

Lympstone Church of England Primary School

School Hill, Lympstone, Exmouth, Devon EX8 5JY

Inspection dates

20–21 June 2018

Overall effectiveness	Requires improvement
Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Requires improvement
Outcomes for pupils	Requires improvement
Early years provision	Good
Overall effectiveness at previous inspection	Not previously inspected

Summary of key findings for parents and pupils

This is a school that requires improvement

- Since the previous inspection, leaders have not ensured that the quality of teaching and learning is consistently good. Consequently, standards at the end of key stage 2 in writing and mathematics have been below the national average. In 2017, progress in mathematics was in the lowest 10% of schools nationally.
- The progress pupils currently make in key stage 2 is not consistently good, particularly in mathematics.
- Subject leaders are not fully involved in checking the quality of the teaching.
- Governors understand the school's strengths and weaknesses well. However, over time, they have not acted swiftly enough in reversing the decline in pupils' achievement.
- Teachers' subject knowledge is not secure in mathematics. There are too few opportunities for pupils to apply their mathematical skills in problem-solving and reasoning.
- Some teachers' expectations of what pupils can achieve are too low and work is not adapted to meet their particular needs. As a result, pupils are not always set work which is matched well enough to their ability.
- Too often, pupils are set work that they have already mastered. This leads to pupils repeating learning unnecessarily, slowing progress over time.
- Attendance is improving slowly but remains below the national average. Some parents and carers do not understand the correlation between attendance and achievement.

The school has the following strengths

- Children in the early years make strong progress. This is because teaching is consistently good.
- Standards at the end of key stage 1 in reading, writing and mathematics have improved and are at or above the national average.
- The school is a very welcoming and happy place. Pupils are proud of their school and feel safe.
- The teaching of phonics is good.
- The curriculum provides pupils with many opportunities to develop their knowledge across a range of subjects.

Full report

What does the school need to do to improve further?

- Improve the effectiveness of leadership and management by ensuring that:
 - senior leaders provide opportunities for middle leaders regularly to check on and influence improvements in teaching
 - teachers are well trained in the delivery of mathematics
 - making sure that the quality of teaching and learning in key stage 2 is consistently strong
 - governors provide a rigorous level of challenge to school leaders.
- Improve the quality of teaching and learning so that it is consistently good or better, by:
 - ensuring that the teaching of mathematics can systematically build upon and deepen pupils' skills, knowledge and understanding
 - ensuring that pupils are not repeating work that they have already achieved
 - ensuring the teaching in mathematics provides pupils with increased opportunities to develop their problem-solving and reasoning skills.
- Improve outcomes, by:
 - accelerating pupils' progress, so that it is at least in line with the national figures in mathematics.
- Improve pupils' attendance by making clear the links between success at school and attendance.

Arrange for an external review of governance to be undertaken in order to assess how this aspect of leadership and management may be improved.

Inspection judgements

Effectiveness of leadership and management

Requires improvement

- Over time, leaders have not ensured that the quality of teaching and learning is consistently good in key stage 2. As a result, pupils' progress in writing and mathematics is variable. This was confirmed in the school's performance in the 2016 and 2017 national assessments. Since 2016, writing has been in the lowest 20% of schools nationally and, in 2017, mathematics has been in the lowest 10% of schools.
- Subject leaders have precise action plans to improve pupils' achievement and are fully aware of the strengths and areas that require improvement. However, they have not had the opportunity to check regularly and influence the quality of teaching and pupils' progress.
- Leaders have successfully steered the school through a challenging period of financial instability, which has resulted in a reduced workforce and mixed-age classes. Inspection evidence found that the actions of leaders have not been detrimental to the quality of teaching and learning. A small proportion of parents, who responded on free-text, do not feel that mixed-age classes are effective.
- The approach to curriculum design is skilfully developed and offers pupils a range of exciting learning opportunities. Pupils' learning is enriched in many different ways beyond the classroom and pupils are proud of their work. For example, pupils who experience an alternative curriculum clearly enjoy the opportunities they are provided to learn outside. They were keen to share with inspectors their 'wow book', which captures all of their 'special moments'.
- Pupils in key stage 2 were particularly eager to tell inspectors how learning in the classroom is enhanced further through extra-curricular visits to 'Bristol's science museum.' Pupils in Year 2 enthusiastically explained how they really enjoy spending a night in the wilderness, learning about survival, sleeping in shelters and cooking in the wild. These enrichment activities support pupils' personal development well.
- The school makes effective use of additional sports premium funding for physical education (PE). There have been many school successes since the introduction of the funding. To name but two, they are Exmouth schools sport partnership tag rugby champions, and have achieved high placings in cross-country running and junior triathlon. The school is leading the way in the facilitation of a junior triathlon competition with local schools. Furthermore, the school has seen a considerable uptake in extra-curriculum sporting opportunities, such as the 'go-ride' cycle event. Pupils speak favourably about the sporting opportunities that they have.
- School life and timetabled subjects contribute well to promote pupils' spiritual, moral, social and cultural development and understanding of British values. These values permeate everything that the school does and provide pupils with the opportunity to develop into kind and considerate citizens, well prepared for 21st-century Britain. Pupils talk proudly about their work in the local community and fundraising efforts.
- The leadership of provision for pupils who have special educational needs (SEN) and/or disabilities is effective. Pupils receive bespoke, tailored support where required that is reviewed regularly to ensure that good academic progress is being made.

