

Inspection of Stockland Church of England Primary Academy

Stockland, Honiton, Devon EX14 9EF

Inspection dates: 4–5 March 2020

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Early years provision

Requires improvement

Previous inspection grade

Outstanding

What is it like to attend this school?

Pupils do not do as well as they should. This is because the curriculum is not well organised or ambitious enough. Pupils do not study some subjects in appropriate depth. Consequently, pupils are not well prepared for the next stage of their education. Pupils do not know enough about issues they may face as they grow up in modern Britain. Pupils say that they would like more opportunities to extend their learning beyond the classroom.

Pupils have many opportunities to participate in competitive sport. However, this has come at a cost. Many pupils attend sporting events in the school day. This means that they have missed much learning. Some older pupils say they do not feel ready for secondary school.

Pupils say bullying was commonplace last year. They say that since the appointment of the new headteacher bullying is less frequent. Pupils do say they feel safe and know who to speak to if they have a worry. Pupils behave well in lessons and around the school. They are polite, well-mannered and articulate. The vast majority of pupils say that they like school and their staff.

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

There have been many changes in recent years. This has been unsettling for some parents and carers. Most of the teaching staff are new to the school. Nevertheless, the vast majority of parents are behind the school. The headteacher recognises that the quality of education is not good enough. Plans are under way to address these weaknesses.

Since September, leaders have adapted the approach to reading. Children in the Reception class learn about letters and the sounds that they make effectively. Staff have the expertise to ensure that those who need extra help to catch up are well supported. Adults read to children every day. This promotes an early love of reading. Children listen carefully to their adults and ask inquisitive questions. However, once pupils complete the reading programme in key stage 1, there is no curriculum in place. This results in an inconsistent approach to the teaching of reading in key stage 2. Pupils do enjoy reading. They say that there are clear expectations to read daily.

Writing has been a focus for improvement. There is now a more consistent approach to the teaching of writing. This is having a positive impact upon pupils' work. Art and design are strengths of the school. Pupils develop their art skills progressively. They learn how to use a range of different techniques and materials year-on-year. In Reception, children ably use water colours to paint 'Big Ben'. Pupils draw upon their art skills to support their understanding in other subjects. For instance, in Year 6 science, pupils can manipulate materials to show how the heart works.

However, leaders have not considered what pupils need to know in all subjects. Pupils in Years 3, 4 and 5 have not learned modern languages. Older pupils who had studied the Victorians and Romans are not able to recognise their place in history. Some pupils were adamant that the Victorians came before the Romans.

Children in Reception do not reach their full potential. This is because the curriculum is not ambitious enough. Most children enter the Reception class with the knowledge and skills expected for their age. However, children typically leave Reception below or in line with the national average in reading, writing and mathematics. Staff have had recent training to improve the quality of writing. However, it is too early to see the impact of this work. Parents are positive about the Reception class and feel that it has improved in recent years.

Leaders are working hard to reduce bullying. They are aware that bullying has not been completely eradicated. Pupils are adamant there is not as much as there was. However, some older pupils feel that other pupils are unkind to them. Bullying concerns are not as prevalent in key stage 1 than in key stage 2.

There are very few pupils with special educational needs and/or disabilities (SEND) at the school. The special educational needs coordinator (SENCo) works tirelessly to ensure that pupils are having their needs met. However, the systems to check pupils' progress are not precise enough.

Several governors, including the chair of the governing body, are relatively new to their roles. They hold a realistic view about the quality of education. However, they have not placed enough emphasis on checking the impact of the curriculum on different groups of pupils.

Safeguarding

The arrangements for safeguarding are effective.

Staff and governors have received appropriate training. Staff know the signs that a pupil may be at risk of harm. All staff know what to do if they have any concerns about a pupil's welfare. Several parents and carers say how caring and nurturing the school is.

Pupils know how to stay safe. They know what action to take if they feel at risk. Pupils have a good understanding of how to use the internet safely. Pupils told inspectors that they feel very safe in school.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The curriculum is not ambitious enough. The plans for some subjects are weak. Senior leaders need to ensure that a clearly thought through curriculum,

encompassing pupils' personal development and preparation for life in modern Britain, is delivered.

- The school's approach to assessment needs further refinement. The current system does not identify what pupils already know and understand. This means that, in some subjects, teachers do not coherently plan work that meets the needs of all pupils. This leads to some pupils not reaching their full potential.
- The headteacher oversees the delivery of most foundation subjects. This is because there has been insufficient training for teaching staff. Senior leaders and governors need to ensure that all curriculum leaders are equipped with the necessary skills they need to improve the quality of education.
- There have been several incidents of bullying in the school in recent years. The new headteacher has worked hard to address bullying. However, some pupils still feel vulnerable. Leaders need to continue to eliminate any forms of bullying.
- Children in the early years are not reaching their full potential. This is because the curriculum is not ambitious enough. Senior leaders need to ensure that the curriculum is ambitious and meets the needs of all children.
- Governance is evolving. Governors are determined to improve the school, but they do not challenge leaders as precisely as they should. Governors need to ensure that actions are sharply focused on strengthening the quality of education for all pupils, including those with SEND.
- The SENCo has a good knowledge and understanding of the needs of pupils with SEND. She has made sure that plans have been drawn up to support the learning of these pupils. However, these actions have not been checked with the rigour that they should have.

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 Ofsted Parent View information 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	137454
Local authority	Devon
Inspection number	10133432
Type of school	Primary
School category	Academy
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	98
Appropriate authority	Board of trustees
Chair of trust	Simon Peniston-Bird
Principal	Clive Hellowell
Website	www.stocklandprimary.org.uk
Date of previous inspection	27 November 2017

Information about this school

- There have been significant changes in the teaching staff. In the past six years, the school has had four headteachers. The current headteacher has been in post for 18 months.
- The school was graded good in the last Statutory Inspection of Anglican and Methodist Schools (SIAMS), in November 2017.

Information about this inspection

We carried out this inspection under section 8 of the Education Act 2005. We deemed the inspection a section 5 inspection under the same Act.

- We met with the the headteacher, curriculum leaders, the leader with responsibility for pupils with SEND, the early years leader and a sample of staff.
- The lead inspector met with eight governors from the governing body, including the chair.
- We examined a range of documentation provided by the school, including leaders' self-evaluation, improvement plans and documentation relating to attendance.

- A significant proportion of the inspection focused on ensuring that pupils are safe. We scrutinised records, tested staff’s safeguarding knowledge and spoke with pupils. The lead inspector also met with the designated safeguarding leader.
- We considered the 30 responses to Ofsted’s online survey, Parent View. The lead inspector met with two parents and made himself available to parents at the end of the first day. The lead inspector also considered three letters from parents.
- We did deep dives in reading, history, science and writing. This included visiting lessons, looking at pupils’ work, meeting with senior and subject leaders, and having discussions with teachers and pupils. On day 2 of the inspection, the lead inspector looked further into the quality of education in modern languages and art and design.

Inspection team

Matt Middlemore, lead inspector

Her Majesty’s Inspector

Hester Millsop

Ofsted Inspector

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