

Ipplepen Primary School

Biltor Road, Ipplepen, Newton Abbot, Devon TQ12 5QL

Inspection dates

18–19 July 2017

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| Overall effectiveness | Good |
| Effectiveness of leadership and management | Good |
| Quality of teaching, learning and assessment | Good |
| Personal development, behaviour and welfare | Good |
| Outcomes for pupils | Good |
| Early years provision | Good |
| Overall effectiveness at previous inspection | Requires improvement |

Summary of key findings for parents and pupils

This is a good school

- Leaders have taken decisive action, which has led to significant and sustained improvement since the previous inspection. As a result, teaching, learning and assessment and pupils' outcomes are good.
- Strong links now exist with the local community, and parents are supportive of the school. Pupils and parents recognise the positive changes introduced by school leaders.
- Teachers use assessment well to build on what pupils can do, know and understand. As a result, pupils' progress is usually good.
- Children in the Reception class make a great start with their learning, both inside and outside of the classroom. As a result, children make good progress and are well prepared for Year 1.
- Good-quality teaching has led to improved standards in phonics in Year 1, which are now well above the national average.
- Changes made to the teaching of mathematics are having a positive impact. Consequently, pupils in Years 5 and 6 make consistently good and often rapid progress. However, this excellent practice is not yet fully developed across the school, particularly for low-attaining pupils in lower key stage 2.
- Governors have a good understanding of leaders' impact on school improvement. They check carefully the progress of disadvantaged pupils, including the impact of additional funding. However, an evaluation of pupil premium spend is not published on the school's website.
- Pupils are polite and well behaved. They enjoy school and tackle their learning with confidence. As a result, pupils demonstrate determination and resilience to make good progress in their learning. Attendance at school is good.
- The school's curriculum contains varied and motivating activities that inspire pupils to learn. Teaching that is linked to real-life contexts enables older pupils to enjoy their learning.
- Pupils are safe and know how to keep themselves safe online.
- In a few classes, activities planned do not meet the needs of pupils well enough because work is not sufficiently challenging. As a result, the most able pupils' progress slows in writing and mathematics. Leaders do not track this group's progress with sufficient rigour.

Full report

What does the school need to do to improve further?

- Strengthen leadership and management by ensuring that:
 - senior leaders' checks on teaching, learning and assessment take full account of pupils' prior attainment to maximise pupils' progress, particularly for the most able pupils
 - school leaders facilitate sharing of the best teaching so that mathematics is taught effectively across the school
 - governors conduct regular checks against their statutory duties to ensure that the school meets the requirements on the publication of information on its website.
- Strengthen teaching, learning and assessment, by teachers:
 - setting appropriate work that enables lower-attaining pupils in lower key stage 2 to catch up quickly in mathematics
 - embedding reasoning and problem-solving in mathematics so that pupils make consistently strong progress in every year group
 - providing the most able pupils with the challenge they need to deepen and extend their thinking so that these pupils work at greater depth and exceed the standards expected nationally in writing and mathematics.

