

Horwood and Newton Tracey Community Primary School

Inspection report

Unique Reference Number	113154
Local Authority	Devon
Inspection number	378655
Inspection dates	1–2 December 2011
Reporting inspector	Stephen Lake

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	95
Appropriate authority	The governing body
Chair	Tom Barwise
Headteacher	Ian Dickerson
Date of previous school inspection	12 June 2007
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Age group	3–11
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Introduction

This inspection was carried out by two additional inspectors. They visited 10 lessons or parts of lessons observing five teachers. Inspectors held meetings with governors, staff and pupils and spoke to a number of parents and carers, both before school and at an evening community event. They observed the school's work and looked at the most recent school self-evaluation documents, the school development plan, governors' minutes, the school's assessments of pupils' attainment and progress, the records held on vulnerable pupils and those with special educational needs and/or disabilities, school policies and reports from the school improvement partner. Inspectors analysed questionnaires from pupils, staff and 64 parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The achievement of girls in comparison to boys to determine whether teaching meets the needs of both groups equally well.
- The impact on Early Years Foundation Stage provision of the building improvements since the previous inspection.
- The quality of systems for communicating with parents and carers.

Information about the school

This school is smaller than average. There are far more boys than girls on roll. It serves mainly the small villages in the surrounding area, although a small number of pupils come from nearby towns. The proportion of pupils known to be eligible for free school meals is well below average. The vast majority of pupils are White British. The proportion of pupils with special educational needs and/or disabilities is broadly average. Pupils' needs include speech and communication difficulties, emotional, social and behavioural difficulties and difficulties within the autism spectrum. More pupils than usual leave or join the school other than at the usual time. Since the last inspection of this school the nursery unit has been moved from the village hall and is now integrated with the school. The school has been awarded Healthy Schools Plus status, International School status and the Eco School bronze.

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

This is an outstanding school. Pupils achieve extremely well. Behaviour is excellent. Attendance is high and pupils are very keen to learn. High quality care, support and guidance enable all pupils to make the best of the opportunities offered by the school through the outstanding curriculum. Pupils have an excellent understanding of how to stay safe and keep fit and healthy. They make an outstanding contribution to the school and wider community, reflecting the high quality strategies to promote community cohesion. The school takes great care to ensure the pupils are safe and procedures for safeguarding, including child protection, are outstanding. Strong partnerships with external agencies provide valuable additional support for those pupils whose circumstances make them vulnerable. Very close links with the local learning community provide support for pupils deemed gifted and talented. High quality links with parents and carers benefits pupils' learning and well-being. Pupils' spiritual, moral, social and cultural development is good.

Children get a good start to school in the Early Years Foundation Stage. This is improving with the nursery provision now on the main site. The school has identified that the building changes required to link the nursery provision with the provision for children in the Reception Year are not fully complete. This work is due to be completed soon. Pupils build very securely upon this good start. They learn extremely well and make outstanding progress because of the consistently high quality of teaching. They attain very high standards at the end of Year 6 and are very well prepared for the next stage in their education. Despite the high standards of attainment the school has correctly identified that the presentation of work in pupils' books is not always good enough.

The success enjoyed by the pupils is due largely to the extremely high expectations that staff and the good quality governing body have of all aspects of pupils' development. The continual pursuit of excellence in all of the school's activities has led to exceptional improvement over time. Leaders and managers have a very secure understanding of the school's strengths and weaknesses and use this information extremely well in the high quality school development plan. These factors indicate an outstanding capacity for sustained improvement.

What does the school need to do to improve further?

- Complete the planned building improvements in the Early Years Foundation Stage by September 2012 to ensure a learning environment more suited to the

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- needs of all children in both Nursery and Reception.
- Ensure that by September 2012 the high expectations of pupils evident in all other aspects of the schools work are applied to ensuring high quality presentation of work in pupils' books.

Outcomes for individuals and groups of pupils

1

Children start school with skills similar to those typically expected at this age. They make good progress in the Early Years Foundation Stage and enter Year 1 with skill levels above those normally expected. Attainment at the end of Year 6 is consistently high and pupils' progress has been outstanding for several years. The current Year 6 is on track to achieve similar attainment and progress. In some years the variations in numbers of boys and girls has resulted in apparent inconsistencies between the genders. This is partly related to the above-average proportion of pupils who leave or enter the school other than at the usual time. Over time there is no significant difference between the performance of boys and girls. Pupils learn so well because of the high degree of challenge. For example, in an outstanding English lesson observed in the mixed Years 5 and 6 class, pupils were challenged to achieve extremely well by the very good questioning of the teacher. They refined their descriptions of a scene from a book as they were challenged to think why a lamp was suddenly available and what the characters might have said. Pupils with special educational needs and/or disabilities are fully included in lessons because of high quality targeted support. This enables them to make the same excellent progress as other pupils. Good quality art in the style of David Hockney and evidence of good attainment in science and geography were also observed.

