



# Kings Nympton Community Primary School

Inspection Report

Better  
education  
and care

**Unique Reference Number** 113158  
**LEA** Devon  
**Inspection number** 279107  
**Inspection dates** 27 June 2006 to 27 June 2006  
**Reporting inspector** Shirley Billington AI

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

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<b>Type of school</b>	Primary	<b>School address</b>	Kings Nympton
<b>School category</b>	Community		Umberleigh
<b>Age range of pupils</b>	4 to 11		Devon EX37 9SP
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01769 580512
<b>Number on roll</b>	52	<b>Fax number</b>	01769 580512
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Dr Peter Noble
<b>Date of previous inspection</b>	6 June 2000	<b>Headteacher</b>	Ms Rowena Hoare

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## **Introduction**

The inspection was carried out by two Additional Inspectors.

## **Description of the school**

This is a small school serving a widespread community in north Devon. There are two classes in the school. Reception children are in the same class as Year 1 and 2 pupils, and the other class is for pupils from Years 3 to 6. The proportion of pupils with learning difficulties is broadly average. Most children attend the on-site pre-school group before starting school. Their skills and knowledge on entry vary considerably but overall are broadly average.

The school holds the Active Mark award for physical education. It is part of a cluster of local primary schools and a community college that plans several joint events for pupils, particularly those in Year 6.

## **Key for inspection grades**

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 3

The school provides a sound education for its pupils. It has some particularly strong features related to the way that pupils' personal development is promoted through a range of enriching experiences. These include special events and a particularly good range of clubs for a very small school. Good links with other local schools enable pupils to participate in a variety of musical and sporting activities.

Pupils' achievement is broadly satisfactory and they do particularly well in some areas such as reading, science and art. However, they do not make progress at a consistent rate in all subjects and not enough use is made of assessment information to identify where this is happening and to address the causes. There was, for instance, some underachievement in mathematics for higher-attaining pupils in Years 3 and 4 two years ago. These pupils are now making steady progress in Years 5 and 6 but the reasons for the dip in their achievement have not been identified.

Provision in the Reception Year is satisfactory and most children attain expected levels at the start of Year 1. Their personal and social development is particularly strong and this good base is effectively built on as they go through the school. As a result, the oldest ones are well prepared for the next stage in their learning. Pupils enjoy school and have good attitudes to their learning and work hard. Targets are set for individual pupils but these are not precise enough. As a result, pupils are not always clear about what they are trying to achieve or what they need to do to reach their targets.

Sound leadership constantly seeks to improve what the school provides for pupils and this has been successful in, for example, securing a good range of resources for ICT. However, the school is not quite so sharp in making sure that improved facilities or resources result in better achievement. While there is good attention given to those who have some learning difficulties, and resources are directed to support them, there is not the same focus on the potentially higher attainers to secure consistent progress in all areas. The school's view of its effectiveness is more optimistic than the inspection found. Overall, however, it demonstrates sound capacity to improve and provides satisfactory value for money.

### What the school should do to improve further

- Ensure that pupils have clear targets for improvement and know what they have to do to achieve them.
- Track the progress of all pupils more carefully to ensure that all are making at least expected gains in their learning in all subjects.

## Achievement and standards

### Grade: 3

Pupils' achievement is satisfactory and standards are broadly average, but there is some variation in how well they do in different subjects. Progress in reading is particularly good and standards are high. Progress in writing is not as good as that in

reading, although it is satisfactory. The school has identified this as an area needing improvement. Achievement in mathematics varies from good to unsatisfactory. More-capable pupils have not always made the gains that they should in this subject. Science is a strength, with standards generally above average. All Year 6 pupils have attained the higher levels in this subject in the most recent tests. Reasonable targets are set for pupils' performance in national tests and these are generally achieved.

Children in the Reception Year make satisfactory gains in all areas of learning. Pupils with learning difficulties benefit from good support and make good progress in relation to their individual targets.

## **Personal development and well-being**

### **Grade: 2**

Pupils' personal development, including their social, moral, spiritual and cultural development, is good. Attendance is good, demonstrating pupils' enjoyment of school. Behaviour is good and pupils generally get on well together. They are clear that there is no bullying, and they would know what to do if there were, but there are occasional instances of teasing. Overall, however, older pupils are mature and sensible. They have a secure base in key skills, cooperate readily in teams and small groups and are well prepared for the next stage of their education and for later life.