Inspection judgements

Effectiveness of leadership and management

Good

- The head of school has been instrumental in ensuring consistent improvement across all aspects of the school's work. The introduction of effective systems to improve the quality of teaching is enabling the wider leadership team to play a full role in securing better-quality teaching, learning and assessment.
- The executive headteacher's self-evaluation of the school's performance is accurate. He has a good understanding of the school's strengths and aspects that require further work. Improvement plans identify appropriate areas for attention. Senior leaders are working systematically on the right aspects for improvement. Leaders and teachers work closely with other schools in the United Schools Federation (USF). As a result, the school has improved and there is good capacity for further improvement.
- The head of school's commitment to raising standards and building links with the community means that parents are supportive. Pupils and parents recognise the positive changes introduced since September 2016 and their impact on pupils' learning.
- Every parent who responded to Ofsted's online questionnaire, Parent View, would highly recommend the school to others. Many parents highlighted the commitment of the head of school as a key factor in the creation of a happy, thriving learning environment where pupils develop confidence and achieve well.
- Leaders have focused well on challenging and supporting teachers and teaching assistants to improve their practice. As a result, pupils are making better progress in reading, writing and mathematics. Although good improvements have been made, school leaders recognise that there is more to be done. For example, work is currently underway to support middle leaders' and teachers' work with the most able pupils to ensure that this group of pupils achieves highly.
- The curriculum is supported by a range of additional visits and practical experiences to help pupils to learn across a range of contexts and subjects. For example, pupils' visit to the Ipplepen dig site and joint work with the archaeological society enabled pupils to apply their mathematical and history skills to a real life context. Pupils were keen to tell inspectors how motivating they find such visits and experiences.
- Art is a strength across the school, typified by the many examples of high-quality artwork on display. Literacy is threaded through the curriculum and pupils have good opportunities to apply their skills in other subjects. Consequently, pupils further improve their learning in reading and writing.
- Leaders' whole school strategy for improving outcomes in mathematics is having a positive impact, especially in upper key stage 2. As a result, these pupils make swift progress. However, this excellent practice is not yet readily shared across the school. Some relative weaknesses remain in the planned curriculum for mathematics in lower key stage 2.
- A wide range of activities enhance pupils' spiritual, moral, social and cultural development. For example, pupils enjoyed learning about life in India with the visit of a 'cultural champion'.

- Leaders expect pupils to respect the school's values and attitudes. As a result, pupils are polite and respectful. Pupils learn about and reflect on British values and life in modern Britain and the world. They also learn how to be caring, thoughtful citizens through initiatives such as 'playground buddies' and 'Eco Warriors'.
- Additional funding for those eligible for the pupil premium is used effectively. Disadvantaged pupils make good progress. As a result, more of these pupils now reach the standards expected for their age.
- The additional funding for pupils who have special educational needs/and or disabilities is precisely allocated. Checks on learning for these pupils are increasingly effective and many pupils are making rapid progress this year, particularly in upper key stage 2. This group of pupils also benefit from a variety of external support, including drama therapy and counselling for mental health concerns. As a result, pupils' personal, emotional and learning needs are met. This support has a positive impact on pupils' progress.
- The sport premium promotes pupils' physical fitness effectively and results in greater participation in sports. Pupils talk enthusiastically about the increased opportunities they have to participate in sport, such as a recent cricket tournament. Similarly, pupils now enjoy increased access to residential visits.

Governance of the school

- Governors have been successful in holding leaders to account for making considerable improvements to the school since the previous inspection. They know the school well and regularly engage with leaders at all levels to maintain an up-to-date knowledge of the strengths and weaknesses of the school. Governors use appraisal to hold teachers and leaders to account for the progress that pupils make.
- Governors monitor the spending of the pupil premium and sport premium to ensure that pupils' achievement improves. However, an evaluation of pupil premium spend is not published on the school's website. This is a statutory expectation.

Safeguarding

- The arrangements for safeguarding are effective. Leaders ensure that staff training is up to date and in line with current legislation. There is a shared understanding of the need to protect pupils against a wide range of possible risks.
- Leaders diligently work with external agencies to ensure that they are doing everything they can to minimise risk of harm to pupils. The systematic recording of concerns about pupils is detailed.
- As part of the school's strategy to strengthen the safeguarding culture even further, leaders have centralised their record system to file information about staff vetting checks and staff training. However, the process of centralising administration has resulted in some record-keeping being inconsistent.
- Pupils are safe and can articulate how the school supports them to stay safe online and within the school site. Parents who responded to Ofsted's online questionnaire, Parent View, said that they felt that their children are safe in school.

