



Galampton Church of England Primary School

Inspection Report

Unique Reference Number 113458
LEA Torbay
Inspection number 279174
Inspection dates 7 June 2006 to 8 June 2006
Reporting inspector John Carnaghan AI

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

Type of school	Primary	School address	Greenway Road
School category	Voluntary aided		Galampton
Age range of pupils	4 to 11		Brixham, Devon TQ5 0LT
Gender of pupils	Mixed	Telephone number	01803 842628
Number on roll	222	Fax number	01803 844962
Appropriate authority	The governing body	Chair of governors	
Date of previous inspection	24 January 2000	Headteacher	Mr Stuart Ruffe

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

Galmpton is an average-sized primary school set on the outskirts of Brixham. There are few pupils from minority ethnic backgrounds and all pupils speak English as their first language. Children's standards on starting at school are above average. A small proportion of pupils have learning difficulties. The school has had many staff changes over the last two years, and does not have a deputy headteacher.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

Galmpton School provides a satisfactory education. With more rigorous self-evaluation, followed by action on the outcomes of this inspection, it could again become the good school it believes itself to be and that it was at the last inspection.

Virtually all pupils and parents love the school and regard it as a haven where children are appreciated and cared for. The headteacher and staff actively promote the very positive and Christian ethos of the school. Pupils develop as calm and considerate young people during their time at the school. Partnerships with the church, the village, other local schools and universities do much to broaden pupils' experiences and promote their personal development.

Teaching, learning and achievement are all satisfactory. Inconsistencies arise because the school does not monitor them thoroughly enough to ensure consistent good practice. Standards at the end of Year 6 are above average. However, the ineffective use of assessment information is proving a handicap to better progress and raising standards even further. Achievement has recently begun to be more rigorously analysed as a result of changes in staff responsibilities. There is still more to do to make the best use of assessment information, particularly in setting targets for pupils and making sure that they know what to do to achieve them. In the Foundation Stage, teaching and achievement are both satisfactory and as a result children reach above average standards at the start of Year 1.

The school has a distinctive pattern of leadership and management. The headteacher is a warm, cheerful presence, knows each child individually and very much sets a caring tone. He acknowledges that evaluation of important areas like achievement and teaching and learning have not been good enough. This has hampered the school in its attempts to plan coherently to raise achievement. Senior managers have new areas of responsibility and need regular advice and support to help them to fulfil their roles fully. Improvement since the last inspection is satisfactory and new leadership arrangements have ensured that the school's capacity for improvement is satisfactory. Value for money is also satisfactory.

What the school should do to improve further

- Develop the way the school monitors and evaluates teaching, learning and achievement and then use the outcomes to plan effectively to raise standards and increase the rate of progress pupils make.
- Use assessment information to set clear targets for pupils and ensure that they know what to do to reach these.
- Ensure that staff with new areas to manage receive the support they require to fulfil their responsibilities.

Achievement and standards

Grade: 3

Achievement is satisfactory but there is some variation in how well different groups of pupils do. Children come into the school with better than expected standards. These are consolidated and built on in the Foundation Stage so that, by the time they start the National Curriculum in Year 1, standards are above average.

By the end of Year 2, standards are above average, indicating satisfactory achievement. National test results have declined a little but remain above average. In 2005 and 2006, girls achieved better results than boys, but the school has not identified the reasons for this because results have not been analysed in depth.

Pupils leave school at the end of Year 6 with above average standards so achievement in Years 3 to 6 is also satisfactory. Test results have fluctuated year by year and fell in 2005, but remain better than average. Pupils' performance was best in English tests. In mathematics and science, fewer than expected gained the higher levels because these more able pupils were insufficiently challenged in lessons. Girls' performance was similar to that of boys, although a few more girls than boys gained higher levels. This is a similar pattern to the results in Year 2, the school has not identified whether this is a general trend or not. The school sets targets which are not very challenging, these are generally met.

Through effective support, pupils with learning difficulties and disabilities progress as well as their peers.

Personal development and well-being

Grade: 2

Personal development and well-being are good. Pupils enjoy school and their lessons; this is reflected in good behaviour and attendance. The strong Christian ethos is well promoted and the spiritual, moral and social development of the pupils is good. However, their awareness of the diversity of different cultures of Britain is limited.

Pupils fundraise for a variety of charities. Equally, fundraising for their own benefit is also encouraged. For example, the recently purchased, attractive litterbins were one of many ideas suggested by the school council. These activities are preparing pupils well for the future. Members of the school council take their responsibilities very seriously and are pleased to see their ideas become reality.

Pupils make an outstanding contribution to the school and to the village community. They take part in many local festivities and entertain senior citizens. Pupils have an excellent knowledge of the importance of healthy eating and enjoy the new tasty and nutritious school lunches. The 'Huff and Puff' lunchtime club and the sports equipment loan scheme promote healthy lifestyles at school and at home. Pupils have good knowledge of safe practices in lessons such as in science and physical education but lack awareness of issues related to substance abuse.

