

Lympstone Church of England Primary School

School Hill, Lympstone, Exmouth, EX8 5JY

Inspection dates 21–22 May 2015

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

Summary of key findings for parents and pupils

This is a good school

- Strong leadership of teaching has brought about significant improvements to pupils' achievement and the quality of teaching since the previous inspection.
- Leadership is good. The headteacher and governors have created a school where high aspirations are the norm and staff and pupils want to do well.
- Pupils' achievement is good. Their attainment is typically above average, and high in reading and writing, by the end of Year 6. They make good progress from their individual starting points.
- Children get off to a good start in the Reception class. The good teaching is helping children to learn and develop successfully.
- Expectations of pupils' behaviour are high and result in pupils behaving well and having good attitudes to learning. They show high levels of trust and respect to each other and to adults.
- Pupils are very safe in school. Excellent pastoral care creates a warm and secure environment where excellent relationships flourish.
- The curriculum provides many exciting and memorable experiences, which spark pupils' enthusiasm for learning. This contributes very well to their spiritual, moral and social development.

It is not yet an outstanding school because

- Occasionally, teachers do not plan work that is hard enough for all groups of pupils, especially the more able.
- Teachers' marking and feedback do not always provide clear guidance to enable pupils to improve their work, especially in writing.
- A small number of pupils do not always take sufficient pride in the presentation of their work and some teachers do not routinely challenge this.
- There are too few opportunities for pupils to learn about different cultures to prepare them fully for life in modern Britain.

Information about this inspection

- Inspectors observed parts of 10 lessons, many of which were carried out jointly with the headteacher.
- In addition, inspectors listened to pupils read and reviewed their written work. The lead inspector joined staff and pupils for an assembly in church.
- Meetings were held with different groups of people involved with the school. These included pupils, parents, members of the governing body, the headteacher, senior and middle leaders, and other members of teaching staff.
- A telephone conversation was held with a representative of the local authority.
- The 73 responses to the online questionnaire (Parent View) and the responses to the Ofsted questionnaire completed by 19 school staff were also considered.
- The school’s website was reviewed.
- A range of documents were scrutinised, including information on pupils’ achievements, the school’s data on pupils’ current progress, documents relating to planning for improvement, procedures for checking the quality of teaching, documents relating to safeguarding and records about behaviour and attendance.

Inspection team

Stephen Bywater, Lead inspector

Additional Inspector

Aisha Waziri

Additional Inspector

Full report

Information about this school

- This is a smaller than average-sized primary school.
- In the early years, children are taught full time in a Reception class. The school has no Nursery class.
- The school serves a community where most pupils are of White British heritage and do not speak English as an additional language.
- The proportion of disabled pupils and those who have special educational needs is well above average.
- The proportion of pupils known to be eligible for pupil premium (which provides additional funding for those known to be eligible for free school meals) is well below average. As there are typically less than five disadvantaged pupils in each year group, their attainment compared with others is not reported to avoid identifying individuals.
- Approximately a third of the pupils are from service families based at the local Royal Marine base.
- The proportion of pupils joining or leaving the school at other than the normal times is above average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics by the end of Year 6.

What does the school need to do to improve further?

- Improve the quality of teaching to outstanding, so that pupils make rapid progress, by ensuring that:
 - teachers always plan work that is hard enough for all groups of learners, especially the more able
 - marking and feedback provide clear guidance to the pupils so they can promptly make the necessary corrections to improve their work, especially in writing
 - teachers insist that pupils' writing is neat and their work is always well presented.
- Provide more opportunities for pupils to experience and learn about the range of cultures to prepare them fully for life in modern Britain.

