

Inspection of a good school: Galmpton Church of England Primary School

Greenway Road, Galmpton, Brixham, Devon TQ5 0LT

Inspection dates:

22 and 23 March 2022

Outcome

Galmpton Church of England Primary School continues to be a good school. There is enough evidence of improved performance to suggest that the school could be judged outstanding if we were to carry out a section 5 inspection now. The school's next inspection will be a section 5 inspection.

What is it like to attend this school?

Pupils are happy, polite and respectful. They are kind to each other and show integrity. They know this means doing the right thing even when no one is watching. Bullying is rare and pupils say they trust staff to help them with any problems they have. Staff nurture and support pupils. This helps everyone, including the most vulnerable pupils, to feel safe.

Leaders provide a high-quality, ambitious curriculum for all pupils. Pupils love to learn and reach high standards in the work they produce. Pupils, including those with special educational needs and/or disabilities (SEND), are fully prepared for their next stage of education. Pupils develop independence and quickly become confident learners. They learn well alongside their peers.

There are a wide range of extra-curricular opportunities which help pupils to develop character. For example, pupils develop leadership skills by inviting members of the local community, charities and residential homes into school. Pupils enjoy a range of clubs. Some pupils are responsible for leading activities for their peers. Leaders say that some opportunities have been impacted by COVID-19 but have plans to re-establish them.

What does the school do well and what does it need to do better?

Leaders prioritise reading and communication from the start of the Reception Year. Pupils delight in reading a range of different texts, including their termly 'fantastic five' books, which pupils know well. Pupils use ambitious vocabulary that they learn through regular reading. The curriculum for phonics is well sequenced. Staff use regular assessment to pinpoint misconceptions and offer additional support for some pupils. Once pupils 'graduate' from phonics, leaders ensure that the curriculum continues to build on what

pupils know. As a result, pupils become accurate, fluent readers and use these skills across the wider curriculum.

Leaders monitor the impact of the curriculum and teaching regularly. They talk to pupils about their learning to strengthen the quality of education further. Leaders sequence the curriculum so that pupils remember what they have learned. For example, within history, pupils know how historians use sources to draw conclusions about the past. They know and remember what they have learned and make links within their learning. One pupil, whose opinion reflected that of many, said they 'think deeply'. Staff provide pupils with teaching that matches their needs. Therefore, pupils achieve highly, including those that are disadvantaged and pupils with SEND.

Leaders have high expectations of pupils' behaviour in lessons and conduct around the school. Pupils know the school rules and live up to leaders' high standards. There is no disruption to lessons and routines are well established. Pupils say their Christian values help them to behave well.

Through the wider curriculum, including in personal, social and health education (PSHE), leaders support pupils' personal development well. They make sure pupils with SEND learn about relationships and health in a way that meets their needs. Teachers use what they know about pupils to develop their interests. Pupils learn how to be responsible citizens. They understand that everyone should be treated equally. They respect one another's differences.

Pupils can talk about a range of world religions and make links between these different beliefs and the Christian values of the school. Pupils know how to discuss complex issues and are considerate of the opinions of others. The school council is led by Year 6 pupils who consult with the rest of the school. Pupils are well prepared for life in modern Britain. They learn about democratic processes and how to reach agreements respectfully.

All leaders know the school well. They provide useful professional development for staff. As a result, the curriculum is consistently well taught. Staff feel well supported by leaders and say their well-being is a priority. They particularly value leaders' efforts to support their workload. Governors have a clear understanding of their statutory responsibilities and fulfil these well. They visit the school regularly to provide effective support and challenge to school leaders.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have a robust system in place to identify pupils who are at risk of harm. Staff know how to report concerns and receive regular training. This means that pupils get the help they need to stay safe. Leaders make the appropriate checks for new members of staff and induction procedures are clear.

Pupils know how to keep themselves safe, including online. They understand ideas such as 'consent' and 'permission' and learn about their rights. Pupils attend personal safety workshops hosted by a local charity.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the second section 8 inspection since we judged the predecessor school, Galmpton Church of England Primary School, to be good on November 2011.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	145104
Local authority	Torbay
Inspection number	10227709
Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	221
Appropriate authority	Board of trustees
Chair of trust	Roger Willoughby
Headteacher	Katy Burns
Website	http://www.galmptonprimary.org
Date of previous inspection	Not previously inspected

Information about this school

- Galmpton Church of England Primary School is a voluntary-aided primary school. The last section 48 inspection took place on 7 March 2017.
- The school is part of the Academy for Character and Excellence.
- The school has an after-school club provision.
- The school does not use any alternative provision.
- Galmpton Church of England Primary School converted to become an academy in November 2017. When its predecessor school, Galmpton Church of England Primary School, was last inspected by Ofsted, it was judged to be good overall.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in their evaluation of the school.
- The inspector carried out deep dives in these subjects: early reading, mathematics and history. For each deep dive, the inspector discussed the curriculum with subject leaders, spoke to teachers, spoke to some pupils about their learning and looked at

samples of pupils' work. In early reading and mathematics, the inspector also visited a sample of lessons.

- The inspector held meetings with the headteacher, the deputy headteacher, the special educational needs co-ordinator, curriculum leaders and teaching and support staff.
- The inspector met with representatives from the trust and the local governing committee.
- The inspector spoke with the designated safeguarding leader to discuss the school's procedures for keeping pupils safe. She considered the school's recruitment procedures, staff induction and training, records of concern and their engagement with external agencies. The inspector also spoke with staff and pupils throughout the inspection.
- The inspector considered responses to the online questionnaire, Ofsted Parent View, including the free-text responses. The inspector also took into consideration responses to the staff and pupil surveys.

Inspection team

Donna Briggs, lead inspector

Her Majesty's Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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