

Bishops Nympton Primary School

Inspection report

Unique Reference Number	113133
Local Authority	Devon
Inspection number	338100
Inspection dates	5–6 October 2009
Reporting inspector	John W. Paull

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 of pupils on the school roll	64
Appropriate authority	The governing body
Chair	Mrs Cath Baugham
Headteacher	Mr R. J Blackmore
Date of previous school inspection	9 February 2006
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Introduction

This inspection was carried out by two additional inspectors. The inspectors visited seven lessons, and held meetings with the headteacher, staff, parents and pupils. They observed the school's work, and looked at documents including the school improvement plan, systems for tracking pupils' progress, ideas and lists of activities to promote community cohesion and parental questionnaires.

The inspectors reviewed many aspects of the school's work. They looked in detail at the following:

- steps taken to improve standards, especially in pupils' writing, to the levels achieved in mathematics
- how far the staff adapt teaching and other provision for individual pupils with particular needs
- what the school does to ensure that pupils appreciate the cultural diversity of modern Britain and the need for a global perspective in cultural cohesion
- how far the requirements of children in the Early Years Foundation Stage are met.

Information about the school

Bishops Nympton is much smaller than most primary schools. It accommodates four- and five-year olds in the Early Years Foundation Stage in a mixed-age Reception and Year 1 class.

The proportion of pupils from minority ethnic groups is very low and none speaks English as an additional language. The number of pupils who have special educational needs/and or disabilities is below average, although the proportion with a statement of special needs is average. The majority of these pupils experience difficulties associated with speech and language and/or moderate learning difficulties.

The last inspection report judged the school to be good. It also holds a current Healthy School Award.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

Pupils enjoy going to this good school. They trust the staff who they say care about them and their work. All pupils who completed questionnaires indicated that the staff explain how they can improve their work. Since the last inspection, the headteacher and staff have introduced a system of individual targets for pupils, helping them to understand the next steps to take to improve their learning. The staff work well together as a team, using their expertise to support each other's teaching and to act as effective subject leaders. This is seen in the good curriculum that makes good use of links between subjects. This was seen when older pupils used Elizabethan texts to analyse hidden meanings and compared uses of punctuation and paragraphing. Extra-curricular activity offers much enrichment in a variety of subjects and areas. Teachers' expectations of what can be achieved are high and morale is good. As a result, the capacity to continue improvements is also good.

Accurate self-evaluation has meant that the quality of provision in the Early Years Foundation Stage has been correctly identified as requiring improvement. At the moment this provision is satisfactory, rather than good, because children do not receive sufficient opportunities to initiate and explore ideas for themselves, and the outdoor area is particularly restrictive and does not sufficiently allow them to do this. Through the school, pupils are making much better progress in writing than in the last inspection. Until 2009, this has not, however, been apparent in national test results. Nevertheless, pupils' enjoyment of writing lessons is apparent. Their current work indicates that they are often producing accurate and exciting English in their stories, accounts and autobiographical writing. This is because teaching has focused on ways of showing pupils how to improve their writing.

Although average overall, standards are often above average in mathematics. Pupils also do well in several other subjects, such as art, information and communication technology, physical education and history. While the attainment of most pupils on entering the school is broadly average, the overall position is lower in some years and especially in language skills. Considering this variability, pupils' learning and progress are often good. Predicted results for 2010 based on the school's own thorough assessment and tracking systems indicate a continuing upward trend.

This is also true for pupils who have special educational needs and/or disabilities. Adaptations to the curriculum are careful and effective and, as shown in an inspection case study, expert advice offered by outside agencies is sought and adhered to well. The skills that pupils acquire, supported with good attendance, mean that they are prepared effectively for their future.

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The enthusiasm and knowledge of the headteacher and good induction of staff new to the school have ensured that teaching and learning have remained good since the last inspection. This was observed in most of the lessons visited and it was never less than satisfactory. The school has a wealth of data about individual pupils' performances, including progress books and formal assessments. Such information is used to set the next steps that pupils should take to progress well. Marking addresses such steps and offers encouragement and explains what pupils should do to improve. Targets are set for them and shared with them. The older pupils, under the headteacher's guidance, are often entrusted with downloading their targets for themselves using information banks on the computer. The school's overall statutory targets, while challenging, are realistic. The school's contribution to community cohesion is good. The present school council requested a link with the North Devon Hospice and this is already beginning. This adds a dimension that stretches beyond the village. Other clear actions, including global elements, are in place and ways of indicating and monitoring them are underway. Links with local colleges and agencies are harnessed well.

