

Galmpton Church of England Primary School

Inspection report

Unique Reference Number	113458
Local Authority	Torbay
Inspection number	378711
Inspection dates	16–17 November 2011
Reporting inspector	John Cavill

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	203
Appropriate authority	The governing body
Chair	Shelley French
Headteacher	Stuart Ruffe
Date of previous school inspection	17–18 June 2009
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Introduction

This inspection was carried out by three additional inspectors. The inspectors observed teaching and learning in 13 lessons and observed seven teachers. They also visited a whole-school act of worship. They held meetings with members of the governing body, local authority representatives, staff and groups of pupils. They observed the school's work, analysed recent evidence on pupils' progress and performance, examined a range of documents, checked the procedures in place to safeguard children and looked at the school's priorities for development. They also analysed 103 questionnaires returned by parents and carers as well as those completed by staff and pupils.

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

- How effectively the school is improving pupils' attainment and progress in writing, especially within Key Stage 1.
- How effectively the provision at the school, especially teaching and the curriculum, meet the needs of all pupils, in particular boys and pupils with special educational needs and/or disabilities.
- How effectively leaders, at all levels, are contributing to the improvement of the school.

Information about the school

This is an average-sized Church of England voluntary aided primary school. Most of the pupils are of White British heritage. A few are from minority ethnic backgrounds. The school takes in children from a large geographical area and the mobility of pupils at the school is slightly higher than the national average. The proportion of pupils with special educational needs and/or disabilities is average. The current number of pupils with a statement of special educational needs is well below the national average. The percentage known to be eligible for free school meals is below average. The school has gained several awards including Healthy Schools, the Activemark and the Basic Skills Quality Mark.

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. The comment from the parent who said, 'Galmpton Primary School has a wonderful, safe, secure and happy atmosphere,' reflects the great pride it has in its welcoming and inclusive ethos. The Christian values that are seen in the family-focused, caring attitudes of all staff at the school provide pupils with the opportunity to experience their learning in a nurturing yet stimulating environment. Pupils, carers and parents alike value this, and the high attendance rate is reflective of the enthusiasm with which pupils attend school, and best exemplified by a pupil who commented to an inspector, 'I really love being at this school.'

The school motto, 'Only my best is good enough for me,' is clearly embedded in all aspects of the school community with pupils and staff demonstrating values that show their determination to do well. Pupils are very proud of the school and are keen to make positive contributions to school life. The 'golden carers' provide support to the younger pupils and are making a strong contribution to pupils' attitudes and behaviour around the school. Pupils demonstrate good attitudes towards their learning, with high levels of engagement and concentration. They are very respectful, have a well-developed moral code and respond positively to the high expectations at the school. As a result, behaviour is good. Pupils are confident that the school deals effectively with any incidents of unacceptable behaviour.

Teaching and learning have improved and are now good. As a result, most pupils are now making good progress and achieve well across all key stages. However, in a few lessons, teaching is not challenging enough to ensure that all pupils attain as well as they might. In these lessons, assessment information is not used consistently enough to ensure that all pupils make the progress that they could, especially in writing. However, this is improving following successful interventions that are continuing to be used across the school. Teaching assistants and other adults who help in classes are deployed well across the school. However, the school needs to help the to develop further, and fully understand their role, to have a greater impact on improving pupils' outcomes. Teachers mark pupils' work regularly and the feedback is constructive. However, pupils do not always get information that will help them to move on in their learning and provide them with the next step. Pupils' high levels of attendance, together with average, and improving, levels of attainment, means they are well equipped to develop skills for the future.

The Early Years Foundation Stage is outstanding. Pupils who enter the school make good, and often outstanding, progress in the Reception Year and now enter Key

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Stage 1 with skills that make them fully prepared to take on the challenges that face them next. The level of care that they receive in Reception is excellent and the high level of engagement that exists with the parents and carers means that the children are fully supported throughout the year. Teaching is highly focused on the individuals in the class and the environment provides stimulating activities to fully engage the children.

