



Bishops Nympton Primary School

Inspection Report - Amended

Unique Reference Number 113133
Local Authority Devon
Inspection number 289519
Inspection date 13 September 2006
Reporting inspector Tom Simpson

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

Type of school	Primary	School address	Bishops Nympton
School category	Community		South Molton
Age range of pupils	4-11		EX36 4PU
Gender of pupils	Mixed	Telephone number	01769 550387
Number on roll (school)	60	Fax number	-
Appropriate authority	The governing body	Chair	C Baughan
		Headteacher	R Blackmore
Date of previous school inspection	9 February 2006		

Age group 4-11	Inspection date 13 September 2006	Inspection number 289519
--------------------------	---	------------------------------------

Amended Report Addendum

Report updated to resolve formatting inconsistency

© Crown copyright 2006

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This is a small primary school serving a rural community. The pupils are all white and none are at an early stage of learning English as an additional language. Attainment on entry is broadly average. Slightly fewer pupils than average have learning difficulties and disabilities. The number of pupils entitled to free school meals is below average.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Bishops Nympton is a good, effective school. This matches its own evaluation. It has improved since its last inspection and has a good capacity to improve even further in the future. It has many strengths and few weaknesses. One parent wrote convincingly about the 'all-round education' provided by the school and about its good academic achievement. Another told inspectors that 'the school understands the needs of the individual child'. The inspection team fully agrees with these comments. One reason for the school's success is the dedicated leadership provided by the headteacher and the inspiration he provides for pupils and staff alike. Other significant factors include the commitment of the staff, the good quality teaching at the school, the support of parents and the positive attitudes of the pupils themselves. Children in the Foundation Stage are well provided for in a mixed age class. They are well taught and make good progress.

As a result of the good quality provision, pupils generally reach above average academic standards by the time they leave the school and achieve well. Standards and achievement in mathematics are particularly strong. The quality of pupils' writing – although still at least average – is a relative weakness. The school is aware of this and has implemented a number of strategies to improve writing standards. These have had some positive effect. However, they have not fully impacted yet and more still needs to be done in order to raise standards further. The school's improvement aspirations are a sound reflection of its current needs. However, there is some inconsistency in the range and quality of the school's formal evaluation of its past performance. Also, partly as a result of recent staff changes, the current allocation of subject management responsibilities is unclear and the impact of subject managers on standards is, therefore, not as effective as it might be.

The pupils are provided with an enriched curriculum which includes a wide range of extra-curricular activities, a strong emphasis on physical activities and the encouragement of healthy lifestyles. This contributes positively to their enjoyment of school and their learning, as well as to the standards they are reaching. The pupils are individually well known to staff and are very well cared for on a personal level. However, there is not enough use of academic target setting to help them to understand where they need to improve next. Pupils with learning difficulties and disabilities are well supported in lessons by teachers and support staff.

What the school should do to improve further

- Improve the quality of pupils' writing by initiating a programme of academic target setting.
- Ensure that formal aspects of management such as subject co-ordination and the evaluation of school performance are made more consistent and robust.

Achievement and standards

Grade: 2

As a result of positive leadership, the good quality of the teaching and their own desire to learn, the pupils, including those with learning difficulties and disabilities and the more able, achieve well at all stages of education in the school. When pupils enter the school, their attainment varies inevitably from year to year but is broadly average overall. By the time they leave the school their standards are generally above average. Standards in mathematics are particularly strong, while standards in English are relatively weaker. This is because the quality of pupils' writing is not as strong as other aspects of the curriculum. The school has recognised writing as an area for further development but the strategies it has put into place to improve it, such as working hard to encourage pupils to value writing, have not yet fully impacted on the standards being reached.

In 2005, pupils in Year 2 reached slightly below average standards in their national assessments, mainly because few pupils reached higher levels. Preliminary results for 2006 indicate an improvement and are likely to be above average, although no national comparisons are available yet.

