equipped and secure, outdoor area provides opportunities for children to learn by choosing outdoor activities for themselves. The activities include, for example, children playing happily with soapy water and modelling ‘Ginger Bread Men’, when, because they are questioned well by adults, children develop good skills in learning independently. Staff safeguard the children’s welfare very effectively. They make good use of regular assessments of the children’s developing skills and home–school reading records to ensure that children learn and make at least good progress. Also, staff make themselves readily available to parents and carers in the playground at the start of each day. Currently, though, some parents and carers find it difficult to check and contribute as fully as they would wish to their children’s progress. That is partly because assessments are not yet recorded in a readily accessible form. However, the new teacher is aware of that and is currently collating samples of children’s work and observations of their activities to develop ‘Learning Journals’, which can also be shared with parents and carers to help them to continue children’s learning at home.

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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

There was an above-average response to the questionnaire sent to parents and carers to seek their views about the school. The very large majority of those who responded to the questionnaire and the small number of parents and carers interviewed by an inspector expressed full agreement with the work of the school, especially that children enjoy school and teaching is good. Additional written comments included some very supportive remarks, but also contained a few disagreements. Understandably, some concerns stem from the new federation and a number of changes in staffing and routines that have taken place over the past year. Inspection evidence highlighted significant benefits to pupils' education stemming from those changes and from the sharing of staff expertise across the schools in the federation. However, while identifying good communication with parents and carers, including regular newsletters and improved annual reports, inspectors agree with some parents and carers that full use is not always made of their support to enhance pupils' learning at home.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Berrynarbor 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 55 completed questionnaires by the end of the on-site inspection. In total, there are 76 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	34	68	20	36	0	0	0	0
The school keeps my child safe	36	65	17	31	1	2	0	0
The school informs me about my child’s progress	16	29	23	49	6	11	0	0
My child is making enough progress at this school	15	27	24	44	4	7	2	4
The teaching is good at this school	26	47	21	38	1	2	1	2
The school helps me to support my child’s learning	17	31	21	38	5	9	1	2
The school helps my child to have a healthy lifestyle	25	45	24	44	0	0	1	2
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)	20	36	22	40	1	2	1	2
The school meets my child’s particular needs	18	33	24	44	6	11	2	4
The school deals effectively with unacceptable behaviour	23	42	23	42	4	7	0	0
The school takes account of my suggestions and concerns	19	35	22	40	4	7	0	0
The school is led and managed effectively	24	44	21	38	5	10	2	4
Overall, I am happy with my child’s experience at this school	27	49	23	42	4	7	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 all 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	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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 pupils' 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.

25 November 2011

Dear Pupils



Inspection of Berrynarbor Church of England Primary School, Ilfracombe, EX34 9SE

Thank you very much for the very warm welcome you gave us when we inspected your school. We enjoyed meeting so many of you in lessons and around the school. Special thanks to the group of Years 5 and 6 pupils and other pupils who talked with me so enthusiastically about your school. They said that 'Everyone treats each other as a friend and tries hard at this school.' We agree with you and with many of your parents and carers that Berrynarbor is an outstanding school.

These are the other main things we found.

- You are very keen to learn, listen and contribute very carefully in lessons and make excellent progress. Your willingness to express and share your ideas and, in particular, to talk about and explain them so that others can understand clearly helps you all to learn so very well.
- You say confidently that you feel very safe and enjoy school greatly because all the adults who work in the school care for you extremely well and we agree with you totally.
- Teaching and learning are outstanding because teachers challenge and question you at the right level and provide lots of interesting activities for you to do and to think about as you move through the school.
- The quality of your learning continues to improve, especially your mathematics, because the teachers are helping you to get better at checking and improving your own and each other's work.
- Your school continues to improve as a partner in the new West Berry federation. That is because your two very experienced and capable headteachers lead a united and determined team of staff and governors in helping you to progress successfully.

To sustain the improvement, I have asked the headteachers and their colleagues to work even more closely with your parents and carers to support your learning at home. You can help by showing the same determination to learn for yourselves and with each other, especially by checking your own and each other's work.

Yours sincerely

Alex Baxter

Lead inspector (on behalf of the inspection team)

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