The governing body has undergone some changes in personnel recently to increase its capacity to provide challenge and support to the school. It is clear that, while the governors understand the school's strengths and weaknesses, they still need to develop further, both as a group and as individuals, in order to increase their impact.

The way that the school partners other organisations and individuals to support the well-being and learning of the pupils is outstanding. Leaders and managers demonstrate a tenacity to identify and lead on a wide range of very successful partnerships. These include one with the National Trust, obtaining the status as a 'guardian school' to Greenway House, and the strong link that the school enjoys with the local church; these are having a very positive effect on pupils' learning at the school.

The headteacher has a clear view of what is needed for the continued improvement and development of the school, following the successful improvements since the previous inspection. The leaders and managers at the school are united in sharing his vision and this permeates through to all staff. The process for self-evaluation is rigorous and accurate, correctly identifying the school's strengths and areas for development. Detailed planning for improvement and thorough monitoring of these areas ensure that the school continues to move forward. Consequently, the school's capacity for sustained improvement is good.

What does the school need to do to improve further?

- Build on the work already started to raise attainment across the school, particularly in writing, by:
 - ensuring that assessment information is used more effectively to plan lessons and activities that match the learning needs of all pupils
 - making sure that teachers' marking of pupils' work contains pointers to show how to improve their work and identify the next steps in their learning
 - developing the role and increasing the impact of additional adults in lessons.

- Improve the impact of governance by ensuring that the governing body effectively monitors all areas of the school's work so that it can be more influential in determining the school's strategic direction.

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Outcomes for individuals and groups of pupils

2

Pupils enjoy their learning and achieve well from their starting points. There is a significant variance in the pupils' skills and knowledge when they start school and this is reflected in the attainment of different year groups. Their attainment when they leave at the end of Key Stage 2 is broadly average but is improving strongly, especially in mathematics, where attainment is securely above average. The school's tracking data are being used well and have identified that the pupils are now making good progress across all key stages, including Key Stage 1, which was a focus for the inspection. Attainment is above average in mathematics and average in English, and reading is stronger than writing. The school has already identified this discrepancy and several well-planned strategies are in place leading to improving outcomes. The gap that existed between the attainment of boys and girls is rapidly closing due to successful intervention strategies and improvements to the curriculum, with a focus on activities to better engage boys. Pupils with special educational needs and/or disabilities make good progress and some are making exceptional progress.

In lessons, most pupils make good progress. Their behaviour is good, and strong relationships, both with their peers and adults, ensure that they benefit very well from their education. However, in those few lessons where the planning is not as well focused to provide adequate challenge for pupils, they can sometimes become disengaged from their learning, leading to some low-level disruption. They enjoy opportunities to work together and to do practical tasks, both identified by the school as having the positive effect of better engaging the boys.

Parents and carers confirm the pupils' view that the school keeps them safe and healthy. This is reflected by the range of awards, including Healthy Schools and the Activemark, that the school has secured for healthy lifestyles and the high uptake by pupils in extra-curricular sporting activities. Pupils are keen to develop their computer skills in a range of lessons, and cross-curricular topic work provides opportunities to develop all basic skills in a range of situations, which has been recognised with the award of the Basic Skills Quality Mark. There is an active school council that allows pupils to influence decisions made at the school and their views are sought to help shape the learning.

Pupils are given opportunities to develop their spiritual understanding through the regular acts of worship, and in lessons, they are encouraged to reflect, as seen in the Year 6 lesson on war poems. The pupils' cultural understanding is enhanced through the wide range of art and musical activities provided, linked to other cultures in the United Kingdom and around the world. There is a culture of high expectations within the school where pupils' behaviour, and respect for others in school, and around the local community, are good.

These are the grades for pupils' outcomes

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Pupils’ achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils’ attainment ¹	3
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
The extent to which pupils feel safe	2
Pupils’ behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils’ attendance ¹	1
The extent of pupils’ spiritual, moral, social and cultural development	2

How effective is the provision?