Pupils' absolute enjoyment of school is reflected in their high attendance and eagerness to learn. They report no bullying and feel extremely safe in school. Pupils trust the adults to deal with any incident that might occur or any concerns that they might have. Pupils have an excellent understanding of healthy eating and are very enthusiastic about the many opportunities for physical activity in which they participate. This is recognised by the school gaining the Healthy Schools Plus award. Pupils make an excellent contribution to school life by taking on a wide range of responsibilities, for example as Eco monitors, reflecting the school's Eco School bronze award. Pupils believe that the school council gives them an important voice in school affairs, for example by helping to evaluate behaviour rules or the improvements to the school playground. In the wider community, pupils help organise local produce markets in the school and provide vegetables from the school allotment for sale at the nearby farm store. They also raise funds to support activities such as Water Aid. The strong entrepreneurial skills developed from activities such as these, together with their excellent basic skills, ensure that pupils are very well prepared for the next stage in their education. Pupils have a strong understanding of right and wrong. They show a curiosity about the world around them, and work and play together very well. They have a deep knowledge and understanding of different cultures and backgrounds, especially those in other countries. The school is already making links with an inner-city school to give pupils additional first-hand experience

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of the rich diversity of cultures to be found in the United Kingdom

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	1
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	1
The extent of pupils’ spiritual, moral, social and cultural development	2

How effective is the provision?

Pupils learn extremely well in this school because consistently high quality teaching is linked very effectively to a creative curriculum that is highly motivating for all groups of pupils. Many visits to local places of interest and frequent visitors to the school support learning very well. The provision for pupils’ personal development and social development is outstanding. The school has established very strong international links with schools in the United States of America, Kenya and Thailand. Activities such as exchanging letters containing information about the local area provide pupils with a stimulating reason for writing. They also extend pupils’ geographical knowledge and understanding of different cultures, and strongly support community cohesion. These links are recognised by the International School award. The school is not complacent about its success and is seeking to improve the curriculum further, for example, by developing a new history programme to make learning even more effective.

Teachers have very high expectations of how well pupils are able to learn. Pupils are kept engaged, stimulated and motivated by very well-planned lessons that move at a brisk pace. Work is matched extremely well to the different abilities within the classes and this ensures that all groups of pupils are able to access the learning and make excellent progress. Information and communication technology (ICT) is used well to support teaching and learning across the curriculum. Teachers are very skilled

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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at using searching questions to challenge pupils and extend their learning. Extremely detailed records of the progress made by individual pupils are used very well in discussions with pupils and with parents and carers to set targets for learning. Pupils are very pleased with the good feedback that they receive on their work through high quality discussions, although this is not always reflected in marking comments. Books are marked regularly but teachers’ expectations of the standard of presentation in pupils’ books are not always high enough.

All adults show great care for pupils’ needs. They provide excellent guidance to pupils on how to stay safe and healthy. The school works very closely with parents and carers to support their children’s learning at home. High quality reports show the progress that pupils make and are closely linked to the targets set for learning. Information on how to support children’s learning is given on the school website, in the frequent newsletters to parents and carers and through well-attended information evenings. Pupils with special educational needs and/or disabilities make excellent progress towards their targets because of the extremely good support given by talented teaching assistants and the strong links with outside agencies. Those pupils identified as gifted and talented gain additional support and challenge through the very strong links with other schools in the local learning community.

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 highly effective headteacher and talented staff share a strong ambition to continue driving school improvement. Robust procedures are in place to monitor and evaluative the effectiveness of the school. Monitoring of teaching and learning is excellent and information gained is used extremely well to set targets for improvement. Parents and carers are given excellent information on how well their children are progressing and have very good opportunities to discuss the individual targets set for their children. Robust high quality systems, using a range of media, are in place for keeping parents and carers informed about all aspects of school life. The school gives very close attention to preventing discrimination and promoting equality of opportunity. This is monitored through frequent checks on the academic and personal development of groups of pupils and individuals. Safeguarding requirements are met extremely well. All adults are trained regularly in child protection and procedures to keep pupils safe are robust. The school reacts quickly to any identified concerns and ensures they are addressed.

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Governors support the school well and share the drive to improve further. All governors visit the school regularly and monitor its work. Good quality systems for seeking the views of stakeholders are in place. Parents and carers and pupils are consulted regularly and their views taken into account in the very good quality school development plan. Nevertheless, the governing body has correctly identified that its procedures for addressing key strategic decisions and communicating these to parents and carers are not always as smooth as they would wish. A working party to improve this has already started to address the issue.

