

# Galmpton Church of England Primary School

## Inspection report

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<b>Unique Reference Number</b>	113458
<b>Local Authority</b>	Torbay
<b>Inspection number</b>	325821
<b>Inspection dates</b>	17–18 June 2009
<b>Reporting inspector</b>	David Edwards HMI

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 aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	213
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>	Shelley French
<b>Headteacher</b>	Stuart Ruffe
<b>Date of previous school inspection</b>	1 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>	Greenway Road Galmpton Brixham TQ5 0LT
<b>Telephone number</b>	01803 842628

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<b>Age group</b>	4–11
<b>Inspection dates</b>	17–18 June 2009
<b>Inspection number</b>	325821

**Fax number**

01803 844962

<b>Age group</b>	4-11
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## Introduction

The inspection was carried out by one of Her Majesty's Inspectors and one additional inspector.

## Description of the school

This is an average size Church of England voluntary aided primary school. Almost all pupils are of White British heritage. A few pupils are from minority ethnic groups and none are at the early stage of learning English. The school takes in pupils from a wide geographical area. The proportion of pupils eligible for free school meals is well below average. The percentage of pupils with learning difficulties and/or disabilities is also below the national average. The current number of pupils with a statement for special educational needs is well below the national average. Most children begin the Early Years Foundation Stage at entry to the Reception class.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

This school provides a satisfactory education for its pupils in an attractive, well-ordered learning environment. Most parents are supportive of the school and appreciate the warm and welcoming atmosphere of the school. As one parent who responded to the Ofsted questionnaire wrote, 'I feel the school is well led and the teachers always have time to listen if you have any concerns.' Another parent summed up the views of the majority by writing, 'Overall I think Galmpton is a well-run school with high family values. It seems to produce happy, confident children.' Pupils say they thoroughly enjoy school, particularly the good range of extra-curricular activities on offer and, as a result, pupils have an excellent awareness of how to stay safe and healthy. The school values the partnerships it has with the local church, community and the local authority. These links help to enrich pupils' learning and contribute to their enjoyment of school. Not surprisingly, attendance is above average. The curriculum is inclusive of all pupils and meets their needs well.

Overall, pupils make satisfactory progress to reach standards that are broadly average by the end of Year 6. Pupils in the Early Years Foundation Stage and Key Stage 1 make particularly good progress evidenced by above average standards in reading, writing and mathematics at the end of Year 2. However, the progress that pupils make as they move through Key Stage 2 has not been consistently good and, as a result, some have not achieved as well as they should. This is because some teaching, especially in mathematics, has not in the past challenged pupils sufficiently. In addition, assessment information was not used with consistent rigour to ensure that tasks were well matched to pupils' different learning needs. In the past year however, the school has worked determinedly in partnership with the local authority to address these issues. The majority of teaching is now good and better use is being made of assessment information to set more challenging targets for pupils. However, there is still too little consistency of approach across the school. In some lessons, opportunities are still being missed for higher achieving pupils to progress at a quicker pace.

Pupils are attentive, well behaved and keen to participate in lessons because relationships with staff are good. Although work is marked regularly and pupils understand they have targets, marking and targets are not used effectively to guide pupils so they know how to improve.

Under the caring, yet determined leadership of the headteacher, effective steps have been taken to promote improvement since the last inspection. The school is beginning to systematically address the issue of pupils' underperformance, which is particularly evident in mathematics. Through pragmatic and open reflection the headteacher has engaged the good will of governors, staff and the community, establishing a clear focus on raising pupils' standards of achievement. Instrumental to the recent success of the school has been the support of the local authority in strengthening teaching and learning and building the capacity for further improvement, which is now good. Leaders and managers acknowledge more work needs to be done to ensure teaching expectations remain high and to accelerate the development of pupils' basic skills. Outcomes from assessments that take place throughout the school are not used to provide sufficient direction to pupils in order to accelerate their progress and achieve higher standards.

Governors are well informed and know the school's strengths and areas for development. They provide effective support and hold the school to account satisfactorily. However, governors

have yet to ensure all aspects of community cohesion are fully addressed within school. Currently, pupils have a limited appreciation of the cultural diversity that exists within the United Kingdom.