Inspection judgements

The leadership and management are good

- The headteacher provides strong and highly effective leadership that ensures all pupils achieve well and enables good teaching and behaviour to flourish. She is extremely well supported by the skilled deputy headteacher and a dedicated team of staff.
 - All leaders are ambitious for the school and pursue excellence in everything they do to support pupils' learning and progress. There have been very significant improvements since the previous inspection.
 - Leaders have targeted the pupil premium effectively and measure its impact in detail. They are effectively closing the gaps in achievement between the few eligible pupils and their peers.
 - Senior leaders carefully evaluate all aspects of the school's work and set clear targets for improvement when relative weaknesses are identified.
 - Almost all subject leaders make it clear to staff what their strengths are and how they can improve even more.
 - Support and intervention are very quickly put in place if any individual is not making better than the national expected progress from their starting points. Senior leaders carry out their duties rigorously and to a very high standard.
 - Highly effective performance management closely links the outcomes for pupils to staff salary progression.
 - School leaders willingly seek advice when necessary. They value the high quality advice that they receive from their local school group and the local authority.
 - The local authority has provided timely and effective support and guidance. This has had a very positive impact on the school's rapid improvement over the past two years, especially in terms of improving leadership and pupils' progress. The curriculum is lively and varied. It ensures pupils make swift progress in developing the essential skills of reading, writing and mathematics so they are very well prepared for the next stage in their education.
 - The school provides pupils with a wide range of sporting and creative activities and educational visits. These help pupils to develop into mature young people and contribute to their spiritual, moral and social development. The provision for pupils' cultural development is less secure. Pupils do not have a good understanding of cultures other than their own. They have a secure knowledge of other faiths but are not fully prepared for life in modern Britain.
 - The school's clear commitment to equality of opportunity and to tackling any form of discrimination is demonstrated by the good achievement of all groups of pupils. These include disabled pupils, those who have special educational needs and disadvantaged pupils.
 - The primary school sports funding is well used to increase teachers' expertise and to provide pupils with opportunities to take part in a wide range of physical activities such as sailing, rock climbing, kayaking and a wealth of competitive team sports. The provision is enabling all pupils to develop their personal interests and potential in a variety of sports and instil a pride in their school as they participate in school competitions.
 - Safeguarding policies and procedures meet requirements and are very effectively implemented throughout the school. For example, governors have specifically linked the additional sports funding with the safeguarding agenda by providing swimming lessons for all pupils in this coastal region where the risks of drowning are more common.
 - A very large majority of parents who completed the survey, and every parent spoken to during the inspection, would recommend the school to others. They are very appreciative of the education that their children receive. In the words of one parent: 'This is a fantastic school. We love it!'
- **The governance of the school:**
- Governors are very proactive and have the skills and expertise to challenge and support the leaders appropriately. All governors are very proud to serve the school and have ambitious plans for its future development. They share a determination for the school to become outstanding.
 - Governors have a good understanding of the school's performance in relation to national data and make a significant contribution to the way in which the school plans for improvement. All governors are actively involved in all aspects of school life. They visit the school regularly to check on the progress pupils are making.
 - Governors use information about pupils' progress well when they review staff performance and pay progression. They ask leaders searching questions about all aspects of performance and make sure that staff only receive financial reward if they meet their targets in relation to pupils' progress.

- Governors have a clear understanding of the school's finances, including the additional funding the school receives. They check carefully to see if it is making a positive difference. For example, they are very aware that the school is closing the gap in achievement between disadvantaged pupils. Governors are vigilant in ensuring a safe and secure environment.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good. Staff set high standards and pupils respond very well. Pupils and staff show high levels of respect for each other. This ensures a happy, welcoming and harmonious place where pupils thoroughly enjoy learning. In the words of one pupil, 'This school has lots of fun activities.'
- Behaviour is good both in and out of lessons because the school promotes pupils' personal development exceptionally well throughout its curriculum. Relationships between adults and pupils are strong and there is a family atmosphere where every individual is known and valued. Pupils are most pleasant, very polite and exceptionally well mannered. They welcome visitors warmly to the school, open doors for them and are delighted to show them their work.
- Almost all pupils thoroughly enjoy their lessons. They listen very carefully and demonstrate very high levels of interest and motivation. However, on a very few occasions, pupils in lower Key Stage 2 become a little restless and fool around when they lack interest and motivation and are not sufficiently challenged.
- Pupils' moral and social development is promoted very effectively in lessons and in all aspects of school life. Pupils work cooperatively together and this enhances their learning. For example, pupils were observed working in the sensory garden and nature school area with a real sense of participation, mutual support and cooperation.
- Most pupils are clearly proud of their school and value highly the opportunities they have to take responsibility. For example, they enjoy being school councillors and 'outdoor crew'. Year 6 pupils relish supporting their younger schoolmates.
- Almost all pupils show a great deal of care for the school environment and pride in their work. However, in a few books seen during the inspection, a small number of pupils produced untidy work and do not take enough care or show sufficient pride in their writing.

