

Ipplepen Primary School

Inspection report

Unique Reference Number	113203
Local Authority	Devon
Inspection number	311151
Inspection date	27 March 2008
Reporting inspector	Michael Burghart

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School	196
Appropriate authority	The governing body
Chair	Roger Farrow
Headteacher	Carol Roberts
Date of previous school inspection	1 February 2004
School address	Biltor Road Ipplepen Newton Abbot TQ12 5QL
Telephone number	01803 812226
Fax number	01803 813447

Age group	4-11
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Introduction

The inspection was carried out by one Additional Inspector. The inspector evaluated the overall effectiveness of the school and, in doing so, investigated the following issues: the quality of teaching; the use of assessment; and the accuracy of the school's self-evaluation. Discussions took place with the headteacher, staff, governors and pupils. Other aspects of the school's work were not investigated in detail, but the inspection found no evidence to suggest that the school's own views, as given in its self-evaluation form, were not justified, and these have been included where appropriate in this report.

Description of the school

This is a smaller than average primary school. It draws pupils from a wider area than the local village. Virtually all pupils are of White British heritage. The proportion of pupils with learning difficulties and/or disabilities is above average. The headteacher leaves the school at the end of the week after the inspection to work in an advisory capacity for the local authority.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a good school where happy pupils make good progress because they are well taught and extremely well cared for. Pastoral and physical care is excellent. Other outstanding features include the way the school is led, aspects of teaching and the way in which pupils are encouraged to enjoy learning. Parents, pupils, staff and governors are quite right to be so confident in the quality of education on offer. 'The school provides a warm and friendly atmosphere where children flourish,' was a typical parental comment. This reflects the overwhelming support and the close links that there are between home and school. 'There are so many good things about Ipplepen Primary, I can't think which one to tell you about first!' one girl told the inspector. There is very effective teamwork, clear educational direction, and a very strong commitment to making improvements.

Children start school with skills and experience which overall are typical of this age group although there are some weaknesses in aspects of communication, language and literacy. They get off to a good start in the Foundation Stage class and build on this systematically to make good progress throughout the school. Standards are consistently above average at the end of Year 6. Some elements of English and science are well above average, with higher attaining pupils doing particularly well. In mathematics, standards are usually above average, but dipped slightly in 2007. Staff made a thorough analysis of why this happened. They have introduced a range of initiatives designed to give pupils extra support and see that this does not happen again. There are positive signs that this is working, but it is too soon to be absolutely sure that results will improve this year. At the end of Year 2, standards have been better than average over a period of years with notably success in writing. Currently, Year 2 standards in reading, writing and mathematics are average. The apparent decline in standards is because of a higher profile of those with learning difficulties and/or disabilities in the year group. Pupils of all abilities continue to make good progress. Support for those with learning difficulties and/or disabilities is very well managed and makes sure such pupils achieve as well as they can. The introduction of target setting in English and mathematics is having very positive effects in showing pupils how well they are doing, and prompting improvements. Staff use a mix of whole school, class and individual pupil targets to measure progress and make adjustments to their teaching. This excellent model has yet to be established in other subjects, but implementing this across the curriculum already features in forward planning. Teaching ranges from satisfactory to outstanding and is typically good. Highlights are in the excellent quality of open ended questioning, outstanding relationships and good planning. It is no wonder that pupils feel safe and respond well. Behaviour is good and frequently outstanding. Relative weaknesses in teaching are when pace is too slow and activities are allowed to go on too long.

Personal development, including pupils' spiritual, moral, social and cultural development, is good. There are particular strengths in the moral and social aspects, with pupils showing consideration for others and working well together. Through its good curriculum and excellent extra-curricular activities, the school actively seeks to promote cultural awareness and encourages pupils to keep fit, stay safe and be healthy. The Healthy School and Activemark awards are examples of how successful this is. Pupils are well prepared for future study and life in general. Opportunities for pupils to learn about local history and customs are particularly effective. Although it was not investigated in detail during this inspection, the school has identified that pupils' understanding of different lifestyles nationally and internationally is an area for further development.

The leadership of the headteacher is excellent. She is well supported by the senior leadership team, and the governors. Self-evaluation is particularly thorough and takes into account the views of parents and pupils as well as staff. It has accurately identified the school's strengths and areas for development. Despite the imminent departure of the headteacher, who many parents say 'will be sadly missed', the quality of school development planning underpins the school's good capacity to improve. Good management ensures that school improvement is continually evaluated and that planning focuses on appropriate priorities. Governance is good. Governors are well informed and, despite the newness of some of the governing body, are in a good position to act as critical friends and ensure the school remains effective.

Effectiveness of the Foundation Stage

Grade: 2

Good teaching and excellent pastoral care ensure that children are happy and are very successfully introduced to school life. Even those with little experience of mixing with other children are very quickly settled into the Foundation Stage class. Progress in personal, social and emotional development is outstanding with children learning the benefits of taking their turn and sharing. This lays a strong base for the very effective way pupils work together higher up the school. Children make good progress in all aspects of the Foundation Stage curriculum. Staff skilfully present them with a good balance of activities that they can choose for themselves and those that they are directed to. There is a strong commitment to getting children to enjoy learning and helping them to gain first hand experience, frequently learning through structured play activities. Children respond with very positive attitudes, and their behaviour is outstanding. Record keeping is thorough and identifies what children need to do to build on what they already know, understand and can do. This ensures that children are helped to develop basic communication skills, such as matching letters to sounds. They soon appreciate that listening is just as important as speaking, and are beginning to learn to read and write.

The last report required the school to develop outdoor space and facilities for the Foundation Stage class. Such provision is now satisfactory with good features in how the environmental area is used, and the opportunities children have to learn by moving freely to the outside. However, the small, dedicated outdoor area continues to limit some activities which would promote physical development.

What the school should do to improve further

?Embed procedures to make use of assessment and target setting across the curriculum, building on good practice already established in English and mathematics. ?Develop opportunities to improve pupils' awareness and understanding of multicultural issues.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

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 extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	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	2

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.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	1
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	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
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

Annex B**Text from letter to pupils explaining the findings of the inspection**

It was a treat to visit Ipplepen Primary. You were very welcoming and keen to show me how much you enjoy school life! The school council members are extremely good representatives. The councillors are very good examples of how you are growing into sensible and caring young people.

Ipplepen Primary is a good school with some aspects that adults call 'outstanding'. (This means excellent, but not perfect!)

Here are some of the highlights.

- You make good progress because you are well taught.
- You usually reach standards above those of pupils in other schools.
- You know your targets in English and mathematics and this helps you to keep on improving your work.
- The school is extremely good at making sure you are safe and well cared for.
- There are lots of interesting things for you to learn and the school is very good at providing extra-curricular clubs, trips and activities.
- The headteacher's leadership is excellent. She ensures that the staff and governors know what the school is good at. Together, they are always looking at ways to make improvements.

In order to be even better the school should:

- Make the most of target setting across more subjects.
- Give you more opportunities to find out about different lifestyles in our country as well as those abroad.

You can help by keeping up the hard work. Good wishes for the future.



28 March 2008

Dear Pupils

Inspection of Ipplepen Primary School, Newton Abbot, TQ12 5QL

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Yours sincerely

Mike Burghart
Lead inspector