

# Kings Nympton Community Primary School

## Inspection report

---

<b>Unique Reference Number</b>	113158
<b>Local Authority</b>	Devon
<b>Inspection number</b>	325764
<b>Inspection date</b>	18 May 2009
<b>Reporting inspector</b>	Stephen Dennett

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

---

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	47
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Amanda Blewett
<b>Headteacher</b>	Rowena Hoare
<b>Date of previous school inspection</b>	27 June 2006
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Kings Nympton Umberleigh EX37 9SP
<b>Telephone number</b>	01769 580512

---

<b>Age group</b>	4–11
<b>Inspection date</b>	18 May 2009
<b>Inspection number</b>	325764

**Fax number**

01769 580512

**Age group** 4-11

---

**Inspection date** 18 May 2009

---

**Inspection number** 325764

---

© Crown copyright 2009

Website: [www.ofsted.gov.uk](http://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 one additional inspector.

## Description of the school

This is a small school serving a widespread rural community. There are two classes in the school. Children in the Early Years Foundation Stage (Reception) are taught in the same class as Years 1 and 2 pupils. The other class is for pupils from Year 3 to Year 6. Most children attend the on-site pre-school group before joining the school. Around a quarter of pupils have been identified as having learning difficulties and/or disabilities. Pupils' learning difficulties include dyslexia and speech, language and communication difficulties; their disabilities include autism and physical disabilities. All pupils are from White British backgrounds.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

Kings Nympton Primary is a good school. The headteacher, staff and governors have successfully addressed all the issues raised by its last inspection report. They have also demonstrated a good capacity to secure further improvements by raising standards in reading and children's attainment at the end of the Early Years Foundation Stage. The headteacher has successfully engaged parents in the school's vision, and they are very supportive of her and her staff. 'I feel privileged to be able to send my child to such a dynamic and caring school', is typical of the many comments made by parents in their questionnaires. The school has a good self-evaluation process, which is firmly rooted in careful analysis of pupils' performance and progress. One strong feature of this process is the involvement of all pupils in discussions about the life of the school in the 'School Forum'.

When children join the Early Years Foundation Stage, their attainment in most areas is below that expected. Because of the good provision and teaching, they make good progress and most achieve the early learning goals in all areas except communication, language and literacy. Cohorts are small, so standards inevitably vary from year to year, but pupils make good progress through Key Stages 1 and 2 to reach average standards. They do consistently better, however, in reading and mathematics than they do in writing. Although pupils in Years 3 and 4 are making good progress, the level of attainment in these years is lower because of these pupils' lower starting points and the higher proportion of pupils with learning difficulties and/or disabilities.

Teaching is effective and enables most pupils to make good progress in lessons. The school has focused on improving pupils' reading skills with good success and is now tackling pupils' writing skills by first improving their spelling and grammar. However, pupils have not had enough opportunities to improve their ability to write for different audiences and purposes. Assessment is detailed and closely tracks each pupil's individual progress, so that teachers are well aware of what pupils need to do to improve their work. Work is well matched to pupils' needs, as the curriculum has been successfully adapted to cater for the mixed-age, mixed-ability classes. The school provides good care and support for pupils.

Pupils say they really enjoy school and are most enthusiastic about art and music. They make good progress in their personal development throughout the school, demonstrating care and concern for each other. One Year 2 pupil commented, 'My biggest responsibility in school is looking after the little ones.' Behaviour is good and pupils are respectful and polite. There is a good emphasis on healthy eating and pupils are well aware of how to live a healthy lifestyle. Pupils say they feel safe in school and know basic health and safety procedures. Attendance is good and most pupils are punctual.

## Effectiveness of the Early Years Foundation Stage

### Grade: 2

Children make good progress and achieve well. However, their writing skills are not as good as their speaking and reading skills by the time they start Year 1 because they do not always get sufficient opportunities for formal writing. Staff show high levels of concern for children's well-being and provide good role models for children to follow. Children get on well with each other and their teachers. There is good recording of children's progress and the staff who oversee the Early Years Foundation Stage ensure there is a good balance between child-initiated

and adult-led activities. The outdoor area is used well to stimulate children's learning and children are very enthusiastic about their life in school.

### **What the school should do to improve further**

- Improve pupils' writing skills by giving them more opportunities to write at length in different subjects and for a wider range of purposes, especially in Key Stage 2.

## **Achievement and standards**

### **Grade: 2**

Pupils' achievement is good and standards are average by the end of Year 2 and Year 6. Standards in writing have improved at Key Stage 1 but, throughout the school, pupils do less well in writing than they do in other subjects. Pupils' progress in mathematics is good throughout the school. Results from national tests show that the value added to pupils' learning between Year 2 and Year 6 is significantly above the national average, and the good progress that pupils make in their key literacy and numeracy skills prepares them well for the next stage of their education and for future life. Pupils with learning difficulties and/or disabilities are supported well and, as a consequence, they make good progress.

