

# Lympstone Church of England Primary School

## Inspection report

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<b>Unique Reference Number</b>	113358
<b>Local Authority</b>	Devon
<b>Inspection number</b>	325799
<b>Inspection dates</b>	6–7 May 2009
<b>Reporting inspector</b>	Denise Morris

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.

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	162
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>	Victoria Laney-Hubbard
<b>Headteacher</b>	Tony Priest
<b>Date of previous school inspection</b>	24 May 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>	School Hill Lympstone Exmouth EX8 5JY
<b>Telephone number</b>	01395 266580

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<b>Age group</b>	4–11
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**Fax number**

01395 266580

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## Introduction

The inspection was carried out by two additional inspectors.

## Description of the school

This is a small village school. Numbers are rising. Pupils come from a wide area, including the local village, a nearby military base and the adjacent seaside town of Exmouth. The proportion of pupils with learning difficulties and/or disabilities is higher than in most other schools, and mainly relates to specific learning difficulties and physical disabilities. The majority of pupils are from White British backgrounds. The proportion of pupils joining the school and leaving at times other than the usual starting and leaving points is much higher than average. There is Early Years Foundation Stage provision at the school for children from the age of four.

## 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. Effective progress has been made on a number of fronts in the past three years, which has enabled pupils to make substantial improvements to their achievement and progress. In particular, the exciting refurbishment of the outdoor environment is having an extremely positive effect on pupils' personal development and well-being, which are outstanding. Parents are rightly full of praise for the school, its rich opportunities and the high quality of its care. 'The school has improved in all aspects and is now a positive, dynamic learning environment,' wrote one parent. 'I commend the school for making learning fun and exciting' is another comment, typical of many others from parents.

Achievement is good. Attainment on entry to the Early Years Foundation Stage varies, but is broadly as expected. Children get off to a strong start in the Reception class. This is because of the stimulating provision, and spacious indoor and outdoor areas, in which children thrive. Good progress is maintained thereafter. While new arrivals to the school during Years 3 to 6 change the attainment profile of each year group, the school's careful and caring induction programme for these pupils ensures that they achieve as well as others. Given these factors, standards are broadly average at Year 6. Academic performance at this stage is relatively stronger in English and science, however, than it is in mathematics, where too few pupils reach the higher Level 5.

Pupils behave exceptionally well and show high levels of enjoyment in all their activities. Their care and respect for other pupils and adults reflects the school's high level of commitment to equal opportunities for all. Pupils value their teachers and work hard to please them. Teachers have high expectations and regularly encourage pupils to be active learners. Skilled teaching assistants contribute effectively to pupils' good progress and particularly to the support and achievement of those with learning difficulties and/or disabilities. The needs of those with physical disability have strongly influenced the planning of new facilities. Induction procedures are very effective in helping all pupils, including those who join from other schools, to settle quickly into school life. Assessment systems are strong and pupils' skills are regularly assessed. This approach gives the school a clear view of the progress of individual pupils. The school recognises that further refinement is now needed so that it keeps a sharper eye on the progress of different groups of pupils in the school.

Good leadership and management are moving the school forward at a fast pace. The headteacher has a clear vision for the school's development which is shared by all staff members. School leaders have worked diligently in recent years to improve provision and raise standards. Many new systems have been introduced and these are increasingly influencing the quality of provision and academic outcomes and, therefore, helping leaders to measure the effectiveness of their new initiatives. For example, rigorous monitoring by subject and key stage leaders has led to a clear view of what is working well and what needs improving. As a result of the rapid improvements, good self-evaluation and the unstinting support of parents and the community, the school has a good capacity to improve further.

## Effectiveness of the Early Years Foundation Stage

### Grade: 2

As a result of good progress in Reception, standards are above average on entry to Year 1. Children quickly settle in the warm and caring ethos that the Reception class provides. They

benefit from effective care and support so that they develop good levels of confidence and soon join in with all the other children. They are safe and happy at school and always find someone to play with and something to do. For example, they really enjoy playing together in the class 'hospital' and are eager for a turn with the stethoscope. Children make the best use of the high quality new outdoor environment, learning to play and work together very well. Imaginative teaching and support ensures that they make good progress and achieve well during their Reception Year. They join in with the actions for their different phonic sounds with high levels of enthusiasm and are proud to show that they can read and write simple words. Children's personal development is good. They behave well and are keen to help others. Just occasionally they are not given sufficient opportunity to make decisions and choices, which sometimes limits their independence. The Early Years Foundation Stage is effectively led and managed. Children's achievements are carefully measured to ensure that they are doing well.