Safety

- The school's work to keep pupils safe and secure is outstanding. Pupils are cared for exceptionally well and there is very effective support for their families.
- Pupils have an outstanding understanding of how to keep themselves safe in a variety of situations. This is because the curriculum covers a wide range of aspects about staying safe, including those relating to the use of computers.
- The whole ethos of the school is underpinned by the values of love and peace. These are known well by all pupils and during the inspection these values were very evident.
- A small proportion of parents reported some concerns over bullying. However, the school's records show very few incidents over time. Discussions with staff, governors, parents and pupils confirmed that bullying was extremely rare. There was unanimous confidence that, if it should occur, the staff would quickly resolve the problem. Pupils expressed an almost indignant answer to the question, with a very strong view that, 'We don't have bullying here – it's a happy school!'
- In the words of one emotional and very appreciative parent: 'This school is amazing – not only in what it does for children's academic needs, but for their emotional needs. The intense support for my child has been life changing to our family!'

The quality of teaching is good

- Teaching is good and much improved since the previous inspection. There are examples of excellent practice because senior leaders have focused on developing high quality teaching through effective coaching, mentoring, and training.
- Staff are determined to ensure that no pupil is at risk of falling behind and they are ambitious for all pupils to do their best. This is reflected in the high expectations and aura of challenge seen for pupils in almost

every classroom in the school. However, occasionally teachers' challenge is not high enough, especially for the most able.

- Throughout Years 1 and 2, the teaching of phonics (letters and the sounds they represent) and reading is good and teachers are skilled at developing pupils' knowledge and use of letter sounds.
- Pupils in Key Stage 1 read with interest and expression. This was very evident in a Year 1 lesson, for example, where pupils and the teacher read the story of *No-Bot*, a robot who lost his bottom. The response and joy expressed by the pupils as they read in a robotic voice was a pleasure to see and hear.
- The love of reading is encouraged throughout Key Stage 2. In Year 5, for example, when asked about her favourite item, one girl wrote that she would choose books because 'they take you to places you have never been.'
- Writing is taught well throughout the school and teachers are very adept at linking different areas of the curriculum together. This was apparent where pupils in Year 2 wrote instructions for pupils in Year 6 to support their growing of sunflowers.
- Throughout the school, the teaching of mathematics is good as teachers use carefully crafted questions to successfully increase pupils' understanding and accelerate progress. Teachers generally use questioning well to correct any misunderstandings or misconceptions and really challenge pupils to think. This was especially effective in Years 4 and 6.
- Tasks are carefully planned and organised with a wide range of stimulating resources to encourage pupils to think critically and to find solutions to problems.
- Very positive relationships help pupils to make consistently good progress. Teachers are very skilled at using a variety of ways to engage and motivate pupils.
- Teachers have good subject knowledge. They have a very clear understanding of what pupils already know. This enables them to plan challenging work because they are clear about what pupils should learn next. This was seen, for example, in a Year 5 information and communication technology (ICT) lesson. Pupils very carefully observed their teacher, a master teacher in ICT, and then worked conscientiously to write a computer program for a game and adapt their ideas. Watching their inspirational teacher significantly improved the quality of their games tremendously.
- Teachers work very closely with highly skilled teaching assistants to provide plenty of activities that provide the extra challenge and support that pupils need to make good progress. This is especially true for pupils in receipt of pupil premium and those who have special educational needs.
- Pupils' work is diligently marked and of particularly high quality in Year 5. However, teachers' marking is not of a consistently high quality in all year groups. In most classes, feedback is always provided for pupils on the quality of their work. However, on a small number of occasions, marking does not give pupils sufficient guidance on how to improve, particularly in writing.
- Pupils are given time to respond to the comments and are expected to apply their improvements in their next pieces of work. There are a few occasions where pupils complete untidy work and there is little evidence of the teacher providing comments to ensure this is improved.
- In mathematics, pupils use their targets very well and the teachers' marking is consistently of a high quality.