Teaching is good in most lessons because teachers have good subject knowledge and clear learning intentions that engage pupils well and secure good progress. The school’s assessment tracking system provides teachers with an overview of pupils’ progress to assist effective planning. Teachers use this information to match the work closely to the needs of pupils, target their questioning and check pupils’ work carefully to gain a clear view on how well they understand. This is more successful in some classes than in others and, in a few lessons, teachers do not take enough account of pupils’ prior achievement. This, along with a relatively less effective use of teaching assistants, sometimes leads to a small minority of pupils losing interest and becoming disengaged in their learning, resulting in these pupils not making as much progress as they could.

Clearly targeted support for the pupils whose circumstances make them most vulnerable has resulted in significant improvements in attitudes, behaviour, confidence, relationships and achievement. The school has a very small minority of pupils with highly complex needs and can show striking examples of where they have supported them to overcome some significant barriers to their education – some of these individuals have made exceptional progress. The good quality advice and guidance are valued by pupils and their parents and carers, and they report that they are well prepared for the next stage in their education.

The curriculum is well planned and is being further developed to include more activities that will better engage the boys. This includes work on developing the already excellent partnerships further such as the ‘living pathway’, with Devon

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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Wildlife Trust, into all subjects, and more focused topics to help improve pupils' writing at the school. There are a wide range of visits organised to enhance the curriculum, many of which help to develop the pupils' awareness, and understanding of culture diversity in more urban areas. The curriculum is adapted well to meet the needs of pupils with special educational needs and/or disabilities.

These are the grades for the quality of provision

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

How effective are leadership and management?

The headteacher leads this school with passion and pride. He provides strong strategic direction and vision that has been communicated well to the whole staff and has resulted in a united body of professionals who clearly understand the school's core purpose, which is embedded well. Leaders at all levels are effective and share a common commitment to improving the school further. The leadership team works collaboratively with the rest of the staff to monitor and improve teaching. The school provides many opportunities for further personal professional development and is focused on enabling individuals to have an even greater impact on pupil outcomes. Systems to implement and monitor improvement are already embedded, effective and well organised, and ensure new initiatives are linked directly to the school improvement plan. This is an inclusive school where opportunities for all are central to its core values. Plans at the school clearly show that they are effective at removing barriers to learning and have eradicated discrimination so all pupils have an equal opportunity to succeed.

The governing body provides satisfactory support and challenge to the school. It ensures that the school's safeguarding procedures are robust and ensures pupils' safety. It is involved with the self-evaluation process and understands areas where the school has to develop further. Its regular engagement with staff, parents and carers, through structured meetings, allows it to incorporate its views into decisions regarding the future of the school.

The school enjoys strong engagement with the parents and carers, and it listens carefully to their views about the school. This has been fostered through providing many ways to access the school from a 'blog' facility on the website to the 'open-door' policy that the headteacher provides for parents and carers. There is an active parent teacher association that provides a good level of support to the school and its pupils. The school has established links with schools both nationally in London and Birmingham, and internationally in Peru and Zimbabwe, resulting in the pupils'

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improved awareness of their place in a global community. The school has undertaken a comprehensive evaluation and now has a clear plan of action to promote a wider understanding of communities and cultures across the world.

The school’s safeguarding procedures are robust. Protecting pupils’ welfare is given the highest priority and good procedures are wholly embedded.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
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	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

The Early Years Foundation Stage is outstanding. Children are welcomed into a bright and attractive setting that is well resourced and provides the children with a wide range of activities that are selected carefully to motivate and challenge. When children start in the Reception Year, their skills vary from year to year. Currently, they are broadly in line with those typically seen in this age group and higher than was the case for some of the older pupils when they joined the school. All children, including those with special educational needs and/or disabilities, make good, and many make outstanding, progress. This is because staff use highly effective assessment procedures to accurately assess and regularly monitor their learning, providing tasks and activities that are well matched to their individual needs.