Local partnerships are very strong. Competitions such as building an electric car using kits and materials sponsored through a local firm not only benefit all pupils but also provide significant additional challenge for those deemed gifted and talented. The school is leading the way in a new competition in the learning community to build a robot using material commissioned from the same firm. These strong partnerships also contribute well to community cohesion. The school is a very harmonious place but community cohesion extends well beyond the school as result of the excellent strategies in place to promote this aspect. These include video-conferencing links so that pupils can talk with those working at the same level in other schools.

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	2
The effectiveness of the school’s engagement with parents and carers	1
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	1
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 routines and strong links with parents and carers help children new to the school to feel secure and cared for when they start their education. The good teamwork between teacher and teaching assistants ensures that the welfare needs of children are met very well. A high quality outdoor area is used effectively to provide a broad range of learning opportunities. Children grow in confidence and

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build securely on their previous experience because the stimulating curriculum provides a good degree of challenge.

The integrated Early Years Foundation Stage is led and managed very well. This has enabled a smooth and effective recent move to allow the part-time Nursery children to be integrated and taught in the main school alongside children in Reception Year. The leader has correctly identified that, if progress is to improve to match that in the rest of the school, the on-going building changes must be completed. At present the layout of the area limits opportunities for children to move freely between indoor and outdoor areas. The current teaching space is used well. Children have many opportunities to learn through purposeful play. This is balanced well against direct teaching but the building constraints restrict some of the opportunities for children to make independent choices for learning. Children are given many good opportunities to develop their language skills through role play and discussions with adults. They are supported effectively and robust systems for checking on children’s progress ensure that all individuals achieve well. Children of nursery age are encouraged to develop an understanding of letters and sounds from the very beginning. This is preparing them well so that more-able children from the Nursery can join in with Reception Year activities when they are ready. The close links with the Year 1 class also provide opportunities for more-able Reception Year children to work with Year 1 when they are ready.

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	1

Views of parents and carers

A well-above-average proportion of parents and carers completed questionnaires giving their views on the school. A minority chose to add comments about the school. The majority of comments were very positive. Typical of the positive comments is: ‘I feel this is a brilliant school and I feel fortunate that my children are here.’ A very small minority raised concerns about: pupils’ progress; meeting a child’s particular needs; how the school takes account of suggestions and concerns; leadership and management and communication. Inspectors are unable to comment upon how suggestions and concerns are dealt with as they do not know what the particular suggestions and concerns were. Inspection evidence shows that pupils make excellent progress and their needs are met very well. It also shows that leadership and management are excellent. The governing body is aware of the very small minority concerned about communication and a working party is addressing this.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Horwood and Newton Tracey 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 64 completed questionnaires by the end of the on-site inspection. In total, there are 95 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	43	67	21	33	0	0	0	0
The school keeps my child safe	38	59	25	39	1	2	0	0
The school informs me about my child’s progress	25	39	38	59	1	2	0	0
My child is making enough progress at this school	31	48	28	44	5	8	0	0
The teaching is good at this school	36	56	26	41	1	2	0	0
The school helps me to support my child’s learning	28	44	33	52	2	3	0	0
The school helps my child to have a healthy lifestyle	29	45	34	53	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)	29	45	29	45	1	2	0	0
The school meets my child’s particular needs	31	48	28	44	5	8	0	0
The school deals effectively with unacceptable behaviour	28	44	32	50	3	5	0	0
The school takes account of my suggestions and concerns	27	42	28	44	7	11	0	0
The school is led and managed effectively	37	58	22	34	5	8	0	0
Overall, I am happy with my child’s experience at this school	35	56	27	42	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 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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 08 April 2011 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.



5 December 2011

Dear Pupils

**Inspection of Horwood and Newton Tracey Community Primary School,
Lovacott EX31 3PU**

Thank you so much for making us welcome when we came to visit your school. We really enjoyed talking with and were very impressed by your excellent behaviour.

Yours is an outstanding school. We think the adult looks after you extremely well. You have an exciting curriculum that makes learning enjoyable. Here are just some of the other things that we liked a lot.

- You achieve extremely well and by the time you leave the school you attain standards that are very much higher than those attained by most children of your age.
- The teaching is outstanding. Your teachers use the information on your progress very well to set work that challenges you very well.
- The way the school keeps in touch with your parents and carers is outstanding.
- The school is led and managed extremely well. Your headteacher makes sure that everyone works together to make the school even better.
- Your personal development is outstanding; you know how to keep safe and healthy and you make a huge contribution to the running of the school.

There are just a few small things that we have asked the school to do to help make your education even more effective:

- complete the work to enable a better teaching area for those of you in Nursery and Reception
- ensure that the presentation in your books matches the high standards seen in other aspects of your work. You can help by writing as neatly as possible and taking care when you set your work out.

Thank you again and congratulations on all you do to help make your school such a success.

Yours sincerely
Stephen Lake
Lead inspector

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