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

- Increase achievement in mathematics at Years 3 to 6, particularly for the higher attaining pupils.
- Sharpen the use of data to monitor the attainment and progress of different groups of pupils across the school.

## **Achievement and standards**

### **Grade: 2**

Pupils make good progress across the school and achieve well. Above average standards at the start of Year 1 are maintained at Year 2 in reading, writing and mathematics with all groups of pupils doing equally well. The picture at Years 3 to 6 is rather more complex because of the high rate of new arrivals joining the school during this time, which tends to lower the overall attainment level of each year group. Nevertheless, the careful induction and support for these new pupils ensures that they make the same good progress as those who have been at the school throughout their primary education. As a result, standards at Year 6 are broadly average. They are higher in English and science, however, than they are in mathematics. The difference is most marked at Level 5, as fewer more able pupils reach this level in mathematics than they do in the other two subjects. The school is now taking steps to fine tune its use of data to look more closely at the specific needs of these pupils in order to increase their achievements.

Pupils make good progress and achieve well in information and communication technology (ICT) because of the very exciting use of laptops. Those with learning difficulties and/or disabilities make good progress in lessons because of the regular individual and small group support that is carefully focused on their particular needs.

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

### **Grade: 1**

Pupils across the school have a very high sense of social responsibility, resulting in excellent spiritual, moral and social development. This conspicuous strength is evident in the exemplary way in which they support and care for those who have difficulties or who are less able than themselves. Pupils behave extremely well in and around the school and are always polite and helpful. Boys and girls join in together happily as they complete their activities. They play safely and know how important it is to keep safe in the environment. They enjoy school very much and, as a result, attendance has improved to above average levels.

Pupils lead healthy lives, recognised in the recent national award of 'Healthy School' status. They eat fruit regularly and even the children in the Reception class know that fruit and vegetables and lots of exercise are good for them. Pupils regularly participate in decision making about improvements they would like at the school, and were instrumental in the recent development of the play area. They enjoy many activities in the local community and in the Church. Pupils' cultural development is good. The school council is well established and works conscientiously to collect and act on pupils' views. For example, they recently organised a 'Blue Peter' bring and buy stall because pupils wanted to raise money for charity. The council has also been instrumental in developing the school's code of conduct. Together with their good progress, all these personal qualities prepare pupils well for their future life.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Strong relationships and good management are key features of most lessons and, as a result, pupils enjoy learning and respond well to their peers and adults. Teachers make effective use of ICT. This approach keeps pupils interested and well focused. Tasks are particularly well matched to the needs of lower and middle ability groups, ensuring that these groups achieve well. Activities are not always so skilfully matched, however, to the needs of the highest attaining pupils in Years 3 to 6, especially in mathematics. Teaching assistants play an effective role in promoting understanding and extending skills, especially for those pupils who require additional support. They make sure that these pupils understand what is expected of them and guide them carefully through their tasks so that they make good gains in learning. A particular strength of lessons is the way that teachers encourage pupils to join in with examples of their own work. As a result, pupils are confident in speaking aloud, listening to others, giving opinions and sharing their ideas. In the Reception class and Years 1 and 2, the teaching of phonics is particularly strong, ensuring that pupils quickly improve their reading and writing skills.