Quality of teaching, learning and assessment

Good

- Teaching has improved considerably since the previous inspection. Teaching now results in pupils' progress that is typically good. Teaching usually builds on what pupils already know so that activities planned help pupils to deepen their knowledge and understanding.
- Teaching for pupils who have special educational needs and/or disabilities is effective. Teachers support these pupils well. Teaching assistants help them to engage in learning alongside their peers and make good progress. Pupils with lower starting points get the support needed to complete tasks successfully. As a result, these pupils usually make good progress.
- The teaching of reading is highly effective. Pupils use phonics successfully and continue to make strong progress with their understanding of texts as they progress through the school.
- The teaching of mathematics is good. Pupils show increased accuracy and fluency in number. The school's strategy for improving pupils' ability to reason and solve problems in mathematics is proving effective in some parts of the school. However, some of this work is recent. As a result, leaders have not yet secured consistency of approach by teachers across the school.
- Teachers' checks on pupils' learning ensure that most pupils receive work that builds on prior learning. However, this level of practice is not consistent across the whole school and in some classes the most able pupils do not achieve as well as they should. For example, while teaching supports this group to achieve well in reading, teachers' lack of high expectations in lower key stage 2 slows the progress of these pupils in writing and mathematics.
- There are times when lower-attaining pupils need to catch up quickly before moving on. For example, in mathematics, these pupils need to be more confident in place-value before applying what they know to solve problems so that they can make faster progress.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- A positive climate for learning exists across the school. Classrooms are calm, ordered and purposeful. Attitudes to learning are good. Pupils talk confidently about their learning, work well together and enjoy sharing their ideas.
- The vast majority of pupils are self-confident and enjoy discussing their learning with each other and with adults. Pupils talk freely about how the school helps them to learn and many are proud of what they achieve.
- Pupils feel safe and well looked after. They know who to go to and are confident that the adults in the school will deal with their concerns. A Year 1 pupil said, 'There are lots of people to help us.' This typified the comments made by pupils about the school.

- Pupils enjoy a healthy breakfast club and comment on how much they enjoy the activities.
- There is calm and order at break and lunchtimes. Pupils choose healthy options, try new foods and understand about staying healthy.
- Pupils say that bullying is rare. If there are incidents, these are dealt with quickly.
- Parents who responded to Ofsted's online questionnaire, Parent View, said that their child is well looked after at this school.

Behaviour

- The behaviour of pupils is good. The conduct of pupils throughout the school day is very positive. Transitions to and from lessons are calm and orderly. As a result, pupils are ready to learn.
- Pupils respond quickly to instructions and requests from staff, and their good conduct reflects the school's efforts to promote high standards.
- Staff record incidents of poor behaviour. The school's behaviour logs demonstrate mostly low-level incidents which are quickly and effectively dealt with.
- Pupils' attendance is above the national average, including the attendance of disadvantaged pupils. As a result of leaders' actions, the attendance of pupils who have previously had high rates of absence is showing marked and sustained improvement. Consequently, pupils are positive about attending school and are keen to learn.

Outcomes for pupils

Good

- Pupils' outcomes have improved considerably since the previous inspection. Teachers provide pupils with activities that excite and motivate them. Due to good teaching, pupils make good progress in a wide range of subjects across the school.
- Children in the early years make good progress. In Reception, children often make rapid progress and achieve high levels of development in, for example, early reading and writing skills.
- Pupils continue to make good or better progress by the end of key stage 1, particularly in reading. As a result, pupils read with confidence and accuracy. They read frequently at school and use their skills successfully across the curriculum.
- The proportion of pupils meeting the Year 1 phonics screening check is high and increasing over time. Pupils use their phonics knowledge to improve writing skills. Disadvantaged pupils and pupils with special educational needs and/or disabilities achieve well.
- In the end of key stage 2 assessments in 2016, the percentage of pupils reaching standards expected for their age in reading, writing and mathematics was above the national average. Work in books for current pupils in Year 6 demonstrates that these pupils have made good and often rapid progress this year. Strong teaching this year has enabled pupils who have previously underachieved to catch up. As a result, their progress across key stage 2 is good and they are well prepared for their next stage of

education.

- In the past, pupils' performance in mathematics has been weaker than in English. Leaders are taking effective action to tackle this problem and improvements, particularly in Year 5 and Year 6, are having a positive impact. However, a small minority of lower-attaining pupils in mathematics are not catching up quickly enough in some year groups because work is not always accurately matched to their needs.
- Effective identification and monitoring is strengthening the progress of pupils with special educational needs and/or disabilities. Outcomes for disadvantaged pupils are generally good.
- An increasing amount of current pupils are working at greater depth in English and mathematics. Upper key stage 2 pupils make stronger progress and deepen their understanding in subjects such as science and history. This is due to effective teaching and specific support in moving learning forward. However, the school has not yet been effective in ensuring that the most able pupils are consistently challenged in all year groups.

