

Ipplepen Primary School

Biltor Road, Ipplepen, Newton Abbot, TQ12 5QL

Inspection dates 16–17 July 2015

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

Summary of key findings for parents and pupils

This is a school that requires improvement.

- Leaders have not been robust or swift enough in dealing with the underperformance of some teachers.
- Leaders have not systematically checked the progress of disadvantaged pupils or those who have special educational needs.
- Leadership from governors has not driven improvement rapidly enough. School leaders have not been sufficiently held to account.
- The marking of pupils' work is inconsistent and does not help pupils to improve, particularly in mathematics.
- Teachers' assessments of how well pupils are achieving have not always been accurate. This has impeded pupils' progress in some classes.
- Not all teachers' subject knowledge in mathematics is as strong as in reading and writing. This is leading to poorer standards of achievement in mathematics.
- Not all teachers give teaching assistants the guidance they need to make a difference to pupils' learning.
- The progress of the most able varies too much across the school. Teachers do not always have high enough expectations.
- Not all pupils are clear about the steps they can apply to keep themselves safe when using the internet or mobile devices.
- The early years provision requires improvement. Leaders do not have an accurate view of children's achievement. Outdoor activities are limited and children do not have enough opportunities to practise their early writing and number skills.
- The school's curriculum does not give enough opportunity for pupils to develop and deepen their skills and knowledge in a full range of subjects. Opportunities in music and modern foreign languages across the school are limited as is physical education in Key Stage 1.
- Pupils' understanding of different cultures and faiths in modern Britain and the wider world is not sufficiently developed.

The school has the following strengths

- Reading is taught well and pupils make good progress as a result. Typically, nearly half of the pupils reach the higher levels of attainment by the end of Key Stage 2.
- Pupils behave well and enjoy coming to school. This is reflected in above national average levels of attendance.
- Leadership of literacy has been effective in maintaining very high standards in phonics (letters and the sounds they represent), reading and significantly improving standards in writing.
- Most parents say that their child is happy and would recommend the school.

Information about this inspection

- Inspectors observed 13 lessons, one of which was observed jointly with senior leaders. In addition, inspectors made two short visits to lessons in every class. Inspectors also observed one assembly and spoke to parents and carers at the start and end of the school day.
- Inspectors held meetings and discussions with the headteacher, senior and middle leaders, teachers, pupils and six members of the governing body. A telephone discussion took place with a representative from the local authority.
- Inspectors scrutinised a wide range of documents including the school’s information on pupils’ performance and progress, self-evaluation records, safeguarding policies and documents relating to the management of teachers’ performance.
- Inspectors conducted a focused learning walk, looking at the curriculum provision and at spiritual, moral, social and cultural development.
- Inspectors took account of discussions with parents, and the 34 responses to the online questionnaire, Parent View. Questionnaire responses from 14 members of staff were also analysed.
- Inspectors spoke informally with pupils around the school and during break times. They observed behaviour during playtimes and lunchtimes and listened to a group of pupils read.

Inspection team

Tracy Hannon, Lead inspector

Additional Inspector

Marian Marks

Additional Inspector

Full report

Information about this school

- Ipplepen Primary School is smaller than the average-sized school.
- Most pupils are of White British heritage.
- The proportion of disadvantaged pupils supported by the pupil premium is well below the national average. This is additional government funding for pupils who are known to be eligible for free school meals and those who are looked after by the local authority. The number of eligible pupils is so small within the different year groups that it is not possible to compare performance with other groups.
- The proportion of disabled pupils and those who have special educational needs is below the national average.
- Pupils attend the Reception class on a full-time basis.
- The school has been receiving support from the local teaching school.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.

What does the school need to do to improve further?

