

Bampton Church of England Primary School

School Close, Bampton, Tiverton, EX16 9NW

Inspection dates 25–26 June 2014

Overall effectiveness	Previous inspection:	Requires improvement	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Under new and inspirational leadership, the school has made a huge step forward over the past 12 months. A refreshed atmosphere for learning now permeates the whole school. Consequently, all pupils are committed to their work and achieve well from their differing starting points.
- The highly skilled executive headteacher, aided by a committed staff, and ably supported by governors, has secured a fully shared drive and capacity for further improvement. This is seen in pupils' currently rapid progress in response to stimulating teaching.
- The behaviour of pupils is good. The pupils' very positive attitudes to school also promote their good attendance and learning.
- Teaching is typically good. Some in the Early Years Foundation Stage is outstanding. Teachers have raised expectations, and provide early support to fill gaps in pupils' previous learning and quicken their progress.
- Parents greatly welcome the restored relationships with staff that enable them to contribute more effectively to their children's progress. One parent, typically representing the views of others, joyfully stated, 'I'm enjoying helping my children to learn again!'
- The school's work to keep pupils safe and secure is good. Pupils share very warm relationships with each other and with staff and these also help them to feel safe, learn well and enjoy school.

It is not yet an outstanding school because

- Some pupils do not develop their basic number skills quickly enough, limiting their ability to solve mathematical problems.
- Too often pupils' spelling and the accuracy of their punctuation are not as good as the descriptive content of their written work.

Information about this inspection

- The inspector visited nine lessons. He was accompanied by the acting executive headteacher and acting assistant headteacher for most of these sessions.
- The inspector observed morning and lunch breaks and also attended a school assembly.
- Two meetings were held with representative groups of pupils, and many other pupils were spoken to during lessons and breaktimes.
- The inspector also met with governors, and with a representative from the local authority.
- The inspector took account of 20 parents' responses to the online questionnaire (Parent View) in planning and undertaking the inspection. The inspector also spoke informally with a number of parents as they brought and collected their children from school. He also met with individual parents on five separate occasions.
- Meetings were held with school staff, including senior leaders, and 15 staff questionnaires were received and considered.
- The inspector observed the school's work, and looked at a number of documents. These included the school's own information on pupils' progress and planning, and leaders' checks on the quality of teaching.
- The inspector also examined records relating to behaviour and attendance, and safeguarding policy, procedures and practice. He also considered the school's sport premium action plan.

Inspection team

Alex Baxter, Lead inspector

Additional Inspector

Full report

Information about this school

- This school is a below average-sized primary school.
- Most pupils are of White British heritage.
- The proportion of disabled pupils or those with special educational needs supported by school action is above average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is broadly average.
- Only a very small number of pupils is supported by the pupil premium. This is additional government funding provided to give extra support to those pupils known to be eligible for free school meals and to children who are looked after.
- The school meets the government's current floor standards, which set out the minimum expectations for pupils' attainment and progress in English and mathematics.
- At the end of the summer term 2013 the school joined a management partnership with the two primary schools in the South-West School's Federation. This school retained its own governing body, with the executive headteacher of the federation becoming the part-time acting executive headteacher of this school.
- Currently, the part-time acting executive headteacher leads this school for three days each week with another part-time acting assistant headteacher providing leadership for one day each week. The remaining one day's leadership is currently provided by a senior teacher.
- A full-time head of teaching and learning has been appointed, commencing next term, to assist the executive headteacher in leading the school.

What does the school need to do to improve further?

- Raise pupils' attainment and further accelerate pupils' progress in writing and mathematics by ensuring that teachers:
 - ensure that improvements in pupils' spelling and punctuation skills are sustained and fully established to a high standard
 - strengthen pupils' ability to quickly recall number facts, and so improve their problem-solving skills as pupils move through the school.