Quality of provision

Teaching and learning

Grade: 3

There are some variations in the quality of teaching and learning but it is satisfactory overall. These inconsistencies arise because the school does not monitor teaching thoroughly enough to ensure consistent good practice.

There are a number of good features common to lessons. Planning and preparation are thorough, so that lessons run smoothly. Pupils are told what they are expected to grasp by the end of the session and are cheered when they achieve these goals, as they often do. Most lessons see work planned to challenge the range of abilities and needs of pupils, although sometimes activities for the most able do not stretch them enough. Another good feature of teaching is the positive relationships promoted by all staff. Pupils are treated with courtesy and care and respond with good behaviour and great enthusiasm to learn. Most teachers are confident, well informed and well supported by teaching assistants, with whom they work closely.

Pupils with learning difficulties and disabilities are well supported. Teachers know their needs well and tailor activities and assistance to help them to meet their targets, enabling them to achieve as well as their peers.

The main weakness in teaching is the lack of regular, systematic assessment in many subjects. Even where pupils are assessed regularly, the results are not used well enough to provide helpful information for teachers and promote learning. This leads to some lack of challenge for higher attaining pupils. Marking is carried out but some of it does not give clear enough advice about where improvements are needed.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory overall. It provides many good opportunities for pupils, and it is creditable that they all study a modern foreign language. However, the school does not plan well enough for personal and social education. Personal, social, citizenship and health education are timetabled, but drugs education is not included in this planning so pupils are not well informed on this topic. The curriculum for pupils with learning difficulties and disabilities is good, guided by good quality individual education plans. The curriculum in the Foundation Stage is satisfactory but the lack of outdoor facilities hampers provision for children's physical development.

The school offers a splendid range of enrichment activities. It offers a variety of sporting and other after school clubs. There are plenty of trips to places of educational and social interest, including a number of residential activity weeks for older pupils.

Care, guidance and support

Grade: 2

These aspects are good. The high standard of care is reflected in the good relationships pupils have with each other and the rest of the school community. Pupils' behaviour is good during lessons, lunchtimes and playtimes. Pupils feel safe in school. The Year 6 'Problem Busters' work diligently to sort out any minor arguments. These pupils enjoy the responsibility of this work. One pupil said 'It feels like you belong to the school, you are known as an individual and the teachers are very encouraging.'

Child protection, first aid, health and safety procedures are rigorous. Pupils with learning difficulties and disabilities are well supported in lessons and there are good links with outside agencies. Pupils like the way their work is marked. However, where there are targets for learning, these are not sufficiently sharp and pupils are not given short-term goals or enough practical guidance about how to achieve their targets.

Leadership and management

Grade: 3

Leadership and management are satisfactory. As a result of the recent staff changes, many teachers have taken on new areas to manage and require support to develop their roles and responsibilities. A new senior management team is aware of the need to introduce and implement systems to check on performance, such as pupil tracking and data analysis. There is now a sound capacity for improvement.

The headteacher sets the Christian ethos of the school and ensures a caring, nurturing environment. However, he recognises that relationships are a strength of his management style and that his analysis of performance data is weak. Largely because of this, the school's self-evaluation and development planning have not been based on accurate information; they lack rigour and are inadequate. The school has not developed an outdoor area for the Foundation Stage, a weakness mentioned in the last report.

Governance is satisfactory. Governors report there are good relationships and communication with the headteacher. The information they receive about the school's work has improved. As a result, they are aware of their and the school's lack of expertise to interpret data on standards. Parents and pupils are frequently consulted on school matters. The school responds to their suggestions and concerns and has, as a result, recently run a mathematics workshop for parents. The school has a temporary financial surplus, but there are plans to use this to improve the building in the near future, it gives satisfactory value for money.

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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>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	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	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

How well do learners achieve?	3	NA
The standards ¹ reached by learners	2	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

How good is the overall personal development and well-being of the learners?	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	3	NA
The extent to which learners adopt healthy lifestyles	1	NA
The extent to which learners make a positive contribution to the community	1	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	3	NA
How well are learners cared for, guided and supported?	2	NA

¹ 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

How effective are leadership and management in raising achievement and supporting all learners?	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

The extent to which schools enable learners to be healthy	
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
The extent to which providers ensure that learners stay safe	
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
The extent to which learners make a positive contribution	
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
The extent to which schools enable learners to achieve economic well-being	
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

Both inspectors very much enjoyed visiting your school and we would like to thank you for your help during the two days. We liked meeting you and we thought you were friendly and polite, despite the very warm weather.

We know that you really like your school because you and your parents told us. There are other good things about Galmpton:

adults at the school take good care of you

the school council gives you a chance to have a say in school life

you and your teachers get on together very well

you have a healthy diet and a love of exercise.

There are also some things that should be improved. These are:

teachers who run the school need to check up more on how good your lessons are and on how well you learn

assessments should be done more often to check how you are doing and to show you how to improve

staff with new areas to manage need some help with these new responsibilities