- Improve the quality of teaching to consistently good or better to raise standards, particularly in mathematics, by making sure that all teachers:
 - have the same high expectations of what pupils can achieve
 - provide different pupil groups with the right work and support to make the very best progress
 - use assessment accurately and effectively to give pupils clear and specific advice about what they can do to improve their work
 - check pupils' understanding of the guidance they have been given and that they are learning from the advice
 - provide teaching assistants with the information they need to help pupils make progress in their learning
 - have the relevant subject knowledge to develop pupils' mathematical understanding more effectively, particularly in the early years and in Year 1
 - set work which challenges the most able pupils to apply their understanding of mathematical concepts.
- Improve pupils' behaviour and safety, particularly their understanding of the potential threats posed by the internet and mobile phones.
- Improve the effectiveness of leadership and management so that:
 - checks on the quality of teaching and learning are rigorous and focused on the progress of different groups of pupils
 - teachers are skilled in assessing pupils' attainment with accuracy and use this information effectively to set work which enables all pupils to make good progress, particularly in the early years
 - the curriculum is broadened so it gives pupils the opportunity to develop skills in modern foreign languages at Key Stage 2, music across the school and physical education at Key Stage 1 and that it provides more opportunities for pupils to develop their understanding of the diversity of cultures in preparation for their life in modern Britain
 - governors gather first-hand information so they hold leaders to account for improving the school.
- Improve the effectiveness of the early years by:
 - ensuring that both indoor and outdoor environments contribute more effectively to children's development in all areas of learning.

An external review of the school's use of the pupil premium should be undertaken in order to assess how this aspect of leadership and management may be improved.

An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

Inspection judgements

The leadership and management **require improvement**

- Leadership and management require improvement because the inconsistencies that exist in achievement and progress have not been fully resolved. Leaders' checks on pupils' achievement have not been systematic or incisive enough to bring about swift improvement. More recently, the headteacher has shown a strong resolve to improve the school's performance.
- Leaders foster good relations with the local community and are committed to making improvements required to raise achievement and improve teaching and pupils' behaviour.
- The headteacher has an accurate view of the quality of teaching. However, checks on teachers' work have not systematically involved a wide range of evidence and discussion to improve teachers' practice. Targets set for teachers have not always been sufficiently challenging to drive the necessary improvement and bring about change quickly enough.
- The school's view of its own effectiveness is accurate. In recent months, leaders have worked with increased vigour to tackle the weaknesses and have worked in close partnership with other schools, particularly the teaching school, to drive improvement. This work is making a positive difference but did not happen soon enough.
- The quality of middle leadership varies. High quality leadership of literacy has resulted in much improved standards in writing, particularly in Key Stage 2. The focus on improving mathematics has not been strong enough. Although the new subject leader has a clear action plan, work in some pupils' books across the school highlights some teachers' low expectations, particularly for the most able pupils.
- Systems to check on the progress of disadvantaged pupils and those who have special educational needs require strengthening. More regular checking on pupils' progress is providing leaders with the information they need to address underachievement. The school promotes equality of opportunity and ensures that the few pupils in receipt of the pupil premium funding are fully included in school activities. However, not all teachers make sufficient use of information to meet the needs of these pupils. Consequently, achievement over time is stronger in some classes than in others.
- The school's curriculum is not sufficiently broad and balanced. Pupils in some classes are not given enough opportunities to develop their skills or expand their knowledge in music or in physical education. Opportunities provided for pupils to encounter a range of cultures and lifestyles are limited. This constrains pupils' preparation for life in modern Britain. Pupils' understanding of the importance of liberty and tolerance is not promoted well enough.
- The primary sports funding is used effectively to provide additional sports, such as basketball after school, particularly for Key Stage 2 pupils. More pupils are now participating in sports. Specialist coaches are enriching pupils' skills and fitness in Key Stage 2 lessons. Provision for physical education in lessons for Key Stage 1 pupils is not of an equally high standard.
- Leaders and managers ensure that current statutory safeguarding arrangements meet requirements, including, for example, secure checks for all adults working with children.
- The local authority is holding the school's leaders to account well and providing a range of helpful guidance to support improvement. Work with the local teaching school has been effective in supporting the headteacher in developing a more rigorous approach to the quality of teaching and learning.

■ The governance of the school:

- Governance requires improvement. Governors have a clear understanding of the school's strengths and areas to develop and are aware of how the school performs against schools nationally. They recognise that they have not been as diligent as they should have been in providing sufficient challenge to senior leaders or following up issues of concern rigorously enough.
- With the addition of new members of the governing body and a renewed sense of urgency, governors are now holding senior leaders of the school fully to account. Governors have undertaken training to enhance their skills and roles. Recent work with the local authority has resulted in governors having a clearer understanding of data and the quality of teaching. Governors have started to make regular visits to check on the school's progress towards improvement priorities.
- Governors have been effective in tackling challenging financial budgets, and as a result, are now in a stronger position to direct funds to support school priorities. However, they do not use the management of teachers' performance sufficiently to link teachers' performance with pay. Improved reports from the headteacher, discussed by governors in meetings, are helping them to understand how weaker teaching is being tackled.