Inspection judgements

The achievement of pupils

is good

- The pupils' close-to-average attainment in writing and above-average attainment in reading in national tests at the end of Year 6 last year represented improvement. However, pupils' attainment in mathematics was lower in 2013. This was due to a legacy of prior underachievement, which demonstrated gaps in their skills and understanding.
- Pupils are benefiting from increased challenge through teachers' raised expectations. For example, pupils in Years 3 and 4 are more specifically building well on the good numeracy skills developed in Key Stage 1.
- Progress in Years 5 and 6, including for pupils with most ability, has also been more rapid in mathematics and writing. Above-average skills in speaking, listening and reading prepare pupils well for transition to the next stage of their education.
- The majority of pupils are quickly extending their skills and confidence in mathematics, although some still have difficulty in recalling basic number facts to solve mathematical problems.
- Inspection shows that significantly strengthened leadership has rigorously addressed past underachievement this academic year. As one parent stated, typically reflecting the views of others, 'The school has been changed for the better beyond all recognition.'
- Children's skills on entry vary but are broadly typical for their age. Personal and social skills are often less well developed. Children progress extremely well in the Nursery and Reception class, having fun learning across a stimulating range of practical activities.
- Pupils are typically developing their understanding of phonics (sounds that letters make) more quickly, and benefit from specific teaching of phonics at the beginning of each day. This is now seen in the pupils' much higher scores in the Year 1 phonics screening check. Daily phonics continues through Key Stage 2 classes to develop pupils' spelling and punctuation skills, although these skills are not yet fully established.
- Additional funding is used well to support individual pupils. Well-directed and focused additional adult support for their learning enables them to achieve as well as their peers.
- Disabled pupils and those who have special educational needs make good progress because staff provide support that is precisely delivered to meet their individual needs.

The quality of teaching

is good

- Pupils' improved, and now typically good, learning and progress stem from a significant improvement in the quality of teaching across the school. This is because the executive headteacher has built rapidly on the work of her predecessor in bringing fresh expertise, and sharing staff skills more effectively.
- Pupils benefit from clear advice about how to improve, both in discussions and through marking of their work. Pupils in Year 6 readily expressed the view that they have been 'pushed more' and have been working harder this year.
- Teachers identified that pupils' writing was restricted at times by less well-developed spelling and punctuation skills. Pupils' expressive writing is now much improved, including by those with most ability. In Years 1 and 2, for example, pupils proudly show their 'fantastic adjectives' used to describe characters in *The Great Kapok Tree*, a story linked to their rainforest topic.
- Teachers are enriching pupils' learning more consistently in other ways, for example by linking subjects together through interesting topics. Children in the Nursery and Reception class were seen to be enthused by the story, *The Hungry Caterpillar*. They drew colourful pictures, made models and acted out the caterpillar's life cycle through role play. The children's excellent learning was evident as the children read out their thoughtfully-sequenced writing about what the caterpillar needs to eat to become a beautiful butterfly.
- Pupils continue to develop their English and mathematics skills well through other stimulating

activities as they move through the school. For example, pupils have constructed and measured a Viking longboat, and learned how to engage the reader by writing descriptively about their visit to Monkey World.

- Teachers strongly promote pupils' reading and encourage their interest in books. Parents contribute well by helping children read at home..
- Teaching assistants are deployed well by the teachers and make valuable contributions to pupils' learning. For example, they support disabled pupils and those with special educational needs effectively and ensure that they are included fully in all activities.
- Over time, pupils' ability to recall number facts quickly to solve mathematical problems has not been developed well enough. Staff are now routinely emphasising pupils' learning of basic number facts using a variety of techniques. For example, pupils in Year 5 were clearly pleased when they were able to successfully multiply two- and three-digit numbers to calculate the quantity of diesel and petrol contained in various barrels. This focus on number facts continues across the school, but has not been in place long enough to fully develop pupils' skills.

