

Ofsted  
Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T 0300 123 1231  
[www.gov.uk/ofsted](http://www.gov.uk/ofsted)



6 April 2021

Martin O'Mahony  
Acting Executive Headteacher  
Clyst Hydon Primary School  
Clyst Hydon  
Cullompton  
Devon  
EX15 2ND

Dear Mr O'Mahony

### **Additional, remote monitoring inspection of Clyst Hydon Primary School**

Following my remote inspection of your school on 16 March 2021, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the findings. Thank you for the help you gave during the inspection and for the time you made available to discuss the actions that have been taken to provide education to all pupils during the current circumstances.

This monitoring inspection was conducted under section 8 (2) of the Education Act 2005 (as amended) and in accordance with Ofsted's published procedures for visiting schools while routine inspections remain temporarily suspended. It was additional to the usual monitoring process for schools that are judged to require improvement.

This monitoring inspection was carried out remotely. As such, the range of evidence available to the inspector was narrower than would normally be the case during an on-site inspection. As a result, this letter provides a more limited level of assurance than our usual monitoring reports.

The inspection took place because the school has received two successive judgements of requires improvement. The school's most recent section 5 inspection took place in July 2019.

Having considered all the evidence and taking into account the impact of COVID-19 (coronavirus) on the school, I am of the opinion that at this time:

**Leaders and those responsible for governance are taking effective action to provide education in the current circumstances.**

Leaders and those responsible for governance should take further action to:

- plan curriculum content carefully in all subjects
- ensure that teachers routinely check what pupils remember across all subjects
- implement more effective approaches to the teaching of reading in key stage 2.

### **Context**

- At the time of the last inspection, the school had a partnership arrangement in place with First Federation multi-academy trust. In September 2019, the school joined Devon Moors Federation. At that time, you were appointed as acting head of school. The lead teacher, who deputises in your absence and teaches key stage 2, was appointed July 2020.
- At the start of the spring term, approximately 75% of pupils were being educated remotely. Approximately 80% of vulnerable pupils, including pupils with special educational needs and/or disabilities (SEND), were learning in school.
- At the time of this inspection, all pupils were attending school.

### **Main findings**

- Since the previous inspection, leaders, including governors, have successfully steered the school through a turbulent period. You have rightly focused on bringing about greater stability following a significant period of change in leadership and staffing.
- You have taken decisive action to make sure that pupils continue to receive an education throughout the current circumstances. In some subjects, such as science and physical education, teachers changed the order of teaching. Now that pupils have returned to school, you have plans in place to revisit some of the content of these subjects.
- If pupils need to self-isolate, you have ensured that they can continue to access their education remotely. Teachers provide appropriate live lessons. These lessons replicate, as far as possible, the school's normal curriculum.
- At the start of the first national lockdown, you and your leadership team were in the process of revising the curriculum. However, plans to develop the curriculum further have stalled because of COVID-19. Mathematics plans are further ahead than other subjects, such as music, and art and design. You and your leaders recognise the urgency needed to return to your curriculum review.

- In mathematics, pupils learn the most important knowledge and skills in the right order. You have introduced effective systems to check what pupils know before moving on to new topics. However, these checks are not in place in some subjects, such as geography and history. Consequently, teachers do not make sure that pupils have remembered important knowledge.
- Reading is a priority for you. You have made sure that the books for children in Reception Year, Year 1 and Year 2 match the letters and sounds that they know. You are providing parents and carers with appropriate books to support pupils with their early reading. You are confident that daily phonics sessions have ensured that pupils have not fallen behind. Nevertheless, the reading curriculum in key stage 2 is not as effective. This is because the curriculum is not organised so that pupils learn knowledge in the right order.
- During the national lockdowns, nearly all vulnerable pupils and pupils with SEND attended school. Your plans for these pupils are appropriate. The special educational needs coordinator has ensured that pupils who need additional specialist support, such as speech therapy, continue to receive it. You are currently providing extra well-being sessions. These are helping pupils to settle back into routines and expectations.
- The governing body has secured leadership that is starting to have a positive impact. The chair of the governing body has a strong grasp of the school's strengths and areas for further development. He shares your high ambitions and has a realistic view of the challenges that remain.
- The federation, in conjunction with the local authority, has played a pivotal role in strengthening leadership. The local authority is holding leaders to account effectively through regular visits. You appreciate this challenging and collaborative support.

## **Evidence**

This inspection was conducted remotely. I spoke to you, other senior leaders, pupils, subject leaders, a local authority representative and the chair of the governing body to discuss leaders' actions to provide education to all pupils during a national lockdown.

I also considered information about the school's remote education offer on the school website. I looked at responses to Ofsted's online questionnaire, Parent View, including eight free-text responses, and seven staff questionnaires.

I am copying this letter to the chair of the governing body, the regional schools commissioner and the director of children's services for Devon. This letter will be published on the Ofsted website.

Yours sincerely

Matt Middlemore  
**Her Majesty's Inspector**