- The headteacher cares deeply for pupils in her charge. She is committed to providing all pupils with as many opportunities as possible. She has established a calm and purposeful school, in which pupils thrive emotionally.
- The headteacher, who is ably supported by the deputy headteacher, is ambitious and committed to driving school improvements. Together, they have a clear understanding of the school's strengths and areas for development. The right priorities are identified in the school improvement plan and they recognise where rapid improvements need to be made. She acknowledges that the current instability has hindered her progress in continuing to improve the school.
- The local authority has supported the school well and is well received by school leaders. The representative has offered support and challenge through regular visits to the school. The most recent support visit led them to conclusions which matched our inspection findings and agreed with the school's plans for further improvement. The local authority is committed to continuing to improve the school.
- Parents are mostly positive about the school. One parent's comment, typical of many, was: 'Lympstone Primary School is such a friendly and caring school. I feel like my children are loved, cared for and supported.'

Governance of the school

- Since the previous inspection, governors have not ensured the maintenance of a good standard of education. Although supporting school leaders well through a period of challenge, they permitted academic standards to fall, and these have yet to recover fully. Governors acknowledged that they have not tackled the quality of teaching and learning with a sufficient level of urgency or rigour.
- Governors are supportive and are determined to do their very best. They visit the school regularly to check upon the quality of leaders' work, but do not always have the skills to hold leaders to account effectively. They recognise the need for external validation to help them develop a sharper response to build upon the school's strengths and governing body capacity.
- The newly appointed chair has quickly established an accurate view of the school's work. He knows the school's strengths and where and what improvements need to take shape.
- The governing body meets its statutory duties with regard to safeguarding and ensuring the effective use of additional funding.

Safeguarding

- The arrangements for safeguarding are effective.
- Staff are well trained in safeguarding. There is a strong culture of safeguarding throughout the school. Alongside their core training, staff receive regular appropriate updates. Consequently, all staff and governors know how to spot the changes in pupils' behaviour that could suggest that pupils are at risk of harm.
- Appropriate checks are made on all staff before they begin work at the school to ensure that they are fit and proper to work with children. This includes a detailed

induction and probation period for volunteers wanting to work in the school.

- Leaders keep detailed records of pupils whose circumstances make them vulnerable. They work closely with external agencies to ensure that these pupils are safe. Leaders are not afraid to escalate any concerns that they feel have not been acted upon swiftly enough.
- The curriculum offers many opportunities for pupils to learn about how to keep themselves safe in a range of situations, both inside and outside school. Pupils told inspectors that they feel safe and protected at school and always have an adult to talk to through their 'trusted adult' provision. They also speak favourably about the e-safety assemblies to keep themselves safe online, both inside and outside of school.
- Parents who spoke to inspectors and a large proportion who responded to Ofsted's online questionnaire, Parent View, also agreed that their children were safe and well cared for at the school.
- All documentation scrutinised during the inspection relating to safeguarding was fit for purpose.

Quality of teaching, learning and assessment

Requires improvement

- The quality of teaching, learning and assessment is not consistently good across the school. Although there is effective teaching in some year groups, too much variability exists across the school. As a result, pupils make uneven progress.
- The work in pupils' mathematics books in key stage 2 shows that pupils often complete work that they have already mastered, and teaching is not adjusted swiftly enough. Pupils' books show that some teachers regularly give all pupils the same work to complete, regardless of their starting point. As a consequence, pupils are not challenged and often find work too easy.
- Some teachers' expectations of what pupils can achieve are not always high enough. Too often, teachers do not make use of assessment information effectively to ensure that the work they plan is relevant to promote progress for pupils' varying starting points.
- Although leaders have provided training in the mathematics curriculum, some staff still lack confidence in the delivery. As a result, too few opportunities are made available for pupils to apply their mathematics to solve problems. Equally, teachers do not provide consistently good opportunities for pupils to develop their reasoning skills.
- Pupils have a real love of reading. They read with fluency and expression, making good use of their phonic knowledge to sound out unfamiliar words. Pupils told inspectors that they read regularly at school and at home with an adult. Consequently, achievement in reading since 2016 has been higher than in writing and mathematics.
- The teaching of writing is improving. In 2017, leaders focused on raising standards in writing across the curriculum and this has had a discernible impact upon pupils' achievement. Examples of pupils' writing across the curriculum are of a high standard and are well presented around the school. Pupils are given opportunities to write for a variety of purposes and audiences, refining and developing their skills across other subjects. For example, in Year 6 pupils were charged to use their skills in their

curriculum focus week to write and present about the various British values that exist in society today.