Personal development and well-being

Grade: 2

The pupils' personal development and well-being are good. They behave well in and out of lessons and have positive attitudes towards the school. As one Year 6 pupil told inspectors, 'We do lots of fun stuff'. Another described the range of enrichment activities provided by the school as 'brilliant'. Most are eager to learn and collaborate well with one another. They have a good understanding of how to keep safe and healthy and appreciate the responsibilities that are given to them. Members of the school council, for example, have a real influence on what is going on. They feel that their views are respected by the school management. Pupils throughout the school enjoy helping others, both within their own village community as well as further afield, such as when supporting the Tsunami appeal. Relationships at all levels are a particular strength. The spiritual, moral, social and cultural development of the pupils is good, and their attendance is above average. Opportunities within lessons ensure that they develop basic skills needed for the world of work.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good at all stages of education at the school. This is having a significant impact on the achievement of the pupils and the quality of their learning. Teaching is currently better than at the time of the last inspection. Specific strengths within the teaching at the school include the positive way that the pupils are managed

and the interesting methods that are employed to motivate them. The pupils are regularly stimulated by their teachers' infectious enthusiasm. There are a number of strategies in place for assessing how well pupils are getting on. The results of assessment are used well to inform strategic and short term planning. Work set in lessons, for example, is well matched to the needs of different age and ability groups. Teaching assistants regularly provide good quality support for pupils, including those with learning difficulties and disabilities. The pupils are consistently treated with courtesy. Modern technology, such as interactive whiteboards, is used effectively to support learning. Occasionally, however, some pupils are not involved enough in discussions and the quality of marking, although improving, is still a little inconsistent.

Curriculum and other activities

Grade: 2

A good quality curriculum is in place. Planning and provision ensure that the needs of pupils in mixed age classes are met well. A good range of enrichment activities enhances the quality of pupils' learning and supports the standards they are reaching. The local environment is used well as a resource for learning while visits further afield, including residential experiences, and visitors to the school further enhance what the school offers to its pupils. There is a good variety of extra-curricular clubs and sporting activities and close links with pre-school providers and the local community college. Pupils with learning difficulties and disabilities are well included in all activities. Although provision for children in the Foundation Stage is good in all other respects, the lack of outdoor facilities inevitably impacts adversely on some aspects of their physical development.

Care, guidance and support

Grade: 2

Care, guidance and support are good overall. This supports pupils' personal development well. The pupils are well known to staff as individuals and are very well cared for on an individual level. They are very clear that there is an adult they can go to for help if they have a problem. Their confidence that adults will deal with issues swiftly and efficiently means that they feel safe. Health matters are promoted well and appropriate procedures are in place for child protection.

Marking is often used well to guide pupils towards what they need to do next to improve their work but this is still a little inconsistent. Also, there is not enough use of individual learning targets for pupils, which detracts from the even higher standards that they could reach, particularly in writing.

Leadership and management

Grade: 3

Leadership and management are satisfactory overall. The headteacher provides good leadership. He is enthusiastic and dedicated to the forward development of the school

and to the academic and personal needs of the pupils. He sets a good example through the quality of his own teaching and provides inspiration for staff and pupils alike. His impact on both standards and the quality of education at the school is highly valued by all involved parties.

The governors, including the proactive chair, are supportive and involved in the life of the school at different levels. Some, for example, have visited lessons and reported back on their experience to the full governing body. However, their role in focused monitoring of the curriculum is insufficiently developed.

There is monitoring and evaluation of the school's performance in several areas. The headteacher, for example, successfully monitors teaching and planning, while data is analysed carefully to support the allocation of support staff and guide teaching. However, there is some inconsistency in the school's approach. Not all outcomes of last year's school improvement plan were thoroughly evaluated, for example, while others were evaluated very well. The school's current priorities for development are an appropriate reflection of its needs. However, this academic year's improvement plan is still at an early stage of development as at this stage only the priorities have been constructed. This being a small school, staff are encouraged to share in decision making. However, partly due to recent staff changes, there is some confusion about who holds management responsibility for some key subject areas. There has been no noticeable impact of this so far on the standards being reached by the pupils.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
---	-----------------------

Overall effectiveness

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

Achievement and standards

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

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	2
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

The quality of provision

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

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

Thank you for making us so welcome at your school. You told us that you like coming to school very much. We enjoyed our visit and now want to share with you what we thought about your school.

These are the things we especially liked:

- You are well behaved which means that the school is a safe and happy place.
- You are well taught and reach good standards in your work.
- You are well cared for, guided and supported.
- You are provided with lots of exciting things to do.
- The headteacher and staff are working hard to make the school even better.

Here are some of the things we have suggested to make the school even better:

- The quality of your writing needs to be improved.
- The way that grown ups keep a check on how well the school is doing could be improved still further.

With best wishes