The children come to school enthusiastic, ready to learn, and therefore quickly settle into well-established routines that encourage independence and promote social interaction. The care, guidance and support they receive are outstanding and support their progress in personal skills, which is clearly evident in the way that most of the children play together well. The staff have an excellent knowledge and understanding of the learning, development and welfare of children in the Early Years Foundation Stage. This promotes high expectations of the children who are

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now leaving the Reception Year with skills that are above the expected level for their age. There are excellent relationships with the parents and carers, and the team values their involvement. Transition arrangements are excellent, especially with the local pre-school in the village from where most of the children join the school. Children show a willingness to keep themselves and others safe through careful use of resources.

Outstanding leadership by the leader, supported by a committed team in the Early Years Foundation Stage, ensures that all children have the opportunity to achieve well. There is a clear understanding of the strengths and areas for development, and actions are focused on encouraging children to make exceptional progress in their learning and development. Resources are very well deployed and there are excellent links with agencies that support the work to care for children whose circumstances make them vulnerable. Safeguarding is given a high priority and children are kept very safe.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	1
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

Views of parents and carers

A higher than average response to the questionnaire was received. A very large majority of the responses were positive, with most parents and carers indicating a high level of satisfaction with the work of the school. All parents and carers who completed the questionnaire stated that they thought that the school kept their children safe; a view that inspectors share. A very small minority of parents and carers thought that the school does not deal with unacceptable behaviour well. Inspectors observed behaviour in lessons and around the school, held discussions with staff and pupils, and scrutinised behavioural records. Their findings are contained within the report. A few parents and carers had concerns about the progress their children were making at the school. The inspectors judge the progress to be good but we have challenged the school to improve the achievement of the pupils even more. Most of the parents and carers that responded consider that the school is managed effectively. The inspection evidence supports this view.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Galmpton 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 103 completed questionnaires by the end of the on-site inspection. In total, there are 203 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	71	69	29	28	2	2	0	0
The school keeps my child safe	77	75	25	24	0	0	0	0
The school informs me about my child’s progress	39	38	53	51	10	10	0	0
My child is making enough progress at this school	43	42	47	46	10	10	2	2
The teaching is good at this school	44	43	52	50	3	3	2	2
The school helps me to support my child’s learning	44	43	47	46	10	10	1	1
The school helps my child to have a healthy lifestyle	48	47	51	50	2	2	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)	43	42	50	49	1	1	0	0
The school meets my child’s particular needs	46	45	42	41	11	11	1	1
The school deals effectively with unacceptable behaviour	35	34	45	44	15	15	4	4
The school takes account of my suggestions and concerns	35	34	54	52	7	7	1	1
The school is led and managed effectively	48	47	42	41	5	5	2	2
Overall, I am happy with my child’s experience at this school	57	55	40	39	5	5	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.

18 November 2011

Dear Pupils



Inspection of Galmpton Church of England Primary School, Galmpton TQ5 OLT

Thank you for welcoming us to your school recently, and for talking to us about your work, telling us what you think of the school and what you enjoy about it. We enjoyed talking to you and would especially like to thank those of you that met and talked with an inspector.

Galmpton Primary School is a good school, which matches exactly what you told us. You told us that you are very proud and enthusiastic to go to school, which is why the attendance is so high, and you all need to be congratulated for that. We found your school to be a very caring place which keeps you safe and looks after you very well. Those of you we spoke to think that you are looked after very well, too. We judged the work done in the Reception class to be outstanding, and we know that when you leave there you will be able to do exceptionally well in the future.

A few of you thought that behaviour was not good at the school so we made sure that we looked carefully at you working in lessons and playing around the school. We think that your behaviour is good, especially in lessons when you have interesting work that you can do. However, we noticed that in some lessons a small number of you became distracted and you did not make enough progress. We have asked the school to make sure that the work they give you is well suited to your ability in the future so you can all make good progress and achieve well, especially in writing.

We have asked the school to work with the adults who support the teachers in lessons so they will be able to help you do even better in the future. The governors who look after your school also need some extra support so they will be more effective and we have asked them to do that so they will have a better idea of how good the school is.

We really enjoyed coming in and visiting you this week and hope that you all continue to work hard in your good school.

Yours sincerely

John Cavill
Lead inspector

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