Pupils show very good awareness of the need to eat a balanced diet and take regular exercise. They know that the 'brain gym' at the start of the day helps them to get ready for learning. They are aware of safe practices and know that they can rely on teachers to help them if they are worried. Pupils make a good contribution to the school and wider community. They have been involved in planning and costing proposals for improving the school grounds and have opportunities to organise fundraising events, for example, for the Tsunami appeal.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Teaching is satisfactory and this ensures steady progress for the vast majority of pupils. Relationships are good and classes are well managed, and these factors create good conditions for learning. Teachers are generally secure in the subjects that they teach. However, planning for lessons tends to be focused on activities rather than the intended learning and does not always take account of the range of abilities and ages in the class. Good support is provided for pupils with learning difficulties, but higher attainers are not always sufficiently challenged. Some specialist teaching in art and music leads to good standards in these subjects. Teaching assistants are generally well used to support groups and individuals. They are well trained and their particular areas of expertise are well used.

## **Curriculum and other activities**

### **Grade: 3**

The curriculum is satisfactory and has some strong features. Long-term planning takes account of mixed-age classes so that pupils experience a balanced curriculum and there is progression in areas that they study. For the Reception Year, while all areas of learning are planned, the need to work with Year 1 and 2 pupils means that occasionally activities are not adapted to an appropriate level. Good links are made across subjects so that, for example, pupils use their literacy and ICT skills in history projects. Art is a strong aspect of the curriculum, with pupils having good opportunities to learn a good range of techniques and work on some exciting collaborative projects. The curriculum is enhanced by a good range of visits to places such as galleries and museums, visitors and special events. Pupils in Years 3 to 6 learn French as part of a cluster initiative, which one pupil commented 'makes you more confident when you go to secondary school.' There is a good range of extra-curricular activities and opportunities to participate in competitive sports and music-making events with other schools.

## **Care, guidance and support**

### **Grade: 3**

These aspects are all satisfactory. Pupils are well known by staff and well cared for on an individual basis. Good additional support is given to those who have learning difficulties. Risk assessment and health and safety procedures are all in place. All staff have had training in child protection arrangements and more is planned before the end of this term. Pupils' progress is tracked through the school, although this is in the early stages for children in the Reception Year. The information is used to identify those pupils who may need extra help, but it is not analysed in sufficient depth to evaluate how well all pupils are doing in each subject or each area of learning. Targets are set for individual pupils but children are not always aware of precisely what their target is or what they need to do to improve. For example, several know that 'spelling' is their target but cannot say what aspect of spelling they should be working on.

## **Leadership and management**

### **Grade: 3**

Leadership and management are satisfactory. The school is well managed on a day-to-day basis and strong teamwork ensures a good level of care for individual pupils and promotes their well-being. The school evaluates how well it is doing through a range of activities, including canvassing the views of parents and pupils. This results in aspects of provision being improved, for example, the introduction of a residential visit for Years 5 and 6 was in response to parents' requests. Staff review individual pupils' performance in national tests and identify where extra support might be needed. However, not enough use is made of performance data to check that all pupils are making progress at expected rates through the school or to compare progress across subjects or, for the Reception children, across different areas of learning.

Governors fulfil their statutory responsibilities and are supportive of the school's work. They have some involvement in forward planning for school improvement but much of what is done is led by the headteacher and governors do not ask searching questions about the school's effectiveness.

Recommendations from the last inspection have been successfully addressed and recently there have been particular improvements in provision for ICT. The leadership has the capacity to improve the school further, but needs greater rigour in the way it checks on its own effectiveness.

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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	3	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	3	NA
The effectiveness of the school's self-evaluation	3	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

<b>How well do learners achieve?</b>	3	NA
The standards <sup>1</sup> reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	2	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	1	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	3	NA
<b>How well are learners cared for, guided and supported?</b>	3	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

## **Text from letter to pupils explaining the findings of the inspection**

Thank you very much for the way that you helped us when we visited your school recently. We enjoyed visiting your classrooms and talking to you about your school. We thought that you might be interested in what we are saying in our report.

Good things about your school

You behave well. Those of you at the top end of the school are mature and sensible and ready to move on to secondary school.

You have lots of exciting activities to do. Some of you told us that you particularly enjoy art and science lessons and you also appreciate all the clubs and extra activities such as sport and music.

You understand how important it is to keep healthy and know that 'brain gym' each day helps you with this and also gets you ready to work well in lessons.

Teachers and other staff are quick to see if you need some extra help and they make sure that you get it.

What we have suggested the school does now

Make sure that you have clear targets to work towards and that you know what you have to do to achieve these.

Use the information that the school has about how well you are progressing to check that your learning is moving on as well as it should every year.

Thank you again for your help. Keep on enjoying your learning!

Best wishes

Shirley Billington Lead Inspector