



# Lympstone Church of England Primary School

Inspection Report

**Unique Reference Number** 113358  
**LEA** Devon  
**Inspection number** 279150  
**Inspection dates** 24 May 2006 to 24 May 2006  
**Reporting inspector** Martin Kerly AI

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

<b>Type of school</b>	Primary	<b>School address</b>	School Hill
<b>School category</b>	Voluntary controlled		Lympstone
<b>Age range of pupils</b>	4 to 11		Exmouth, Devon EX8 5JY
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01395 266580
<b>Number on roll</b>	109	<b>Fax number</b>	01395 266580
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr John Lupton
<b>Date of previous inspection</b>	26 June 2000	<b>Headteacher</b>	Mr A Priest

<b>Age group</b> 4 to 11	<b>Inspection dates</b> 24 May 2006 - 24 May 2006	<b>Inspection number</b> 279150
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## **Introduction**

The inspection was carried out by a team of two Additional Inspectors.

## **Description of the school**

The number of pupils on roll is rising in this relatively small Church of England controlled school. A significant proportion transferred to the school during the infant and junior years. Pupils come from a wide range of socio-economic backgrounds including the immediate village, service families from a nearby military base and the outskirts of Exmouth. Almost all of them are White British. The proportion of pupils with learning difficulties is similar to that in most schools although there are more pupils with statements of special educational needs than usually found.

## **Key for inspection grades**

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

## Overall effectiveness of the school

### Grade: 3

Whilst the school has a number of good features its overall effectiveness is satisfactory because it has not been able to secure good achievement by pupils throughout their time in the school. The school has an accurate view of its performance, has made satisfactory improvements since the last inspection and has the capacity to improve further. It provides satisfactory value for money. In Reception, children achieve well with many exceeding national expectations by the beginning of Year 1. In Years 1 to 6, achievement is satisfactory and standards have improved since the last inspection. By the end of Year 6, standards are now in line with national averages, being stronger in science and weaker in English. Too few pupils exceed national expectations, particularly in English.

Teaching is good in Reception and satisfactory overall in Years 1 to 6 with some variation. Pupils are taught in mixed year classes by several teachers, and work is not always accurately matched to their learning needs. Pupils with learning difficulties and disabilities make sound progress and are fully integrated within the life of the school.

Pupils' personal development, including their behaviour, attendance and spiritual, moral and social development, is good. The curriculum is satisfactory but outdoor provision for Reception children remains inadequate. Pupils are known well by the staff team who provide good care, support and guidance. Leadership and management are satisfactory but monitoring of the work of teachers and the progress of pupils is inadequate. The systems for handling and using data about pupils' performance are weak. Governance is satisfactory with good levels of support but limited challenge in holding the school to account.

### What the school should do to improve further

- Raise standards in English, particularly in writing and by the more able pupils.
- Strengthen the role of the headteacher in ensuring rigorous, focused and systematic monitoring of teaching and learning.
- Establish better systems for recording and using performance data in order to track and respond to the progress of pupils and groups.
- Extend the outdoor provision for children in Reception.

## Achievement and standards

### Grade: 3

Pupils' achievement is good in Reception and satisfactory overall. A few children enter school with poor language and mathematical skills but most are broadly in line with and some above levels found nationally. Children progress well in Reception as a result of good teaching. Most reach, and a good proportion exceed, the nationally expected goals for learning by the end of the year. Progress in Years 1 to 6 is satisfactory. However, it has not been consistent due to variations in the quality of teaching,

particularly related to frequent changes in staffing. Progress by some older pupils was too slow when they were much younger, but has now improved. Pupils with learning difficulties make at least sound progress as a result of carefully planned support. Some of the more able pupils do not make sufficient progress, particularly in English.

With relatively few pupils in each year, standards fluctuate from year to year. However, standards have improved since the last inspection, and after a dip in 2005 in Years 2 and 6, standards have risen again and are broadly average by Year 6. In science, they are above average. Relatively few pupils exceed national expectations in writing throughout the school or in reading by the end of Year 2. Last year too few pupils met their modest targets at the end of Year 6. This year most are on course to achieve their more challenging targets.

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

### **Grade: 2**

Pupils' personal development and well-being are good. Pupils enjoy coming to school and speak enthusiastically about their varied experiences. Their attendance is good. They behave well throughout the day. They demonstrate care and responsibility towards one another and most are positive about their school work. One pupil new to the school commented, 'I like this school because everyone is friendly and helps you'. Pupils' spiritual, moral and social development are now good. Improvements in spiritual development are supported by close links with the parish church and pupils' keen awareness of the beauty around them, for example, the awe experienced when pond-dipping in a science lesson. Pupils are involved in a range of local cultural events but their understanding of their country's cultural diversity, whilst satisfactory, is limited.

