

# Halwill Community Primary School

## Inspection report

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<b>Unique Reference Number</b>	113151
<b>Local Authority</b>	Devon
<b>Inspection number</b>	357274
<b>Inspection dates</b>	3–4 November 2010
<b>Reporting inspector</b>	Judith Goodchild

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	94
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mark Ley
<b>Headteacher</b>	David Jones
<b>Date of previous school inspection</b>	1 November 2007
<b>School address</b>	Dreybury Lane, Halwill Junction Beaworthy EX21 5XH
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## Introduction

This inspection was carried out by two additional inspectors. During the inspection, eight lessons and nine teachers and an assembly were observed. ♦ Pupils' books were inspected and the school's analysis of national test data for 2010 was evaluated. Meetings about aspects of the school's work were held with groups of pupils, members of the governing body, the headteacher and staff with management responsibilities. The school improvement plans, the School Improvement Partner's reports, minutes of the governing body meetings, and policies and procedures and reports relating to safeguarding were scrutinised. Inspection questionnaires were analysed from 44 parents and carers, which represented approximately half of all pupils. Inspectors looked at questionnaires completed by staff and pupils in Years 3 to 6.

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

- Reasons for the apparent dip in outcomes in 2010 at the end of Year 2.
- The effectiveness of the school's strategies to improve writing.

## Information about the school

Halwill is a much smaller than average primary school. The majority of pupils are White British. The proportions of pupils identified as having special educational needs and/or disabilities and those entitled to free school meals are below national averages. Pupils in Years 1 to 6 are taught in mixed-age classes. A small number of Year 1 pupils stay in the Reception class until January when they join the rest of their year group in class 2. Over the last two years there has been a high percentage of staff absence and turnover in one of the classes. A breakfast club was started for three mornings this term run by the school. The school holds the Healthy Schools Award.

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

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

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

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

**2**

## Main findings

This is a good school where pupils achieve well. Children get off to a good start in the Early Years Foundation Stage. Pupils continue to make good progress and their attainment is above average by the end of Year 6. They achieve well because the school has very high expectations of them and as a result, they make good progress. Nevertheless, in 2010, due to a two-year period of staff turbulence and some weaknesses in the use of assessment, the attainment of pupils in Year 2 fell below the national average. Leaders and managers moved swiftly and successfully to address this situation through restructuring the roles and responsibilities of staff. The findings of this inspection show an improving picture. Pupils with special education needs and/or disabilities make similar progress to their classmates due to the well-targeted support they receive. Teaching observed during the inspection was good overall, with examples of outstanding practice, but there is some variation in the quality of lessons. Assessment information is not always used systematically to plan lessons to ensure that all pupils are challenged in their learning and the pace of learning is sometimes too slow.

Pupils' behaviour and relationships are excellent. Pupils feel safe and secure in school and are confident to share any concerns with staff. Pupils are encouraged to take on responsibilities in the school community and Years 5 and 6 pupils act as excellent role models. Pupils are quick to make friends and a feature of many lessons is the support they give to each other. They have an excellent understanding of how to maintain healthy lifestyles. There is a high take up of the healthy school meals and a large proportion of pupils are currently taking part in cross-country running. The provision for care, support and guidance is good. Links between home and school are good and effectively supported through the Parent Support Advisor.

The curriculum is good and there is evidence of creativity and innovation through cross-curricular topics, particularly in Years 5 and 6. The school has recognised that this good practice needs to be embedded throughout the school. There is an excellent range of enrichment activities, such as residential visits, trips and after-school clubs.

The headteacher provides strong and effective leadership. There is a strong team ethos in the school and a commitment to continuing improvement. The governing body has improved its skills and is now in a better position to monitor the work of the school. Self-evaluation is accurate, involves all stakeholders, has clearly identified areas for improvement and has already taken effective action to address weaknesses in Years 1 and 2. Strategies to improve the quality of pupils' writing are proving effective, particularly in Years 5 and 6. Currently the headteacher undertakes the vast majority of monitoring of teaching and learning. The school has a budget deficit which means leaders have an increased teaching commitment. This has reduced the time the headteacher has for keeping an oversight of the performance of the school. Roles and responsibilities of staff

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are being restructured to meet the current needs of the school. Leaders are aware that the roles of coordinators are underdeveloped with a need to develop their management skills so they can effectively monitor their areas of responsibility. The key issues from the last inspection have been successfully addressed and there has been a continued rise in the attainment and progress of pupils by the end of Year 6. The school's track record of continued successful development shows it has good capacity to sustain further improvement.