- Governors are knowledgeable about the additional funding to support disadvantaged pupils. However, they have only recently put systems in place to monitor routinely the impact this funding is having on pupils' achievement.
- Governors understand the importance of keeping pupils safe. Arrangements for safeguarding meet statutory requirements.

The behaviour and safety of pupils

require improvement

Behaviour

- The behaviour of pupils is good. Pupils are polite and relationships in the school are very good. Pupils are proud of their school; they speak with confidence and engage visitors warmly.
- Pupils behave well around the school and at play and lunchtimes. Incidents of poor behaviour are very low. They enjoy each other's company and work together well, showing that the school fosters positive relationships.
- Pupils, particularly at Key Stage 2, show care and pride in the presentation of their work, particularly in reading journals and writing books.
- Pupils arrive on time and attendance is above the national average.

Safety

- The school's work to keep pupils safe and secure requires improvement.
- Not all pupils are clear about how they can keep themselves safe on the internet or when using mobile devices.
- Some areas of the school grounds are overgrown and are not well maintained and could therefore be a hazard for pupils. Leaders have been slow to address this.
- Pupils say that there is very little bullying in the school and that when it does occur, adults deal with it quickly and effectively.
- Leaders have made sure that checks required on the suitability of adults who work in the school are done and recorded promptly and properly. Staff training in child protection is up to date. The headteacher has good links with other agencies to ensure that the most vulnerable pupils and their families receive the support they need.

The quality of teaching

requires improvement

- Teaching over time requires improvement because it has not promoted pupils' good achievement across the school. At times, teachers' expectations of what pupils should achieve have not been sufficiently challenging, particularly for the most able mathematicians.
- Leaders' previous lack of support and challenge for teachers has resulted in inconsistencies across the school in the quality of teaching.
- Teachers do not always keep a close enough check on how pupils are doing in lessons. On occasions, they do not adapt their teaching to move on those who are ready to forge ahead and to support those who are at risk of falling behind.
- The school's marking policy is followed unevenly across the school. Books show that teachers' expectations of what pupils can achieve vary across subjects and across the school. Some of the teachers' comments, particularly in mathematics, are not specific enough to make a difference to pupils' learning.
- Work set in mathematics does not meet the needs of all pupils well enough to help them to make good progress. The teaching of mathematics is weaker in the early years and Year 1. Pupils are not always given enough opportunities to develop their mathematical reasoning. Sometimes a lack of effective questioning by teachers leads to pupils' misconceptions. When this happens, pupils' attention starts to drift.
- In some classes, teaching assistants are used well to enhance pupils' learning. In these classes, teachers and teaching assistants work closely together and share a good knowledge of pupils' specific needs. However, this good practice is not consistent across the school. Teachers do not always give teaching assistants sufficient guidance, and as a result, progress slows for some pupils.
- There have been recent strong improvements in the way that teachers share targets with pupils, particularly in writing. Effective use is made of wall displays to celebrate good work and provide a reference for pupils to check that their work meets the highest standards. As a result, pupils' work is

steadily improving and is better presented.

- Standards of attainment in writing have improved considerably. Pupils enjoy writing and are keen to achieve their very best. Teachers articulate high expectations and pupils rise to this challenge. This is particularly evident in Key Stage 2.
- The teaching of letters and sounds is a strength of the school. Pupils apply their strong knowledge of spelling strategies to their writing.
- Reading is promoted well in the school and leads to high attainment and good progress for all. Adults' questioning is effective in helping pupils to understand the deeper meaning of texts. For example, in a Year 2 guided reading session, adults' good questioning led to high quality discussion among pupils about how a clever choice of words can create a picture in the readers' mind.
- Vibrant displays in the library and pupils' book reviews engage and motivate pupils to read different types of books.
- Where teaching is stronger, teachers have high expectations of what pupils can achieve; they inspire pupils to find out more. For example, in Year 5, pupils spoke with pride about their displays of 'bottle nebulae' made after learning about astronomy. Pupils told inspectors how they learnt about 'nebulae', a 'cloud of interstellar gas and dust particles'.