## **Effectiveness of the Early Years Foundation Stage**

### **Grade: 2**

From starting points that are in line with national expectations children make good progress in all areas of learning and demonstrate skills and abilities that are above those levels usually expected for their age by the time they enter Key Stage 1. In particular children demonstrate strengths in their personal, social and emotional development and in their reading skills. This is because of the high levels of care which parents say they value and which promote children's outstanding well-being and welfare. Further, excellent relationships exist between children and adults which enable adults to make an active contribution to children's learning. Teaching methods are effective. Children are happy and eager to respond to teachers' questions. The good use of songs and resources such as flashcards effectively supports pupils' letter and word recognition. For example, children were observed practising their letters and sounds in the well-resourced 'travel agents', writing checklists and booking holidays! Pupils are also beginning to explore methods of resolving number problems which are helping to develop their early numeracy skills. The interesting and diverse curriculum offers appropriate challenge with accessible resources helping children to make informed, individual choices. Good leadership demonstrated through effective teamwork, ensures children's progress is carefully assessed with outcomes used effectively to inform planning. Direct access to the now spacious outdoor provision is already being well used and plans to further enhance this resource are already under way.

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

- Ensure that teaching accelerates the continuous development of pupils' basic skills, particularly in mathematics.
- Ensure that effective use is made of assessment information so that pupils' progress accelerates and they achieve higher standards.
- Ensure that the school fully meets the requirements for community cohesion so that pupils develop an appreciation of and value the cultural diversity within the United Kingdom.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## **Achievement and standards**

### **Grade: 3**

Children begin school with skills and aptitudes that are expected for their age. They settle quickly to their learning and, as a result, make good progress in all areas, which prepares them well for the next stage of their development. This good level of progress is maintained throughout Key Stage 1 which is demonstrated in pupils' thorough enjoyment of school. Effective support is provided for focus groups or individuals identified as needing additional help. As a result, standards by the end of Key Stage 1 in reading, writing and mathematics are securely above average.

In Key Stage 2 standards have been variable and the good rate of progress pupils make in the younger years slows. Despite the good standards for English and Science achieved in the 2008

test results, mathematics standards fell below the national average. Overall this represents satisfactory achievement. The school has fully embraced this issue through demonstrating a systematic and determined focus on improving teaching and learning. Closer monitoring of pupils' progress and a strong partnership with the local authority are beginning to help eradicate the underachievement that has been prevalent throughout Key Stage 2.

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

### **Grade: 2**

Pupils' good behaviour and attitudes make a positive contribution to their achievements. They are eager to learn and co-operate well in lessons: 'Teachers make learning fun!' exclaimed one typical pupil; 'It's a cheery place to come to and well mannered', said another. Pupils are polite to adults and care for each other. Spiritual, moral, social and cultural development overall is also good, although pupils have a limited understanding of living in a diverse and culturally mixed society. Pupils have a strong sense of right and wrong, and demonstrate a mature responsibility for their personal safety and an excellent awareness of the importance of healthy eating and staying fit. They have many opportunities to contribute to their school and the wider community, and make many positive contributions through raising money for charities and participating regularly in local festivals and sporting tournaments. The school council plays an active role in the life of the school, for example, during the appointment process for new staff, where their views and ideas were listened to. Attendance is above average and is further evidence that pupils enjoy coming to school. An appropriate focus on developing literacy and numeracy skills ensures pupils are prepared satisfactorily for their future economic well-being, and leave school in Year 6 as confident, well-rounded individuals.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

The quality of teaching is mostly good. The use of interactive whiteboards to engage pupils and promote learning is a strength throughout the school. Teachers' planning is thorough and well structured to cater for the varying learning needs of pupils. The deployment of teaching assistants is appropriately focused on supporting groups or individuals. Outcomes from improved monitoring of pupils' learning are now being used to provide additional learning support. However, not all pupils in Key Stage 2 maintain the good rate of progress they have demonstrated in earlier key stages because teaching does not always accelerate the continuous development of pupils' basic skills, particularly in mathematics. The school has engaged the support of the local authority and other experts in order to raise teachers' expectations and develop more effective strategies in engaging pupils in their learning. As a result, pupils' enjoyment of lessons is clearly evident and they demonstrate good levels of engagement in lessons.