- Teaching assistants support pupils who have SEN and/or disabilities effectively to meet their learning needs. As a result, pupils make positive progress. They know pupils well and support individuals and small groups with bespoke support.
- Teachers' relationships with pupils are strong. As a result, pupils have positive attitudes to their learning and want to please the adults. They apply themselves well in their lessons to all that is asked of them.

Personal development, behaviour and welfare

Requires improvement

Personal development and welfare

- The school's work to promote pupils' personal development is good.
- The senior leadership team has created a warm and inclusive school. Pupils' achievements are celebrated through 'proud books', work in the community and high-quality displays promoting pupils' efforts.
- Pupils show respect for adults and each other. At lunchtimes, they sit in the hall or around the school gardens chatting to each other politely and respectfully. Meals and most lunchboxes are healthy and nutritious.
- The pupil council feels that it has an 'active' voice in the school. Pupils take on roles in organising school events. They are encouraged to engage with the wider community to raise extra funds to enhance their opportunities further. For example, one pupil told inspectors how he felt empowered to organise a 'dog show' at the school to raise funds for the new playground equipment.
- Pupils learn how to keep themselves safe through the curriculum and have a strong understanding how to stay safe. Pupils can define bullying and told inspectors that it is a rare occurrence at the school and that staff act swiftly to resolve any issues.
- The vast majority of parents said that their children are happy and enjoy coming to school. They are confident that they will take good care of them. Staff also reported through the Ofsted staff questionnaire that behaviour is well managed and that the school is calm and orderly.

Behaviour

- Behaviour requires improvement. This is because pupils' rates of attendance have been lower than the national average and persistent absence higher than the national average for the last two years. The school works closely with external agencies and parents to follow up poor attendance. Although there are some signs of improvement, it is still not in line with the national figures. This is mostly down to pupils not valuing their education and parents taking pupils out of school during school term time.
- Pupils are polite, respectful, kind and welcoming towards adults. They are a credit to the ways in which they promote the values and ethos of the school. The relationships between pupils are also respectful and positive. This environment helps pupils feel safe

and build up their confidence and self-esteem.

- Pupils have a good understanding of the school's behaviour system and report that they feel that it is effective in eradicating any low-level behaviour disruptions.
- Attitudes to learning are generally positive. This is particularly so where learning is well matched to pupils' needs and pupils engage enthusiastically with work which is well matched to their needs.

Outcomes for pupils

Requires improvement

- In 2016 and 2017, the proportion of pupils who reached the expected standard in writing and mathematics at the end of key stage 2 was considerably lower than the national average. Pupils made slower progress in mathematics in 2017 than in 2016. Although there was improvement in writing, achievement remained below the national average.
- In 2017, in key stage 2, most-able pupils were not sufficiently challenged to reach the higher standards in English and mathematics. Current school information, work in books and wider inspection activities revealed that a larger proportion of pupils than historically are currently working within the higher standards.
- Key stage 1 pupils make good progress from their different starting points in reading, writing and mathematics. In 2017, pupils were in line with the national average.
- In 2017, in key stage 1, a larger proportion of pupils reached the higher standards in reading and mathematics than in 2016, attaining above the national average. Work in pupils' books, observations of learning and current information indicate that this positive trend is set to continue. Although improving, proportions of pupils attaining at the higher standards in writing have remained just below the national average.
- Over time, Year 1 phonics screening check outcomes have declined and fell below the national average for the first time in 2017. Strong phonics teaching has ensured that the quality of teaching, learning and assessment of phonics has improved. Current Year 1 pupils' performance information indicates that pupils are on track to exceed national expectations.
- Pupils who read with inspectors used phonics accurately and shared their 'love of reading'. They spoke enthusiastically about the new library that has recently arrived and how they prefer a book to reading from an electronic device. Leaders' focus on improving the quality of phonics teaching has had a positive impact on pupils' reading and writing, particularly for pupils in key stage 1.
- Pupils who have SEN and/or disabilities make good progress from their different starting points. One-to-one teaching assistants are very skilful in using questioning to support pupils' access to the curriculum successfully and in helping them to develop their social and emotional skills.
- Outcomes in subjects other than English and mathematics are positive across the curriculum. Subjects are adjusted and adapted accordingly to ensure that all pupils experience a rich and varied curriculum. They have a strong grasp of science, PE, geography, history, music and art.
- Pupils from service families are fully integrated in all aspects of school life, regardless

of when they join the school. Staff are diligent in ensuring that transition is seamless and they are well supported. As with their peers, the progress they make varies across year groups.