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

- Improve the attainment and progress of pupils, particularly in Years 1 and 2 in English and mathematics, by:
  - improving the quality of teaching and learning, building on the good models already present in some lessons to improve consistency
  - ensuring that ongoing assessment is used consistently to plan lessons at the appropriate level for pupils' ability and there is a good pace of learning.
- Develop the effectiveness of school leadership by:
  - ensuring all staff with leadership roles have the management skills to carry them out and fully understand their accountabilities
  - ensuring assessment information is accurate and used more rigorously to track the progress of specific groups of pupils and to set challenging targets, particularly in Years 1 and 2. ♦

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

**2**

Pupils really enjoy coming to school and talk enthusiastically about topics they have studied. An example of this was the medieval theme in the summer that culminated in a banquet with food typical of the period which was provided by the school chef. In addition pupils joined in with jousting on hobby horses. When stimulated by good teaching pupils' attitudes to learning are excellent and they apply themselves well to their studies. Drama was used well in a Year 5 and 6 lesson, where the topic being studied was the supply chain relating to the chocolate industry. This was used to explore the language needed to write a persuasive letter. The atmosphere in the room was alive and vibrant with excitement, all pupils were engaged and the writing produced reflected this high quality teaching. In discussion, older pupils said the thing they liked the best about their lessons was being able to self-assess their work. The 'errors help you learn' ethos in the classroom clearly gives them the confidence to try more complex tasks and make mistakes but also, through the post-it note system at the end of lessons, to ask for additional help. Pupils enjoy the challenge of meeting their targets in English and mathematics. However, this good practice is not yet embedded throughout the school with a restricting effect on pupils' learning. Relationships between pupils are excellent and they work well together and support each other's learning, particularly in mixed-age classes. Pupils with special educational needs and/or disabilities are well supported and fully integrated into all activities. Democracy is brought alive through elections for the school council and pupils take an active role in school improvement. They have a strong understanding of rights and responsibilities both for themselves and others within the school community. Year 6 pupils,

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for example, volunteer to organise play activities for younger ones at lunchtime and have been active in setting up a recycling scheme. Pupils' awareness of enterprise is effectively developed through running the 'rock shop', where they purchase and sell crystals and fossils to other pupils. Pupils organise fund-raising events for a range of charities, currently a talent show in support of Children in Need.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account: Pupils' attainment <sup>1</sup>	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>1</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>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>1</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>

<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

## How effective is the provision?

Teaching is good. In addition, creative and innovative teaching in a small minority of outstanding lessons brings learning alive. In lessons observed, pupils were able to see the relevance of what they were learning by applying skills to real life situations. Work on supply chains, for example, relating to the chocolate industry, was used in a variety of ways to enhance learning in English and mathematics. 'Hot seating' activities were used to explore the different perspectives of parties involved in the supply chain leading to the development of their writing skills. In such lessons teachers' expectations are high, the pace of learning rapid and activities planned to meet the different learning needs of pupils based on accurate assessment. Although it remains a focus for further development, the use of assessment is good and supports pupils' good progress. Pupils identified as gifted and talented attend workshops with other schools and are given extension work, such as using information and communication technology to produce graphical representations of data already calculated during a mathematics lesson. However, all teaching was not of this

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high standard. Teaching in Years 1 and 2 shows an improving picture in response to the actions the school has taken, but has historically been less effective in supporting pupils' progress.

Teaching assistants are well briefed and make a good contribution to the quality of pupils' learning, particularly of those with special educational needs and/or disabilities. The personal, social and health education pupils receive teaches them how to keep themselves safe in a range of situations. The police, for example, talk to pupils about internet and road safety. Partnerships with other schools are good and pupils from another primary school join class 4 for French and personal, social and health education lessons. There is high attendance at the wide range of after-school clubs such as cooking, science and natural history.

Links with external agencies, health professionals and families ensure that the school provides effective and well-focused support to meet pupils' additional needs. Pupils are well prepared for transition to secondary school through inter-school activities and induction days. The breakfast club only started this term but is well run and organised, keeping pupils safe, and provides healthy food for pupils at the start of the day.

*These are the grades for the quality of provision*

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

## How effective are leadership and management?

There is a shared sense of ambition and drive evident within the school's leadership. Self-evaluation is rigorous and accurate in identifying areas for improvement. Areas of weakness have been addressed, such as the effectiveness of strategies to improve writing, evident in outcomes at the end of Year 6. The governing body are well informed about the school's work and satisfactorily involved in writing and reviewing self-evaluation leading to prioritising school improvement issues. The school's commitment to ensuring equality for all and tackling discrimination is evident in its care for pupils. Equality of opportunity is formally judged to be satisfactory rather than good because of the lower than national expectations outcomes in 2010 for pupils in Year 2. This resulted in part from pupils not having a full range of opportunity in work and activities provided at their own levels. The school's partnership with parents and carers is good. Procedures for safeguarding pupils are good and have recently been rigorously audited by governors. Provision for community cohesion is satisfactory. Through curriculum themes, such as free trade, pupils are developing a satisfactory understanding of global cultures. The school has well-established links with its local community and, although there is more to do, is developing satisfactory links with a school in London to raise pupils' awareness of the diversity of cultures found within the United Kingdom.