While governors' contributions to leadership and management are satisfactory, several are newly appointed and not therefore fully in a position to question and hold the school to account. Nevertheless, they are willing to train and already know the school well. The chair is an experienced governor, is clear about the need for training and is involved well in setting the school's direction. She understands its strengths and weaknesses.

What does the school need to do to improve further?

- Improve provision in the Early Years Foundation Stage by:
- increasing opportunities for children to take the initiative in exploring the activities planned for them across the areas of learning
- reviewing access to and uses of outdoor space.
- Improve leadership and management by:
- enabling governors to understand fully how to challenge leaders and managers and hold the school to account for its standards and provision.

Outcomes for individuals and groups of pupils**2**

In all lessons observed in the main school, pupils in all age groups and of different prior attainments made good progress. Nearly all pupils are well engaged by their teachers' questioning, instruction and the tasks that are set. The school has a strong ethos of care and cooperation, which results in good behaviour, good sociability and concentration among pupils. In a mathematics lesson for Years 2 and 3, for example, the main task was adapted well for different ability groups. As a result, pupils of different ages and levels of attainment listened and worked well. All pupils made good progress. Teaching assistants enhanced learning well, effectively supporting pupils who needed more help. Pupils learned securely and progressed effectively in understanding the properties of different shapes.

Pupils appreciate the good opportunities provided to learn about keeping healthy, often

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choosing the fruit options at lunchtime and taking part enthusiastically in sporting activities. These outcomes and a range of provision have resulted in the school gaining a Healthy School Award. Pupils are friendly, polite and helpful and work well together. They are keen to accept roles as school councillors or to help in organising classroom routines. Their awareness of and positive attitudes towards other cultures and faith groups, despite not meeting them in their local community, are further strengths. Pupils also have a good understanding of how to stay safe and say that they feel safe at school.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Lessons are enjoyable and stimulate pupils' interest, so they learn effectively. Teachers set out clearly what they want pupils to understand by the end of lessons. The headteacher observes teaching on a regular basis and offers points for improvement. Pupils experience a good range of appropriate teaching methods. As a result, they listen to the teacher, responding well to questions and opportunities to discuss the required tasks with each other. Just occasionally, opportunities are missed to deepen pupils'

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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understanding of a particular point. For example, when a pupil is praised for a very good response or piece of work, it is not always made sufficiently clear for others in the class why this is the case. The pace of lessons is nearly always good and, as a direct result, pupils are attentive and involved in their own learning.

Teachers' ongoing assessment of pupils' learning is of good quality. This means that they adapt their questioning and uses of resources, as well as what they teach pupils next to good effect. Furthermore, formal systems of assessment are used well to plan sequences of lessons and to identify pupils who need additional support programmes.

The well-designed curriculum meets pupils' needs effectively. All the required subjects in and aspects of the National Curriculum are provided and are enhanced by visits to places of interest and by visitors with particular expertise. An Indian classical dancer is a recent example. Improvements in planning writing tasks have resulted in improvements in pupils' work, including for the more able pupils. Opportunities to write in a range of subjects across the curriculum have also increased. By the end of Year 6, a good proportion of pupils achieve higher than normally expected levels. During the inspection, a very well-attended art club produced some excellent outcomes across all age groups that reflected Van Gogh's paintings of Sunflowers. Pupils also benefit from well-planned opportunities to take part in residential trips. The school's effective teaching assistants support the staff and pupils well, often working where a particular adaptation to planning is made. Frequently this involves pupils who have special educational needs and/or disabilities, who thereby make good progress towards their own targets.

The staff know pupils well and are very willing to listen to their concerns and ideas, which is recognised by the pupils themselves. This creates a good atmosphere of togetherness and cooperation.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher leads the school effectively. The headteacher and staff evaluate performance successfully and have moved the school forward since the last inspection, introducing positive changes where needed. Areas that require development are set out in a clear improvement plan. Although many coordinators are new to their roles, management at all levels is good due to the staff's enthusiasm and the effective systems that are in place to monitor pupils' progress and the quality of teaching and learning. These features support effectively the capacity to improve further. The governing body

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is undergoing a period of transition, with the induction of new members. They bring a wide range of skills to their role and are highly supportive of the staff and school. The chair leads them effectively and is well informed about the school's activities and performance. However, she is aware that the newness of some governors means that not all are in a position to hold the school to account.

