

Inspection of Berrynarbor Church of England Primary School

Berrynarbor, Ilfracombe, Devon EX34 9SE

Inspection dates: 30 and 31 January 2024

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Outstanding

This school was last inspected under section 5 of the Education Act 2005 13 years ago and judged 'Outstanding' under a previous inspection framework. This reflected the school's overall effectiveness under the inspection framework in use at the time.

From then until November 2020, the school was exempted by law from routine inspection, so there has been a longer gap than usual between graded inspections under section 5 of the Act. Judgements in this report are based on the current inspection framework and also reflect changes that may have happened at any point since the last graded inspection.

What is it like to attend this school?

Pupils at this small school are encouraged to 'dream big'. The school's values of 'being the best you can be' are delivered through an ambitious curriculum. Staff build warm relationships with pupils. The school creates opportunities for all pupils to develop their interests and talents. As a result, pupils flourish.

Pupils feel safe and cared for. They are kind to one another and understand the importance of friendship. Pupils know that if they have any worries, there is always a member of staff to speak to.

Pupils understand what it means to be a good role model. Older pupils fulfil roles as reading buddies to the younger children. Pupils understand how to keep themselves safe, both online and in the community. They know the importance of eating healthily and what makes a balanced diet.

The school is at the heart of the community. Pupils are proud of their school and its links to the community. For example, at Christmas, pupils act out scenes from the Nativity throughout the village while singing carols to local residents.

What does the school do well and what does it need to do better?

The school is continually reviewing the quality of education that it provides its pupils. As a result, the school has a curriculum that motivates pupils to learn. The school works closely with pre-school providers before children begin Reception Year to understand the needs of the children. As a result, the curriculum reflects what children know and can do from the time they start school.

Reading is at the heart of the school's curriculum. Children learn to read as soon as they begin school. The school has an effective and well-established phonics programme. Staff are well trained in teaching phonics. As a result, staff skilfully check children's understanding of phonics before introducing new letters and sounds. The ambitious reading curriculum continues throughout the school. Older pupils read a wide range of authors. Ambitious language is introduced to pupils at every opportunity. Pupils read books that are matched to their ability. They love to read and are confident to read with expression and fluency.

The school has identified the important knowledge and skills it wants pupils to know and remember. This builds progressively over time. In history, for example, pupils first learn about the rich history of their local community, which then builds in complexity over time. They connect their learning to understand the lives of important figures. For example, they learn about Rosa Parks and the American civil rights movement. Teachers are confident about the areas they teach. They identify ways to bring the curriculum alive. In science, pupils engage in hands-on science experiments. In religious education, pupils visit different places of worship, such as mosques and synagogues. However, in some subjects, a recent change in the sequence of the curriculum has meant important knowledge has not been revisited.

As a result, pupils' knowledge is less secure, and some have gaps in their knowledge.

Pupils with special educational needs and/or disabilities (SEND) work alongside their peers. Staff know pupils with SEND well. Staff are well informed and have a strong understanding of pupils' needs. As a result, learning is tailored to meet the needs of pupils so that pupils with SEND achieve well.

Pupils are calm and polite. They enjoy coming to school and attend well. Pupils behave well across the school. Staff have high expectations, reflected in the ambitious curriculum for personal development. Pupils have many opportunities to develop a wide range of skills. For example, they camp in the school grounds, which helps them to build resilience in preparation for residential further afield. Pupils build confidence through learning to surf. They also learn to be active members of the community through their participation in beach cleans and preparing meals for senior members of the community.

The school has a committed governing body. It brings a range of skills that support school leaders. Governors know the strengths and areas for development of the school. They provide a balance of challenge and support, which school leaders appreciate. Staff feel well supported. They know their workload and well-being are considered. As a result, staff are proud to work at the school.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, the curriculum has been recently redesigned. However, this is not yet having the intended impact. Pupils have not reviewed their learning, and they have gaps in their knowledge. The school needs to ensure that the redesigned curriculums are implemented as leaders intend so that pupils deepen and remember knowledge long term.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	113371
Local authority	Devon
Inspection number	10288135
Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	81
Appropriate authority	The governing body
Chair of governing body	Sian Jenkins
Headteachers	Susan Carey and Faye Poynter
Website	www.westberryfederation.org.uk
Date of previous inspection	25 November 2011, under section 5 of the Education Act 2005

Information about this school

- The school is part of the West Berry Federation.
- There is an on-site breakfast and after-school club run by the school.
- The school does not use alternative provision.
- This is a Church of England (Voluntary Controlled) primary school.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- Inspectors discussed any continued impact of the pandemic with the school and taken that into account in their evaluation of the school.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and

considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.

- The inspectors carried out deep dives in these subjects: early reading, mathematics and history. For each deep dive, the inspectors discussed the curriculum with teachers, visited a sample of lessons, spoke to some pupils about their learning and looked at samples of pupils' work.
- The inspectors observed pupils' behaviour in lessons and around the school site.
- Inspectors met with leaders and those responsible for governance.
- The inspectors gathered parents' views by considering the responses to Ofsted's online survey, Ofsted Parent View, and by talking to parents before and after school. The inspectors also evaluated responses to Ofsted's staff and pupil surveys.

Inspection team

James Gentile, lead inspector

His Majesty's Inspector

Nicola Bray

Ofsted Inspector

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