- There are too few disadvantaged pupils in the school to make any meaningful generalisations.

Early years provision

Good

- Highly effective leadership of early years has halted a decline in children's achievement. Children make good progress from average starting points, resulting in a high proportion of children making a good level of development. As a result, large proportions of children are well prepared for Year 1.
- The environment is vibrant, well equipped and well organised, with an exciting 'buzz'. However, what notably imbues the environment is the loving, warm and caring experience provided by adults. This helps children to feel confident, happy and safe. Children behave well and are able to play independently, as well as with others.
- The early years leader ensures that transition arrangements are effective and the school is well prepared to meet children's needs. Home visits, parent training sessions and good communication with pre-schools support children to get off to a flying start.
- The early years leader uses assessment information precisely to identify gaps in children's understanding and to adapt the curriculum accordingly. For example, she identified that children's writing development needed further work. She does not rest on her laurels. As a result, curriculum work focused on improving writing skills, and writing displayed around the setting and in children's assessments is of a high standard.
- During the inspection, inspectors observed strong writing and phonic skills being cultivated effectively. For example, one child correctly used the phonic skills she had learned to write 'tadpoles live in water' accurately and with well-developed fine motor-skills.
- Because of effective teaching, children make good progress across the curriculum. Staff work well together to design activities that meet the needs of children. They engage and enthuse children, challenging their ability to problem-solve. Children maintain their attention and appreciation well, and adults intervene as appropriate when an activity requires further perseverance.
- Children develop their language skills well through a language-rich environment. Adults use a range of questions effectively to extend and challenge children's learning further. They respond well and want to please the adults.
- Positive relationships have been established with parents, which helps to promote security and consistency. Parents are encouraged to take an active part in their children's learning through contributing to the school's online assessment system.
- Leaders ensure that statutory requirements are met and follow the same procedures as the rest of the school.

School details

Unique reference number	113358
Local authority	Devon
Inspection number	10048070

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 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	169
Appropriate authority	The governing body
Chair	Dr Tim Jupp
Headteacher	Emily Mellor
Telephone number	01395 266580
Website	www.lympstone-primary.devon.sch.uk
Email address	head@lympstone-primary.devon.sch.uk
Date of previous inspection	21–22 May 2015

Information about this school

- The school meets the current government floor standards, which set the minimum standard expected for pupils at the end of Year 6 in reading, writing and mathematics.
- The majority of pupils are of White British background.
- The proportion of pupils who speak English as an additional language is well below the national average.
- The proportion of pupils who are known to be eligible for free school meals is well below that found nationally.
- The proportion of pupils who have SEN and/or disabilities or who are supported by an education, health and care plan, or statement of special educational needs, is above average.
- The school is close to the Royal Marines Commando camp and approximately a third of children belonging to families at the camp attend the school.

Information about this inspection

- Inspectors observed teaching and learning in all classes where pupils were not absent on educational visits. Most of the observations were undertaken jointly with school leaders.
- The inspection team, with senior leaders, looked through a wide range of pupils' work across the curriculum with leaders and listened to pupils read.
- Inspectors held meetings with leaders to review provision, including the curriculum; SEN and/or disabilities; service pupils; behaviour and welfare; and safeguarding.
- Inspectors considered a range of documentation, including the school's development plan and self-evaluation.
- Inspectors observed pupils' behaviour at playtimes and lunchtimes, when pupils were moving in and around the school, and during lessons.
- To test the effectiveness of safeguarding, inspectors reviewed a range of documents, including the single central record, policies and procedures.
- Inspectors took account of all of the response to Ofsted's questionnaires. These included 49 from parents on Parent View, including 19 written comments using the Ofsted free-text service, and 15 staff surveys. In addition, inspectors spoke to parents at the beginning of the school day.
- Throughout the inspection, inspectors spoke with pupils and held a separate meeting with the school council.
- The lead inspector met with two governors, which included the chair of the governing body.
- The lead inspector also had a telephone conversation with a member of the local authority.

Inspection team

Matt Middlemore, lead inspector	Ofsted Inspector
Jane Johns	Ofsted Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making a complaint about Ofsted', which is available from Ofsted's website: www.gov.uk/government/publications/complaints-about-ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.gov.uk/government/organisations/ofsted.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.gov.uk/ofsted.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2018