The behaviour and safety of pupils are good

- Pupils' behaviour is good. Pupils respond very positively to adult support and are eager to share ideas and help each other to learn. Pupils in Year 6 readily expressed the view that they have been 'pushed more' and have been working harder and making better progress this year.
- Pupils talk with pride about how they have been trained as peer mediators and help others at lunchtime. They say they have fun at breaktimes, that pupils always listen and that they show respect to others during assemblies.
- The school's work to keep pupils safe and secure is good. Pupils say they feel safe at school. A pupil on the school council typically expressed the views of others in saying, 'We feel confident and happy because we have lots of friends and are better at learning.' Occasionally, a few pupils need reminders to pay closer attention in class, and to be more aware of others when playing games at break times.
- Pupils know about bullying and its many forms. They talk knowledgeably about the dangers associated with using computers and say, 'We should only share messages with people we know.' Pupils say there is very little bullying and that staff and parents quickly sort things out on the rare occasions it occurs.
- Many parents said that they had been disappointed in the past through experiencing difficulties in meeting teachers, but that since the arrival of the executive headteacher 'the school is far more welcoming'.
- The questionnaire showed that the majority of parents recommending the school has much increased. Parents whose children are new to the school also appreciate the way children really enjoy their work and talk about being 'Super Learners'.
- The pupils' above-average attendance reflects their enjoyment of school, enhanced by the refreshed and very supportive way that staff work in partnership with parents.

The leadership and management are good

- The executive headteacher, with the full support of the whole school community, has very swiftly and decisively restored a welcoming culture where effective teaching and learning can flourish. As one parent stated, typically reflecting the views of others, 'The school has been changed for the better beyond all recognition.'
- This is seen in refreshed relationships, sharing of skills, and raised expectations that have secured high staff morale and lifted pupils' aspirations and attainment.
- An effective system for checking pupils' progress enables staff to identify and tackle pupils' needs much more effectively, and at an earlier stage. As a result, previous gaps in pupils'

learning, for those in receipt of additional funding as well as pupils with most ability, are being rapidly closed.

- Senior leaders complete accurate checks on the quality of teaching, and sustain an up-to-date understanding of strengths and areas to improve. Leaders manage teachers' performance effectively to ensure that salary progression, training needs and areas for improvement link with raising pupils' achievements.
- Raised expectations of staff performance and of what pupils should achieve have significantly strengthened teaching and accelerated pupils' progress. As a result, leadership, now enriched by new appointments and benefiting from the breadth of middle leaders' expertise across the partnership, demonstrates clear capacity to improve.
- The school strongly promotes pupils' spiritual, moral, social and cultural development. It has established close links with the local church, and encourages pupils to reflect on different cultures and beliefs and explore their feelings about nature through themes such as South America and space.
- Senior leaders make good use of the new sport funding to train staff and improve pupils' health and skills in a range of sports. They check how well pupils are progressing in sport and note that more pupils now participate than in the past, especially in swimming.
- The local authority has supported the school in bringing rapid improvement.
- **The governance of the school:**
 - The governors' strategic decision to join a partnership of schools, and their support of staff in widening their skills in lifting pupils' achievement, affirm their commitment to sustained improvement. The governing body, strengthened by the expertise of new members and better informed by regular training, has quickly advanced its effectiveness. Governors play a key role in extending the school's already impressive facilities. They receive extremely detailed and comprehensive reports from the executive headteacher, and ask searching questions. They challenge staff leaders and use checks of pupils' progress to evaluate their effectiveness. Governors have a good grasp of the strengths of the school, including the quality of teaching and learning, and know what needs to be improved. They check that pupils supported by additional funding achieve as well as other pupils. They check that sports funding is properly used to strengthen both staff and pupils' skills. They compare the school's performance against other schools and ensure that teachers' pay is linked to pupils' progress. They fully meet statutory requirements such as safeguarding arrangements.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	113494
Local authority	Devon
Inspection number	442497

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	92
Appropriate authority	The governing body
Chair	Reverend Lynne Burgon
Acting Executive Headteacher	Sandy Brown
Date of previous school inspection	24-25 October 2012
Telephone number	01398331121
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