The achievement of pupils is good

- Pupils' achievement has improved since the previous inspection. Throughout the school, pupils make good progress in reading, writing and mathematics from their individual starting points.
- Pupils in Years 1 and 2 are fluent readers. They confidently use their knowledge of letters and sounds to read and write unfamiliar words. In Year 2 pupils' speaking skills are well developed. This is because there are many opportunities for pupils to talk about their learning, to answer questions and give extended answers in lessons.
- The good progress continues through Key Stage 2. Pupils in Year 6 read widely and fluently. Most show a high level of understanding of the books they are reading and use these skills well in other subjects. The high standards achieved in reading and writing by the end of Year 6 ensure that pupils are very well prepared for secondary school. Many are working at levels well above those expected for their age in both reading and writing.
- After a dip in pupils' attainment in mathematics at the end of Key Stage 2 in recent years, there has been rapid and sustained progress over the past two years. However, attainment is not yet as high as it is in reading and writing due to a legacy of underachievement in the previous years.
- Disabled pupils and those who have special educational needs make good progress. Teachers and

teaching assistants are very skilled at ensuring pupils experience success.

- The most able also make good progress in most classes and many reach the higher levels of attainment at the end of Key Stages 1 and 2. However, there are a few occasions when higher attaining pupils are not sufficiently challenged.
- The very small number of pupil premium pupils also make good progress from their individual starting points, their achievement is similar to their peers and the gap is closing.
- The vast majority of parents surveyed through Parent View agree that pupils make good progress and are taught well.

The early years provision

is good

- The early years provision is good. Staff are very accomplished in providing imaginative activities which foster curiosity and excitement in all areas of learning.
- The quality of teaching in the Reception class is good and, as a result, the children make good progress from their individual starting points.
- The oversight of the early years setting by school leaders has been effective and rigorous to secure significant improvements since the previous inspection. However, children are not yet making consistently rapid progress.
- Most children join the Reception class with skills and abilities that are broadly typical for their age. They make good progress in their learning and they speak, listen, read, write, understand numbers and cooperate very well with one another. The proportion of children on track to reach a good level of development compares favourably to national figures. They are very well prepared for Year 1.
- Activities in reading and writing stretch the most able and children respond with enthusiasm and excitement. For example, in their writing about the rainforest, almost all children correctly used the sounds that link to particular letters to write words in sentences. One girl was delighted to show her sentences which were correctly punctuated with capital letters and full stops. She wrote 'In the rain forest there was a lion and she tried to it the children.'
- The wide range of indoor and outdoor activities are well matched to the children's abilities and interests. They provide challenge for all groups of children. There is high expectation and a very clear focus on children's personal, physical and creative development through the very interesting activities provided.
- Children love creating their 'parrots' and 'piranha'. This successfully contributes to children's happiness and motivation to learn. As a consequence, it helps their academic achievement.
- Children who need support receive expertly focused interventions by skilled teaching assistants, such as the excellent one-to-one support with memory games.
- The behaviour of the children is consistently good and often exemplary. They follow instructions quickly and swiftly learn to share and take turns without fuss.
- The indoor environment is well resourced with exciting opportunities for children to work and play together. One group of children were keen to sell the inspector a cruise from their travel agent's role-play area. They talked together about how much the cruise would cost and what special things would be experienced.
- In all their activities, children work and play very well together and adults skilfully develop their social skills. The outdoor space is inviting with many opportunities for physical activities, construction and water and sand play.
- Safeguarding arrangements are very effective, ensuring that the children are well cared for and kept very safe at all times.

What inspection judgements mean

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

School details

Unique reference number	113358
Local authority	Devon
Inspection number	462494

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	190
Appropriate authority	The governing body
Chair	Margaret Turgoose
Headteacher	Emily Mellor
Date of previous school inspection	October 2013
Telephone number	01395 266580
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