

Stokeinteignhead School

Stoke Road, Stokeinteignhead, Newton Abbot, Devon TQ12 4QE

Inspection dates

23–24 January 2019

Overall effectiveness	Requires improvement
Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Requires improvement
Outcomes for pupils	Requires improvement
Early years provision	Requires improvement
Overall effectiveness at previous inspection	Outstanding

Summary of key findings for parents and pupils

This is a school that requires improvement

- In the past, governors had not held senior leaders to account stringently. As a result, standards had declined for the last three years.
- Subject leaders have not received training to plan, monitor and evaluate effectively. As a result, progress in writing and mathematics has been significantly below the national average for the past two years.
- There is no sequential curriculum for the foundation subjects, so pupils are not building on their skills with any logical progression.
- There are too few disadvantaged pupils to comment on their progress.
- Leaders have not audited the curriculum for spiritual, moral, social and cultural education. It is not embedded within the wider curriculum. Therefore, pupils receive sporadic guidance about these issues. Pupils know little about British values. Consequently, their readiness for citizenship in the 21st century is below what is expected for their age.
- The children in the foundation stage have not had opportunities to excel in their learning. Leaders have not planned Reception activities well.

The school has the following strengths

- The executive headteacher has raised expectations in the school. He and the head of school are good role models for staff and pupils. They lead by example and have created a culture of respect and tolerance. There are positive relationships between leaders, staff and pupils. As a result, teaching has improved as well as behaviour.
- Since May 2018, interim leaders have ensured that the school site is safe and that safeguarding procedures are secure.
- The school is now a calm and orderly place where pupils learn well.
- Pupils respond well to the positive behaviour rewards and are motivated to excel in their learning as a result.
- Teaching is improving because staff are planning more learning that matches the needs of individual pupils.

Full report

What does the school need to do to improve further?

- Leaders and governors should ensure that:
 - spiritual, moral, social and cultural education and British values are embedded within the wider curriculum
 - pupils are prepared for life in modern Britain through the promotion of fundamental British values
 - a sequential programme of study for foundation subjects across the school is implemented as soon as possible.
- Improve the quality of teaching by ensuring that:
 - subject leaders have the capacity and skills to plan, monitor and evaluate the work of teachers so that progress is more rapid, especially in writing and mathematics
 - pupils' progress increases swiftly, so that by the end of each key stage, including the early years foundation stage, their achievement reflects their potential and is at least in line with national expectations
 - children are given more activities in the early years foundation stage that allow them to excel and exceed in their early learning goals

Inspection judgements

Effectiveness of leadership and management

Requires improvement

- An executive headteacher and a head of school were appointed by the local authority in May 2018 following the long-term absence of the headteacher. In a very short space of time, they have created a safe school environment where pupils thrive. They have done this through their unstinting determination and professionalism.
- Leaders have not trained subject leaders in English and mathematics in what they are expected to do. As a result, planning is ineffective. There was no monitoring and evaluation of teachers' work until the autumn term.
- Interim leaders have appointed a subject leader to oversee the foundation subjects. This was very recent and there has not been time to organise suitable and sequential curriculums in subjects other than core subjects.
- Previously, teachers did not have targets to improve pupils' progress. There was no oversight of teachers' performance through the year. Now, this situation has changed, but it is too soon to see the impact.
- The curriculum for spiritual, moral, social and cultural education and British values is not effective. However, green shoots are appearing because pupils elected peers to the school council and as eco-councillors. This enabled pupils to understand democratic processes.
- The new leaders have established an assessment information system that teachers use throughout the school. As a result, teachers check pupils' progress regularly. Teachers put interventions in place when some pupils fall behind in their work.
- The special educational needs coordinator (SENCo) has evaluated the needs of pupils and uses the funding to support pupils with special educational needs and/or disabilities (SEND). Now that the SENCo has assessment information, she can measure the progress of pupils with SEND. Current assessment information shows that some of them are not making as much progress as their peers, bearing in mind their starting points. Consequently, the SENCo is implementing interventions to improve this situation.
- Pupils have been on trips and other extra-curricular activities in the past term. They are enjoying and gaining from the additional experiences provided by the new leaders.
- The head of school has made effective links with parents and the community. Parents made a special point of speaking to the lead inspector during the inspection. They wanted to share their appreciation of her work and the changes made by herself and the executive headteacher to the lives of their children.