Early years provision

Good

- The supportive environment, which promotes children's safety, welfare and social skills effectively, ensures that children are happy and get on well together. Expectations and routines are well established. Children listen to adults' instructions, and behave sensibly, as they explore and learn.
- Teaching nurtures, engages and motivates children, promoting a sense of achievement and developing confidence. For example, they can talk openly with adults about learning journals and the school helping them to read and write.
- The school's special needs coordinator works closely with early years staff. As a result, children who have special educational needs and/or disabilities are making good progress during their time in the early years.
- In pre-school, children fully engage in role-play activities and benefit from yoga. Children have many opportunities for outside learning, including the immediate locality, where there is quick and easy access to a public park with swings, and visits to allotments.
- The quality of education provided in the Reception class is very strong. Children play with confidence and develop their vocabulary using full sentences when discussing their activities. For example, when playing in the mud kitchen, a child explained why the food was delicious, using the word 'because'.
- The introduction of deeper analysis of what children can do has enabled consistently good outcomes. The effective early years leader carefully monitors the performance of different groups of pupils, including any differences between girls and boys. This analysis informs planning and results in faster progress for Reception children.
- Children make good progress from their starting points in the Reception class and leave well equipped for learning in Year 1. Progress is good and for some children it is rapid. In pre-school, progress is less effective as assessment procedures are not yet fully developed.

- A very high proportion of children achieve a good level of development by the end of Reception Year. The proportion of children achieving the early learning goals in reading and mathematics was broadly in line with the national average in 2015 but above average in 2016. In 2017, the school exceeded the national average for a good level of development in reading, writing and mathematics.
- The early years leader has a clear understanding of her role. She has been well supported by the local authority and federation to make improvements. The early years leader has been proactive in establishing closer links with the pre-school in order to streamline assessment procedures. She demonstrates the capacity to ensure effective provision.

School details

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| Unique reference number | 113203 |
| Local authority | Devon |
| Inspection number | 10033122 |

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

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| Type of school | Primary |
| School category | Community |
| Age range of pupils | 3 to 11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 181 |
| Appropriate authority | Local authority |
| Chair | Elizabeth Thompson |
| Headteacher | Martin Harding (executive headteacher) Amanda Lacey (head of school) |
| Telephone number | 01803 812226 |
| Website | www.ipplepen-primary.devon.sch.uk |
| Email address | admin@ipplepen-primary.devon.sch.uk |
| Date of previous inspection | 16–17 July 2015 |

Information about this school

- Ipplepen Primary School is smaller than the average-sized primary school. There are seven classes and a pre-school.
- The school is part of the United Schools Federation (USF). The federation comprises five primary schools in the south west of England. The head of school is supported by an executive headteacher from the USF. The executive headteacher is a national leader of education.
- The vast majority of pupils are White British and the proportion who speak English as an additional language is well below the national average.
- The proportion of disadvantaged pupils supported through pupil premium funding is well below the national average.
- The proportion of pupils who have special educational needs and/or disabilities is above the national average. The proportion of pupils with a statement of special

educational needs or an education, health and care plan is below that found nationally.

- The school meets the current government floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- The school does not meet requirements on the publication of information about the pupil premium on its website.

Information about this inspection

- Inspectors visited classrooms and many of these visits were made jointly with senior leaders. Pupils' learning was observed across the school.
- Inspectors looked carefully at pupils' work from all year groups and across a range of subjects. Inspectors listened to a selection of pupils read.
- Discussions were held with pupils from different year groups about how they feel about school, how teachers help them with their learning and how the school keeps them safe.
- Discussions were held with school leaders, staff, members of the governing body and the local authority. Inspectors also took into account responses to questionnaires completed by staff.
- Inspectors looked at the school's evaluation of its own performance, its improvement plan, a number of key school policies and the minutes of meetings of the governing body. They also considered a range of documentation in relation to child protection, safeguarding, behaviour and attendance. Inspectors took account of 58 responses to Ofsted's online survey, Parent View, including a number of free-text responses. Inspectors also spoke to a number of parents during the inspection.

Inspection team

Mike Brady, lead inspector

Her Majesty's Inspector

Julie Carrington

Her Majesty's Inspector

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In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

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