Pupils have a good awareness of safe and healthy lifestyles. A relatively high proportion cycle or walk to school, older pupils help manage the 'Huff and Puff' scheme on the playground and many participate in sports clubs after school. The recently established school council successfully involves pupils in contributing ideas to improve the school. Pupils report feeling safe and secure within the school community. Almost all parents agree with this. Pupils are acquiring the expected levels of skills needed for the next stage in their education although aspects of independent learning are limited.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Teaching and learning are satisfactory. In Reception, teaching is good. Children learn with confidence and enthusiasm because the teacher provides a good balance between independent and adult directed work in experiences frequently linked to a common topic.

In Years 1 to 6 teaching is satisfactory. All classes have pupils from more than one year group and most have more than one teacher. Teachers with strong subject

expertise in, for example, science and music, teach more than one class. This helps boost the quality of learning in these subjects and reduces the impact of some inconsistencies experienced by pupils in classes shared by two or three part-time teachers.

In most lessons teachers plan work matched to different abilities within each of the year groups. Occasionally individual pupils of high ability move classes to work alongside older pupils, providing them with additional challenge. In other lessons the work set does not sufficiently take into account what pupils already know and more able pupils spend too long on relatively easy short-term tasks before moving to more challenging work. Those pupils with learning difficulties are supported well, often involving teaching assistants, and are fully integrated into class activities. Teachers helpfully clarify what it is pupils are learning about and their expectations. Pupils' learning is helped by teachers marking their work and reminding them about their curricular targets, for example aspects of punctuation or grammar, at the beginning of lessons. These targets are regularly reviewed and recorded in the front of their books or, as in Class 5, suspended from the ceiling above their tables.

## **Curriculum and other activities**

### **Grade: 3**

The curriculum is satisfactory. Curricular provision in Reception has improved and the indoor provision is good in a well managed area. However, provision outdoors remains inadequate. The absence of a secured area, shelter and storage facilities constrains curricular planning and limits the children's experiences. The curriculum in Years 1 to 6 meets National Curriculum requirements although planning does not always reflect the evolving year group structure of each class. The provision for pupils with learning difficulties and disabilities is good, enabling them to be fully integrated in all activities. Ongoing improvements within the curriculum include the use of information and communication technology (ICT), the school grounds and the introduction of French. The provision for personal, social and emotional development is good throughout the school. There are many enriching experiences beyond the school day for all year groups, including a wide range of sporting and music based clubs.

## **Care, guidance and support**

### **Grade: 2**

Care, guidance and support are good. This view is endorsed by almost all parents. There are good induction procedures for pupils on arrival in Reception and for the substantial numbers who join later, sometimes involving close links with outside agencies. This helps them settle quickly and focus on learning. A parent of one such pupil wrote, 'The contrast between the two schools is marked...I commend Lymestone to you.' Those with learning difficulties and physical disabilities are supported well by teachers and other assistants, although their targets are not always reviewed regularly enough to ensure good progress. Governors have advanced plans to address an aspect of security identified as a concern by a very small minority of parents. There are effective systems in relation to child protection and health and safety. Pupils receive

good guidance for their personal development and most are clear about their work and what they need to do next.

## **Leadership and management**

### **Grade: 3**

Leadership and management are satisfactory. The experienced headteacher provides satisfactory leadership of this growing school and has ensured sound improvements since the time of the last inspection. He has strengthened the subject leadership roles of colleagues, previously identified as a weakness, by establishing an annual cycle of subject reviews. These lead to useful reports being shared with staff colleagues and relevant governors. A good example of this was the recent survey of pupils' writing which led to precise learning targets for groups of pupils throughout the school. Teachers have had little formal training for this demanding role. However, their findings effectively help determine the priorities in the satisfactory school improvement plan. The headteacher's role within the monitoring process is not clearly defined and his monitoring of teaching is inadequate, lacking a clear focus, schedule, collation of findings or follow-up needed to improve teaching and learning. Also inadequate are the organisation, analysis and use of performance data to track the performance of pupils, identify trends and respond to need. No use of ICT is made in this important aspect of management. The governors provide good support and fulfil their statutory responsibilities. The chair is in frequent contact with the school. Other governors are well informed through their subject-leader links. However, governors do not sufficiently challenge the school about its performance. They have sound plans for improvements to the site and for strengthening the structure of the teaching staff team, helping to enhance the school's capacity to improve.

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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	NA	NA
The effectiveness of the school's self-evaluation	4	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	3	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	2	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	3	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>	2	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	4	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 for making us feel welcome on our recent visit to your school. We enjoyed talking to you and seeing some of your work.

We are pleased to say there are a number of things that are good about your school but there are also some things which need to get better. Here are some of the most important things that we found to be good:

You behave well in lessons and around the school.

You are thoughtful about the special things in life and how to support one another.

You enjoy school and your attendance is good.

Many of you achieve well in science by the time you leave the school.

The headteacher and staff team ensure you are all well cared for and your teachers give you good guidance about how to improve your work.

We have asked the headteacher, staff and governors to work together on these things:

Help you to make more progress in literacy with your reading and writing.

Make sure there is a good system for checking up on how good your lessons are.

Set up a good way of collecting and using the information about how much progress you are making.

Provide more things for those of you who are in the Reception to do outside everyday.