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*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<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>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</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>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Children start in the Reception class with skills and experiences broadly typical for their age. They settle quickly into the secure learning environment and enjoy coming to school. There is an appropriate focus on developing social skills and children learn and play well together. Children benefit from a high-quality and well resourced environment. The outside area is spacious and allows children to develop their physical skills through riding on bicycles and using large blocks to undertaking more adventurous climbing activities in a safe environment. Children are successfully encouraged to be aware of the safety of others when they are playing.

The quality of the teaching children receive is good. By the end of their time in the Reception class, children have made good progress towards reaching their early learning goals with the majority often doing better than this. During the autumn term a small group of Year 1 pupils are taught alongside the small reception group. Younger children learn from their older peers when participating in taught group sessions. They responded well to a mathematical sequencing activity with teddy bears on a clothes line, shouting out if the teacher placed one in the wrong area. A session on Guy Fawkes helped children to develop an understanding of chronological sequencing.

On occasions teaching assistants do not give children sufficient space to allow them to develop their independence and ability to work on tasks unsupervised. The provision for children who need additional support is good. Snack time is used well to promote healthy eating by introducing children to a range of fruits

Leadership and management of the Early Years Foundation Stage are good. Reception runs smoothly on a daily basis and systems are in place to ensure that the care and welfare of children is of a high quality. The class is shared by two teachers and planning



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to ensure there is continuity in learning is good. Assessment is used well to plan children's next steps. Teachers are accessible to parents and carers at the beginning and end of sessions and there is a good partnership which supports learning and personal development.

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

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
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 are supportive of the school. All feel their children enjoy school, are kept safe, helped to develop a healthy lifestyle, and that staff deal effectively with unacceptable behaviour. Overall they are happy with their child's experience at school. Comments made particular reference to the high quality of teaching in Years 5 and 6. The inspection team judge this to be an accurate view.

Concerns were expressed about information on progress, how parents and carers are helped to support their child's learning and how the school takes their concerns and suggestions into account. The inspection team found provision to be good. There are two consultation evenings a year and an annual report in the spring term. The Parents' Gathering also acts as a forum to represent their views and these are fed into the school's development plans. An annual questionnaire seeks parents and carers views. Concerns were expressed about leadership and management but these aspects are considered to be good by inspectors. Written concerns about lack of progress related mainly to Years 1 and 2 and inspectors found that this has been the case but that improvements are in hand.

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

Ofsted invited all the registered parents and carers of pupils registered at Halwill Community 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 44 completed questionnaires by the end of the on-site inspection. In total, there are 94 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	24	55	20	45	0	0	0	0
The school keeps my child safe	26	59	18	41	0	0	0	0
My school informs me about my child's progress	12	27	25	57	7	16	0	0
My child is making enough progress at this school	9	20	28	64	5	11	0	0
The teaching is good at this school	16	36	22	50	5	11	0	0
The school helps me to support my child's learning	9	20	27	61	7	16	0	0
The school helps my child to have a healthy lifestyle	13	30	31	70	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)	12	27	29	66	2	5	0	0
The school meets my child's particular needs	10	23	28	64	4	9	0	0
The school deals effectively with unacceptable behaviour	10	23	32	73	0	0	0	0
The school takes account of my suggestions and concerns	5	11	28	64	9	20	0	0
The school is led and managed effectively	5	11	28	64	7	16	4	9
Overall, I am happy with my child's experience at this school	14	32	28	64	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 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	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](http://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"><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 pupils' 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.**



5 November 2010

Dear Pupils

**Inspection of Halwill Community Primary School, Halwill Junction**

EX21 5XU

I would like to thank you for making us so welcome when we visited your school recently and for talking to us about your school and your work. I particularly liked how enthusiastic older pupils were about the excitement they found in their lessons and sharing their 'Busy Book' with me. It is clear that you enjoy coming to school.

We found that your school is a good school and that some of the teaching you receive is outstanding. By the end of Year 6 you achieve well in comparison with other primary schools. Your behaviour is excellent and you receive a high standard of care and consequently feel safe and secure in school. You accept responsibility for running the school community by organising play activities for younger pupils at lunchtime and organising events that benefit those less fortunate than yourselves. It is good to see how busy you are organising the talent show to raise funds for Children in Need. You are being well prepared for your future lives.

We have identified some improvements to make your school an even better place, so I have asked your school to concentrate on these things.

- Improve how well you learn and make progress, particularly in English and mathematics, by making sure all lessons are as good as the best with work planned that is challenging and well matched to your abilities, and time is not wasted.
- Make sure that staff with leadership responsibilities have the management skills necessary to carry out their roles and that they make good use of information they have on how well you are doing.

You can help by working hard. Best wishes for the future.

Yours sincerely

Judith Goodchild

Lead inspector

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