Governance of the school

- Governors have not maintained the high standards in the school. Many school processes, such as managing the performance of staff, were not carried out.
- There are many new members of the governing body. The new members have a good understanding of the strengths and weaknesses of the school. They are working effectively with the executive headteacher and head of school.

- Governors have a commitment to the school and its place in the community.
- Governors link more closely to the workings of the school, and are developing systems of accountability in their roles.
- There has not been a consistent evaluation of the impact of pupil premium and sport premium by governors. Although the SENCo is using the money for pupils with SEND, she has only recently discussed this with governors. New governors want to streamline and check the use of additional funds more stringently.

Safeguarding

- The arrangements for safeguarding are effective.
- The executive headteacher and head of school have made the site secure for pupils. This is important because the school gate opens on to the main village road.
- Leaders have ensured that safeguarding arrangements are fit for purpose. The safeguarding policy is up to date. Staff have been suitably trained in the most recent changes to safeguarding procedures. Pupils feel safe and secure in school.
- Staff work sensitively with parents and external agencies to monitor and support the more vulnerable pupils.

Quality of teaching, learning and assessment

Requires improvement

- Teachers are using new planning methodology to meet pupils' needs. However, when teachers let pupils choose their targets for work, pupils are not provided with sufficient challenge in their learning.
- Teachers are not considering pupils' prior learning adequately in their planning. As a result, pupils are not consolidating what they know, understand and can do, particularly in foundation subjects.
- When pupils reflect on their learning, they respond well. This is not yet a consistent practice.
- Parents receive reports on their pupils' progress. Currently, these are not as meaningful as they could be. Leaders are aware of this and are making changes to the proforma.
- Teaching assistants have not received training in their work. Therefore, the support they provide is variable. Leaders are aware of this but have not had time to develop the training yet.
- Leaders have raised expectations of staff and pupils. Consequently, pupils are working productively, together and on their own.
- Pupils present work well. They have adopted leaders' new requirements for the layout of work. Consequently, pupils are producing neater and more legible handwriting throughout the school.
- Teachers want to improve pupils' progress. They appreciate the training that they are receiving. The atmosphere in the school is conducive to learning and more is being achieved by pupils and teachers alike.

- Teachers set homework in line with the school policy. Homework reinforces pupils' learning. Some parents feel that more could be set.

Personal development, behaviour and welfare

Requires improvement

Personal development and welfare

- The school's work to promote pupils' personal development and welfare requires improvement.
- Leaders do not provide pupils with a well-planned and sufficient spiritual, moral, social and cultural education and an understanding of British values. There is no comprehensive programme of personal, social, health and economic education. This impedes pupils' preparation for the next phase of their education.
- Bullying is a rarity in school, but pupils are not clear to whom to turn if bullying occurs. They are not aware of behaviours to use to avoid bullying.
- Pupils are confident and most speak eloquently about their experiences at school.
- Pupils enjoy being challenged and some feel that they could be stretched further in their learning.
- Older pupils are aware of the dangers of the internet and how to keep themselves safe online. Pupils of all ages learn about fire safety and the dangers of fireworks.
- Leaders' vigilance in health and safety has improved pupils' understanding and pupils are keen to ensure that every aspect of the school remains safe.

Behaviour

- The behaviour of pupils is good.
- Leaders have rewritten the behaviour management policy so that the focus is on rewarding positive behaviours. Pupils have responded well to this. Any poor behaviour has reduced greatly. The analysis shows that those who continue to misbehave have complex needs and need different strategies to support them. Leaders are responding to this accordingly.
- There is no low-level disruption to learning. Pupils are ready and willing to learn.
- Pupils attend school regularly and few are persistently absent. Leaders work hard to ensure that attendance is in line with the national average and persistent absence is below. They have communicated effectively with parents about the importance of regular attendance and its impact on learning.