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

### **Grade: 2**

Pupils' spiritual, moral, social and cultural development is good. Assemblies contribute significantly to pupils' spiritual awareness and they show great understanding of their own beliefs and the beliefs of others. Their work on India has greatly enhanced their understanding of other cultures and world views. Pupils express their feelings well through art and music. The school has taken effective steps to enlarge pupils' understanding of the diverse culture of Britain through links with an inner city school and visitors from several religions, including a British Hindu priest. Pupils are eager to learn and show good levels of concentration in lessons. Behaviour is almost always impeccable, and this leads to effective learning and a convivial atmosphere around the school. However, there are occasions when some pupils lose concentration and do not listen as well as they should. Most pupils have responsibilities during the day and say they enjoy helping those younger than themselves. They say the school is 'like one safe and secure happy family'. Pupils' keenness to be in school is shown by the good levels of attendance and the enthusiasm with which they work. The school has worked hard to ensure pupils have a healthy lifestyle, and they respond by taking plenty of exercise and eating fruit at break times. Pupils make a good contribution to the community by putting on regular performances in the parish hall and taking part in community events. The whole village is invited to services taken by the pupils at times such as Harvest and Christmas. Pupils also take part in local dance festivals, where they have performed their Indian dances, and sports events.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching is good throughout the school and teachers and teaching assistants work well together to provide a lively learning environment. Part-time teachers also add to the pupils' learning experiences by giving music lessons and running after-school clubs. Work is challenging and well matched to pupils' needs. Small groups and, where necessary, individual tuition have helped

pupils with learning difficulties to make good progress. Occasionally, introductions are over long and, when they are, pupils lose interest and their learning slows. The focus for the last two years on improving reading has resulted in improved standards and the current focus on writing is beginning to have a positive effect. Good use is made of assessment to adjust work to better match pupils' needs and planning clearly identifies what pupils are to learn. Pupils are well aware of what is expected of them, both in terms of their academic performance and behaviour. As a result, progress in lessons is good.

## **Curriculum and other activities**

### **Grade: 2**

The school has carefully adapted the National Curriculum to meet the needs of pupils by creating a four-year rolling programme of topics which link different subjects together. This helps to make pupils' learning more interesting and fun, while enabling the pupils to progressively develop their skills. However, pupils say they would like to have the opportunity to choose some of the topics studied, which could help to motivate them even better. There is a good range of extra-curricular activities, which pupils enjoy, and effective use is made of the school's outdoor environment to extend learning. For example, the school's garden is very popular with pupils.

## **Care, guidance and support**

### **Grade: 2**

Pupils are well looked after and good pastoral care is a strong feature of the school's provision. It has taken great care to ensure that all health, safety and safeguarding procedures have been followed and all policies are translated well into practice. However, on one occasion, a minor injury in the playground was not dealt with as promptly as it could be. There is good support for the pupils of all abilities, including those with learning difficulties and/or disabilities. Pupils whose behaviour might impede their own or others' progress are supported very well. The good assessment system provides pupils with a good understanding of their targets, and marking is used effectively for the same purpose.

## **Leadership and management**

### **Grade: 2**

The headteacher, staff and governors all work together effectively as a team to move the school forward. The chair of governors has a very good working relationship with the headteacher, and governors have a good grasp of the school's strengths and areas for development. However, some governors are heavily reliant on reports from the headteacher for information about how well the school is doing. As a result of a clear focus on improving standards, as well as improving provision, the school has successfully addressed all the issues raised by the last inspection and has continued to improve pupils' achievement. The school has involved everyone in the self-evaluation process through parents' questionnaires and the 'School Forum', which includes all pupils in the school. This has led to an effective school improvement plan, which is constantly reviewed by the governing body. For example, one target was to improve community cohesion and, after seeking advice, the governors carried out an audit of provision (which is already good) and have now put an action plan into place to further raise awareness, by, for example, providing opportunities for pupils to experience first-hand the life of Muslim pupils from an inner city school.

**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](http://www.ofsted.gov.uk).**



## Annex A

## 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
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 capacity to make any necessary improvements	2

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

### Achievement and standards

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

<sup>1</sup>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.

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	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
The extent to which learners enjoy their education	2
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

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	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

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
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 leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	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**

18 May 2009

Dear Pupils

Inspection of Kings Nympton Primary School, Kings Nympton, EX37 9SP

I know I only visited your school for a short time, but it was a pleasure to meet you and find out how you are getting on. Your teachers provide you with interesting lessons, and you said you especially enjoyed art and music. I thought the way in which you helped each other was great and I was impressed with your good behaviour and politeness. You have improved your reading recently and I thought the children I met with were really good at explaining themselves. You have a lovely environment to work in, and I thought your garden plot looked wonderful. Perhaps you will make soup from all those vegetables when they are ready. The headteacher and the governors are doing a good job in leading the school and have made sure that all the things the last inspectors said needed to be improved have been put right.

This time, I have asked your teachers to help you improve your writing skills even more. You have made a good start on this, and your spelling and punctuation are getting better. Now you need to work on writing longer sentences and whole paragraphs, using all sorts of different writing styles for different purposes. I have asked the staff to give you more opportunities for this. You can help too by continuing to concentrate hard on your spellings and punctuation and making a special effort to improve your writing.

Once again, thank you for welcoming me to your school and I am sure you will all do even better in the future.

Yours faithfully

Stephen Dennett

Lead inspector