The staff have recently responded to concerns about supervision with a new system for organising pupils on their way to the field. Satisfactory procedures to safeguard pupils' well-being are in place, including the vetting of staff.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

At this early stage of their education, children in the Reception year are already happy to talk and share ideas with each other and the adults. There are sufficient systems to assess children's standards and needs against the age-related goals across the areas of learning. Good relationships with parents are apparent. As expected at this early point in the term, there is an appropriate focus on developing children's personal, social and emotional development, so they feel comfortable in school and ready to learn skills across the other areas of the Early Years Foundation Stage. Self-esteem and a sense of community are evident in class routines. Provision, including teaching, is satisfactory and children are progressing and learning securely. The main reason that outcomes are not better is that children are directed in their learning too much. This limits the times when, for example, they might be experimenting alongside adults, who then prompt and develop their vocabulary, counting and other skills, based on their individual needs. That

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said, the teacher who began in this role at the beginning of term is already planning activities to improve provision this way. She has planned well to overcome the limited space to which children have free access outside. This too hampers their freedom to choose activities, as it is too small to allow activity across the full range of areas of learning at any one time.

Good leadership has already identified that improvements in the Early Years Foundation Stage are required. Links with other Reception classes and outside agencies, including the local authority, to provide expertise and training are in place.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

Nearly all parents are happy with their children's experiences at the school, believing that they are taught effectively, and prepared well for the future. Inspection findings support this view. In this respect, when speaking to an inspector, one commented, 'I have two in the school now and, yes, I am pleased. I've also got another who has moved on and it was good then too'. However, a significant minority of parents expressed concerns that often focused on matters related to supervision and dealing with pupils' behaviour. Nothing untoward in these respects was seen during the inspection. For example, in the inspection, pupils responded well to the adults in the school. They accepted correction without rancour. The majority of parents feel that staff are friendly and available and willing to engage in discussion about their children whenever they wish. However, a small minority feel that their working arrangements restrict such opportunities. The headteacher expresses a willingness to make alternative arrangements for parents and carers when this is the case.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Bishops Nympton Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 12 statements about the school.

The inspection team received 31 completed questionnaires by the end of the on-site inspection. In total, there are 64 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	21	78	5	19	1	4	0	0
The school keeps my child safe	11	36	16	52	4	13	0	0
The school informs me about my child's progress	10	32	15	48	6	19	0	0
My child is making enough progress at this school	14	47	14	47	2	9	0	0
The teaching is good at this school	18	60	12	40	0	0	0	0
The school helps me to support my child's learning	8	26	18	58	5	16	0	0
The school helps my child to have a healthy lifestyle	14	45	15	48	2	7	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	14	45	15	48	0	0	0	0
The school meets my child's particular needs	9	29	19	61	2	7	0	0
The school deals effectively with unacceptable behaviour	4	13	20	65	7	23	0	0
The school takes account of my suggestions and concerns	9	29	19	61	3	10	0	0
The school is led and managed effectively	8	26	19	61	4	13	0	0
Overall, I am happy with my child's experience at this school	15	48	16	52	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



8 October 2009

Dear Pupils

Inspection of Bishops Nympton Primary School, Bishops Nympton, EX36 4PU

Thank you for being so helpful when I visited your school recently. You made my colleagues and me feel very welcome. It was good to see you in your lessons, and sharing your assemblies, lunch and play times. It was also helpful to meet some of your parents and to read their questionnaires. We worked very closely with your headteacher and staff and met the chair of your governors. I also met the school councillors, who told me a lot about how the school operates and looks after you all. They told me that they think your school is good and I agree with them.

We judge your school to be good too. You make good progress in your work and achieve well, especially in mathematics. Your writing has improved and you do well in most other subjects. However, children in the Reception year do not receive enough opportunities to choose things to work on in their own ways. We have asked the adults to improve this for them. You clearly enjoy many of your lessons and behave well. It was very pleasing to see how you try hard and are keen to answer your teachers' questions and settle quickly to tasks and activities. It was good to hear about all the extra things like the residential trip and clubs that are available to you. I saw many of you at an art club and thought that your sunflowers were very good indeed.

Your headteacher and staff check what happens in lessons and around the school. They use this information well to make plans and improvements for the future. The governors are very keen to be part of this and we have asked them to do more of the checking, so they can support even more strongly than they do now.

Thank you again for your help and please pass on our thanks to all the adults who helped us too.

Yours faithfully,

John W. Paull

Lead Inspector

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