Outcomes for pupils

Requires improvement

- Pupils' progress in the end of key stage 2 tests has been poor in writing and mathematics for at least two years. Pupils' attainment in the end of key stage 2 tests has declined over the past three years and is below the national average. This is because subject leaders have not analysed pupils' responses adequately. They have

not planned ways to improve the areas that pupils misunderstood.

- Pupils' starting points are in line with national expectations. The previously low expectations hampered pupils from excelling in their work. Over time in school, pupils' progress slowed. Teachers' understanding of pupil achievement is changing now, but has not had time to embed effectively.
- Leadership of the foundation stage has been turbulent for several years. Consequently, children's outcomes have varied over time and this has had an impact on pupils' progress in school.
- Pupils were not prepared well for the next phase of their education. There were no systems in place for successful transition between key stages.
- Pupils with SEND have not made progress in line with their peers or others nationally as there has not been enough focus on their academic achievement
- Pupils are making better progress in their learning currently. The school's assessment information helps teachers to identify pupils who are struggling. As a result, teachers plan interventions, but implementation has been slow.
- Pupils read well and with good understanding. This has been an area of strength over time. The library is in the centre of the school and pupils enjoy picking out their reading books. Systems for identifying age-appropriate material are secure.
- Pupils have achieved above the national average in the phonics screening checks. Teachers are secure in their knowledge of the teaching of phonics.
- There are too few disadvantaged pupils to comment on their progress.

Early years provision

Requires improvement

- A new leader for the foundation stage was appointed in January 2019. Within the first few weeks, she has reorganised learning spaces inside and out. Children are set purposeful activities with a focus on writing and number work. It is too soon to be able to measure the impact of this work.
- Professional development has, in the past, not had an impact on the required academic areas and in raising expectations.
- Children come in with age-related expectations. Not enough children are exceeding in their early learning goals.
- Children have not been given sufficient guidance in listening attentively over a sustained time.
- Insufficient play and exploration prevented children from applying their letters and sounds knowledge across the curriculum. This hampered them from making rapid progress in reading and writing.
- There were too few opportunities for children to develop numeracy and measuring skills independently. Careful consideration of what is important to progress learning within a given timeframe was not apparent.
- Engagement with parents has been lacking. Parents are unable to meet and speak with the foundation lead at the beginning and end of the day. However, leaders have

established a new online system of communication. Parents can respond more readily and advise of progress children make at home.

- Children are unable to apply their own learning to solve problems. They are often not provided with the challenge they need to make good progress.
- Children respond well to adults. They are keen to learn.
- Children are learning to share and take turns without undue fuss and bother.
- The executive headteacher and head of school have ensured that the area used by the foundation stage children is safe and secure. New perimeter fencing and lockable gates are in place now.

School details

Unique reference number	113222
Local authority	Devon
Inspection number	10048148

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Maintained
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	99
Appropriate authority	The governing body
Chair	Vivienne Thorn
Headteacher	Martin Harding
Telephone number	01626 873208
Website	www.stokeinteignhead.devon.sch.uk
Email address	admin@stokeinteignheadschoo.org
Date of previous inspection	11 December 2006

Information about this school

- Stokeinteignhead Primary School is smaller than the average primary school.
- The headteacher resigned in September 2018. There is currently no substantive headteacher. The school is in a partnership with United Schools Federation. The federation has been supporting the school since May 2018. There is an executive headteacher and head of school from the federation in positions of responsibility.
- The proportion of pupils with SEND is above the national average. The proportion of pupils with education, health and care plans is below the national average.
- The proportion of pupils supported by pupil premium funding is below the national average.

Information about this inspection

- The lead inspector visited lessons jointly with the head of school.
- A wide sample of pupils' work, from all year groups and a range of subjects, was scrutinised.
- The lead inspector talked with groups of pupils from key stage 2, as well as with pupils informally across the site.
- Meetings were held with the executive headteacher, head of school, subject leaders and members of the governing body. A telephone call was made to the school improvement partner.
- Information and other documentary evidence were evaluated, including that relating to safeguarding, assessment, school evaluation and external reviews.
- The lead inspector took account of the 56 responses to the online Parent View survey.

Inspection team

Kathy Maddocks, lead inspector

Her Majesty's Inspector

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