The achievement of pupils

requires improvement

- Pupils' attainment in 2014 was broadly in line with national averages in reading, writing and mathematics at the end of Key Stage 2. However, achievement requires improvement because the progress pupils make varies across the school. Until recently, the school had not checked the links between teaching and pupils' achievement effectively. Inaccurate assessments of pupils' attainment have resulted in inflated results in Key Stage 1.
- An above average proportion of pupils in Year 1 reach the required national standard in their phonics check. By the end of Key Stage 2, pupils achieve above the national average in their grammar, punctuation and spelling tests.
- Leaders do not carry out a sufficient analysis of the impact of pupil premium funding. Inspection evidence revealed that low-attaining pupils who are receiving the pupil premium do not always receive the support they need to 'catch up'. However, middle- or high-attaining pupils on entry who also receive pupil premium funding make comparable progress and reach similar standards of attainment to other pupils in the school. There were too few disadvantaged pupils in Year 6 in 2014 to comment on their attainment without identifying them.
- Most able pupils achieve well in reading and writing but do not make good enough progress in mathematics. Too few of the pupils who achieved Level 3 at Key Stage 1 achieved a Level 5 at Key Stage 2. Current work in books, particularly in Year 5, shows that a higher proportion of the most able pupils are making good progress compared to previous years.
- Work in pupils' books reflects a range of writing opportunities and high levels of care and presentation. Boys and girls are equally positive about writing and say writing is their 'favourite thing'. The writing seen in 'topic books' in some classes is not of such a high quality. In the 2015 teacher assessments for Year 6 pupils, the unpublished results show a higher proportion than the 2014 national average achieving better than expected progress in writing. A greater proportion of pupils than the 2014 national average achieve at the highest levels in writing.
- Pupils supported through a statement of special educational needs or the new education, health care plans make good progress in relation to their targets. Other pupils with special educational needs do not always make accelerated progress. Progress for these children sometimes stalls because the additional support provided is not checked frequently or rigorously enough to determine its effectiveness.
- The school promotes a love of reading well. Pupils are keen to read in and out of school. Older pupils act as librarians for the school and support younger pupils with choosing and reading books. Pupils consistently achieve above national averages in both Key Stage 1 and Key Stage 2 national tests in reading.
- Displays around the school reflect a good standard and a broad range of artwork. Community award activities involve Year 6 pupils running a club for younger children. The outcomes of craft work on display show older pupils' skills in helping younger pupils with artwork. Pupils show a clear enjoyment of all creative work.

The early years provision**requires improvement**

- Children join the school with skills and knowledge broadly typical for their age. They join being able to speak confidently and have very good personal and social skills. In 2014, a slightly lower proportion of children than the national average achieved a good level of development. Achievement in early years requires improvement.
- Assessments on how well children are achieving are not always accurate. Consequently, some activities are not sufficiently well matched to children's learning needs and this slows down progress.
- The curriculum provided is too narrow. The children do not benefit from a broad range of experiences across all areas of learning. Work with local authority advisers has led to some recent improvements but actions have been too slow to have a significant impact on children's progress and attainment.
- The large outdoor area is not used effectively enough to help to develop children's skills across the curriculum. Interactions between staff and children are not timely and often activities lack real purpose and challenge. Children do not always have opportunities to apply their recently learnt skills or vocabulary when selecting activities for themselves.
- The leadership of the early years requires improvement. Leaders have not provided sufficiently high quality training for early years staff. Children do not display high levels of persistence because activities do not always challenge them.
- Teaching requires improvement because there are insufficient opportunities for the most able pupils to develop their writing skills. Adults are not always precise enough in their expectations of children's number skills. For example, children who are not forming their numbers correctly are not given timely advice to help them to improve.
- Teaching is more effective in reading than it is in writing or numeracy. Children make good progress and the teacher engenders a love of reading.
- Adults form good relationships with the children. All staff work together to create a calm and welcoming environment for the children. Well-organised routines help pupils to settle into school quickly.
- Adults take good care of the children and ensure that they are kept safe from harm. Established routines ensure that children know how to treat each other well and they move safely around both indoor and outdoor areas. Their behaviour is good.
- Staff build positive relationships with parents. Parents speak positively about the way they are welcomed into the early years class and say that their children are happy in school.
- Most children leave the early years adequately prepared for Year 1.

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>

Unique reference number	113203
Local authority	Devon
Inspection number	456245

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	185
Appropriate authority	The governing body
Chair	Roger Farrow
Headteacher	Helen Tate
Date of previous school inspection	2–3 July 2012
Telephone number	01803 812226
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