### **Curriculum and other activities**

#### **Grade: 2**

The curriculum responds well to the local area with pupils regularly taking part in village and church activities. Because of the proximity of the sea, swimming is given a high priority within the physical education curriculum. As a result, all pupils can swim by the time they leave the school. The strong emphasis on social responsibility and personal skills is exemplified in the way pupils are encouraged to offer opinions on changes, such as to the sensory garden. The varied and well managed cross-curricular approach enables pupils to use their literacy and numeracy skills in many other subjects. For example, the current whole-school topic on 'super heroes' has resulted in some exciting writing, as well as creative drawings, models and paintings. The outdoor environment is used very effectively to develop science and social skills, such as looking after the school's guinea pigs, as well as for games such as giant chess. The regular use of laptops is a particular strength, giving pupils many opportunities to undertake research and present their work. Pupils achieve well in literacy because of the good provision for the teaching of sounds and letters. There is an excellent range of extra-curricular activities and many visits to places of interest, such as a local castle and the Islamic Centre in Exeter. Work to extend pupils' knowledge of the many cultures that make up modern Britain is, however, underrepresented in the curriculum.

## Care, guidance and support

### Grade: 2

The school provides a trusting and emotionally secure environment, which is very successful in settling the high number of pupils who join the school each year. Induction procedures ensure that each new pupil has someone to turn to and play with. Their skills are assessed quickly, to ensure the best possible provision is made. All pupils are well known and highly valued by staff. Security has improved and safeguarding procedures, including child protection arrangements, are robust. Pupils with learning difficulties and/or disabilities are nurtured carefully, whatever their need. For example, where there are joint placements with another school, high quality links have been established so that the pupils know exactly what is expected of them. Ramps have been built to all areas of the school and a lift installed to ensure full equality of access for those with physical needs.

There has been an improvement in the use of targets and in tracking pupils' achievements recently. The use of gathered data is beginning to have a positive impact on the school's understanding of how well pupils achieve. Individual progress is tracked well, but the progress of all groups is not. Pupils' work is regularly and accurately marked. Procedures to improve attendance are working well.

## Leadership and management

### Grade: 2

Under the strong leadership and management of the headteacher, senior leaders and governors have improved all areas of the school's work. The needs of every pupil are central to their work and improvements. Development of the outdoor areas has created an inspirational environment that enables pupils to develop high quality personal and social skills. The sensory garden in particular is used regularly by many groups of pupils as a calm retreat where they can play quiet games, watch the guinea pigs, or experience the feel of the waterfall on their hands. Boys and girls use the garden regularly and say it is 'a very special place'.

Senior and middle managers work closely together as they share ideas and plan the next steps. Their roles have improved and they now take responsibility for monitoring and improving their own areas. As a result, they know what is working well and what needs improving, giving them a clear view of the school's strengths and areas for development. The governing body is a true critical friend, often challenging leaders about their decisions and supporting the school in its daily work.

The school has a strong approach to community cohesion through widespread local links. Working links with schools in the wider British community are developing well.



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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 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>	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
The extent to which learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	1
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	1
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**

8 May 2009

Dear Pupils

Inspection of Lympstone C of E Primary School, Exmouth EX8 5JY

Thank you for your warm welcome and help during our recent inspection of your school. We very much enjoyed meeting you and talking to you about some of the things you do at school. You told us how much you enjoy all your activities. This letter is to tell you about some of things we found out during our time with you.

We think that Lympstone is a good school. This is because you do well in your work. You make good progress in lessons and you improve your skills as you move through the school. You do better in English and science than you do in mathematics. You behave exceptionally well and are extremely caring toward each other. You understand how important it is to keep safe and to be healthy. You really enjoy the exciting outdoor play areas and we saw how carefully you look after the guinea pigs.

Your teachers plan some exciting things for you to do, including lots of visits to places of interest. Some of you told us about a really exciting visit you had been on to a local castle. You said that you had really enjoyed it and learned lots of things about how people lived a long time ago. Teachers plan your work well and help you to improve. Your work is marked regularly and there are lots of checks on how you are doing. All the staff work hard to help you to do well and guide those of you who find learning difficult to do your best.

Leaders and managers of your school keep you safe and secure. They have worked hard to improve your school recently. We know how much you like the new climbing frames and the sensory garden and we were delighted to see how well you use these. We are asking your leaders to do two things to make your school even better:

- To improve how well you do in mathematics, particularly those of you who could achieve more - you could help with this by making sure you work hard in mathematics lessons.
- To make even better use of the information collected about your achievements to make sure you all achieve as well as you can.

Thank you again for your help and good luck for the future.

Yours faithfully

Denise Morris Lead Inspector.