

Inspection of Galmpton Church of England Primary School

Greenway Road, Galmpton, Brixham, Devon TQ5 0LT

Inspection dates: 17 and 18 April 2024

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Early years provision

Outstanding

Previous inspection grade

Good

The headteacher of this school is Katy Burns. This school is part of The Academies for Character and Excellence, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Cheryl Weyman, and overseen by a board of trustees, chaired by Roger Willoughby.

What is it like to attend this school?

Pupils at Galmpton Church of England Primary School thrive. They are rightly proud of their school and everyone who is part of it. Pupils attend school regularly and they are eager to learn. Staff are relentless in their passion to enable pupils to succeed in all aspects of school life. Within a highly inclusive setting, staff have a strong desire to make a difference for all pupils, and they do.

Pupils receive an exceptional education. This is achieved through an impressive curriculum, starting in the early years. It is underpinned by 'academic excellence, character development and metacognition'. These principles are woven through all subjects to enable pupils to build their knowledge very well across the curriculum.

The character 'gateways' are at the centre of Galmpton. They steer the successful ethos of the school as well as the strong promotion of pupils' development. Pupils talk positively about how 'learning enquiries' help them to develop their understanding of the school values. For example, an enquiry about Charles Darwin explored the importance of determination and integrity.

Parents are overwhelmingly supportive of the school. They value the difference the school makes to their children. Parents praise the care and support the school provides for pupils, especially those with special educational needs and/or disabilities (SEND).

What does the school do well and what does it need to do better?

The school has the highest aspiration for every pupil. It has created an ambitious curriculum that is designed exceptionally well. The curriculum makes clear the precise knowledge pupils need to know and remember across all subjects.

Teachers expertly build pupils' knowledge. Assessment is effective. For example, teachers use vocabulary cards skilfully to revisit previous learning. They address any misconceptions that arise quickly before moving on to new learning. Pupils learn exceptionally well. They confidently make links to their current learning across subjects. For example, in geography, pupils talk eloquently about their knowledge of global trade, comparing this to their historical study of trade in the Stone Age.

The school is aspirational for pupils with SEND. Early identification ensures these pupils get the help they need. Pupils benefit from ambitious learning plans and effective adaptations. This helps them to progress through the curriculum successfully alongside their peers.

Reading is a high priority and at the heart of the curriculum. Pupils learn to read from the moment they start school. They show confidence in their ability to decode and blend words. Pupils with gaps in phonic knowledge receive the support they need to keep up. This helps pupils to quickly gain the knowledge they need to become confident and fluent readers. Pupils talk enthusiastically about the many

opportunities to read. They take pleasure in talking about 'recommended reads' in their classroom book areas.

Children in the early years flourish. Staff make the most of every minute. Learning is provided to enthuse and inspire children's curiosity. For example, children independently learn to play 'Twinkle, Twinkle, Little Star' following musical notation using a glockenspiel. Language development is integral to the curriculum. The 'communication cave' is an example of the many opportunities to promote children's oracy skills. Children sustain high levels of concentration during activities. They are highly motivated in their learning and eager to join in. As a result, the children are exceptionally well prepared for their next stage.

Pupils show excellent attitudes to their learning. Their work across the curriculum is consistently of a high quality. Across the school, pupils demonstrate the school values. They respond well to the high expectations that are in place. Pupils who struggle to manage their behaviour, including those that have had unsuccessful experiences elsewhere, are provided with additional support. Bespoke support helps these pupils to achieve real success. Staff take time to build positive relationships. As a result, these pupils feel valued and develop more positive experiences of school life. The impact on the most vulnerable pupils is impressive and highly commendable.

Pupils' wider development is exemplary. This is underpinned by character development that weaves through the curriculum. Visits and visitors are well considered to enhance pupils' experiences. Pupils know their leadership roles make a difference. For example, 'school councillors' take an active role in teaching classes about key issues such as consent.

Staff appreciate the many opportunities they have to develop their subject expertise. Many staff have roles across the trust that enable them to benefit others. Those responsible for governance have an accurate and detailed view of the school. They use their knowledge to hold leaders to account. Governors, alongside the school and trust, continue to strive for excellence for every pupil that attends this school.

Safeguarding

The arrangements for safeguarding are effective.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

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| Unique reference number | 145104 |
| Local authority | Torbay |
| Inspection number | 10256632 |
| Type of school | Primary |
| School category | Academy converter |
| Age range of pupils | 4 to 11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 222 |
| Appropriate authority | Board of trustees |
| Chair of trust | Roger Willoughby |
| CEO of trust | Cheryl Weyman |
| Headteacher | Katy Burns |
| Website | www.galmptonprimary.org |
| Dates of previous inspection | 22 and 23 March 2022, under section 8 of the Education Act 2005 |

Information about this school

- Galmpton Church of England Primary School is part of The Academies for Character and Excellence.
- The school is designated as having a religious character. The school is part of the Diocese of Exeter. At the most recent section 48 inspection of the school, carried out in March 2017, the school was judged to be outstanding.
- The school provides an after-school club.
- The school uses one unregistered alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.

- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The inspectors spoke with school leaders, staff, parents, pupils, governors, a representative from the diocese and representatives from the trust.
- The inspectors carried out deep dives in these subjects: early reading, mathematics and geography. For each deep dive, the inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. The inspectors also spoke to leaders and pupils about the curriculum in some other subjects.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The lead inspector listened to pupils read to a trusted adult.
- The inspectors observed pupils' behaviour in lessons and around the school site. Additionally, the inspectors spoke to pupils to discuss their views about the school.
- The inspectors considered responses to Ofsted Parent View, Ofsted's online survey for parents. The inspectors considered comments made by parents online during the inspection and met with some parents at the start of the second day. The inspectors also considered responses to Ofsted's online survey for staff. There were no responses to Ofsted's pupil questionnaire.

Inspection team

Esther Best, lead inspector

His Majesty's Inspector

Matthew Shirley

Ofsted Inspector

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