### **Curriculum and other activities**

#### **Grade: 2**

Throughout the school visual displays of pupils' work demonstrate the stimulating and interesting learning opportunities the curriculum provides. Artwork in particular, is of a high standard, showing good skill progression and development. Pupils enjoy lessons which they demonstrate through good levels of motivation and concentration. The curriculum is inclusive of all learners

and provides many opportunities for pupils to develop and practise essential creativity. Good use is made of the local environment such as the beach and local study centres. Plans are in place to further develop a more creative approach to planning the curriculum. Specialist visitors enhance pupils' excellent understanding of being healthy. There are regular opportunities for pupils to participate in festivals and residential trips. The majority of parents appreciate the wide range of extra-curricular clubs on offer, including film, cricket and modern foreign languages. However, a few parents raised concerns about the costs incurred with some of these clubs.

## **Care, guidance and support**

### **Grade: 3**

Pastoral care and support are effective in promoting pupils' well-being and ensuring they are safe at all times. The school's motto 'Only my best is good enough for me' sums up the focus of the school in ensuring pupils' well-being is a high priority throughout the school. Safeguarding procedures meet all statutory requirements.

The school is effective in identifying the needs of pupils with learning difficulties and/or disabilities and works closely with external agencies in providing this support. However, opportunities are missed in using assessment information to set challenging targets or provide pupils with clear guidance on how they might improve their work to achieve higher standards. As a result, the majority of pupils in Key Stage 2 make satisfactory progress.

## **Leadership and management**

### **Grade: 3**

The headteacher, supported by his senior leadership team, has worked determinedly to set a clear direction for school improvement. A more distributive leadership style has been introduced since the last inspection to ensure a more consistent approach to school improvement. Disruptions to staffing, which have hindered this process, have recently been resolved. This is successfully empowering leaders and managers at all levels to focus more determinedly on raising pupils' standards. Assessment strategies now provide leaders with accurate information to enable them to monitor pupils' progress. However, this information is not used to best effect to accelerate pupils' progress at Key Stage 2 and enable them to reach the higher standards they are capable of making, particularly in mathematics.

Governors are kept well informed by the headteacher and, as a result, know the school's strengths and weaknesses well. They are focused appropriately on raising standards and achievement and therefore provide an effective challenge as well as support to the school. Governors have yet to complete an audit to ensure community cohesion is adequately promoted at all levels. Currently, there is little opportunity for pupils to develop an appreciation of or to value the cultural diversity within the United Kingdom.



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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?	3
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?	1
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	2

### Achievement and standards

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

<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	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	2
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	3

## 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?	3

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	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 leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	3
How well does the school contribute to community cohesion?	3
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	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

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

19 June 2009

Dear Pupils

Inspection of Galmpton Church of England Primary School, Galmpton, Devon TQ5 0LT

Many thanks for being so friendly when we visited your school recently. A special thank you goes to those of you who met with my colleague to share your views and opinions. We were particularly impressed with your understanding of how to stay safe and lead healthy lifestyles. You also make an outstanding positive contribution to your local community. Well done and keep it up! You also gave us lots of helpful information and so I am writing to tell you what we found out.

Many of you and your parents told us how pleased you are with your school. Overall, your school provides you with a satisfactory education. This means there are a number of strengths within your school but also some important areas to improve. Your headteacher and staff really care for you all and ensure you are safe and well looked after. Teaching is of a good standard and you told us how much you enjoy lessons and in particular, how you appreciate the many extra-curricular activities on offer after school. Your teachers, teaching assistants and all the other adults who work in the school do a good job. They make sure you are safe and well looked after. They work hard to make lessons interesting. Importantly, you behave well in and around school and think about others as well as yourselves.

From the moment you arrive in school, your teachers keep very good records on your development and progress. However, we believe pupils in Key Stage 2 could make much better progress, particularly in mathematics. We have asked the leaders of your school to ensure that lessons give every opportunity for you to improve your basic skills, especially in mathematics. Also, we have asked that the good assessment information that teachers have on your progress is used more carefully to set targets for you that will accelerate the progress you make so that more of you can achieve highly. Finally, we have asked governors to make sure that plans are put in place for you all to learn more about the many different cultures and lifestyles people now experience here in Britain. If you remember your school motto 'Only my best is good enough for me' I am sure you will succeed in all you do.

Best wishes David Edwards

Her Majesty's Inspector