

Inspection of a good school: Tedburn St Mary School

School Lane, Tedburn St Mary, Exeter, Devon EX6 6AA

Inspection date: 26 May 2022

Outcome

There has been no change to this school's overall judgement of good as a result of this initial (section 8) inspection. However, the evidence gathered suggests that the inspection grade might not be as high if a full inspection were carried out now. The next inspection will therefore be a full (section 5) inspection.

What is it like to attend this school?

Tedburn St Mary School is a friendly place where pupils enjoy coming to school. The school encourages pupils to be kind and considerate to each other. As a result, pupils look out for one another. For example, they are quick to play with those using the friendship bench to seek a playmate. They act as buddies to younger children who may need assistance. Pupils are welcoming to visitors. They are polite and keen to share what they like best about the school.

Pupils behave well. They follow the school's routines, such as lining up in the playground, helping staff to ring the school bell, and acting as class monitor to help with classroom routines. Pupils get on with their learning in lessons. They enjoy learning about new things and are keen to talk about what they have learned. Bullying is rare. Pupils say that if they fall out with friends, staff help them to quickly resolve any problems.

Pupils enjoy reading. However, pupils do not always learn as well as they could. The reading curriculum does not help all pupils to secure essential early reading skills.

Pupils have opportunities to develop their interests and talents. They are keen to attend the school's clubs in sport, music and crafts, and talk enthusiastically about fundraising for the sensory garden.

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

The headteacher, with support from his staff, has created an environment where all feel valued. Leaders appreciate the opportunities for collaborative working within the trust. Staff say that leaders are considerate of their workload and well-being. Those responsible for governance know the school well.

Leaders understand the importance of reading and have introduced a new phonics curriculum. Children begin learning to read as soon as they start school. However, there are inconsistencies in how the phonics curriculum is delivered. It is not coherent. Pupils' books do not always match the sounds they are learning. As a result, some pupils do not securely decode words or build up their fluency in reading.

Teachers use assessment to check on pupils' progression through the curriculum, but not consistently enough. Where teaching checks pupils' misconceptions effectively, for example in early key stage 2 mathematics, errors are spotted and teaching adapted. Pupils then use their knowledge to tackle more complex elements of the curriculum. However, teaching does not always check effectively on what pupils know and can do. Pupils' misconceptions are not corrected as they arise. For example, routine checks on pupils who are learning to read are not precise. This means that pupils' difficulties are not always spotted and addressed. This impedes their reading fluency.

Older pupils enjoy reading. The reading programme extends beyond the teaching of phonics. Pupils talk enthusiastically about the books they read. They relish the challenge of improving their reading and enjoy activities within the reading programme. They read regularly and are keen to do so.

Leaders have developed the curriculum from early years to the end of key stage 2. Subject curriculums that are well sequenced help pupils to build and recall knowledge over time. For example, in physical education, pupils from early years onwards deepen their knowledge about teamwork, use concepts accurately and develop effective use of body movement. However, where curriculum plans are not enacted as effectively, pupils' recall of essential concepts is not as strong.

Leaders ensure that teachers are well informed about useful strategies for pupils with special educational needs and/or disabilities (SEND). Teachers know pupils with SEND well. Pupils with SEND contribute to lessons alongside their peers. Pupils who have fallen behind with reading receive appropriate additional support.

Pupils want to get on with their learning and they conduct themselves well. Pupils say that teachers use the behaviour policy fairly. There is a well-structured curriculum in place to support pupils' wider development in the school. Pupils learn about essential elements such as relationships, values and online safety. However, they have less awareness of cultural diversity within society. Leaders are keen to return to pre-pandemic activities, alongside a trust-wide global awareness curriculum, to support pupils' knowledge of different cultures.

In discussion with the headteacher, the inspectors agreed that the early reading curriculum and assessment of the implementation and impact of the curriculum may usefully serve as focuses for the next inspection.

Safeguarding

The arrangements for safeguarding are effective.

Staff receive regular training and safeguarding updates. Governors are knowledgeable about safeguarding matters. They regularly check on the effectiveness of the school's safeguarding systems. Staff know pupils well and how to identify and raise concerns. Leaders take appropriate action when dealing with safeguarding concerns. Pupils know how to stay safe, including online. They say that there is always someone to talk to if they have any concerns.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The new phonics curriculum is not delivered in a coherent way. Resources from another programme are still in use. This means that sometimes pupils' books do not match the sounds they are learning. When this occurs, pupils do not read accurately or confidently. Leaders need to ensure that this is quickly remedied. Their plans to drive improvements in this area need to be enacted with urgency so that a coherent programme is taught to all pupils who are in the early stages of reading.
- Teaching does not always check effectively on what pupils know and can do. This means that pupils' misconceptions are not corrected in a timely way. In early reading, this leads to pupils who have a less secure knowledge base on which to improve their reading fluency. Leaders need to ensure that routine assessment occurs with impact.
- Leaders have developed a structured curriculum across the school. However, the curriculum is not always enacted as leaders expect. Where the curriculum is not enacted effectively, pupils' recall of knowledge is not secure. Leaders need to check that the curriculum is enacted with the impact that they intend.

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 first section 8 inspection since we judged the predecessor school, Tedburn St Mary Primary School, to be good in February 2014.

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

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| Unique reference number | 145345 |
| Local authority | Devon |
| Inspection number | 10227690 |
| 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 | 89 |
| Appropriate authority | Board of trustees |
| Chair of trust | Cheryl Mathieson |
| Headteacher | Andy Keay |
| Website | http://www.tedburn.devon.sch.uk/website |
| Date of previous inspection | Not previously inspected |

Information about this school

- Tedburn St Mary School converted to become an academy school in March 2018. When its predecessor school, Tedburn St Mary Primary School, was last inspected by Ofsted, it was judged to be good overall.
- The school does not use any alternative provision.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, representatives of the governing body and the multi-academy trust. Meetings were also held with subject leaders, class teachers and the special educational needs coordinator.
- Inspectors met with the designated safeguarding lead, examined school records and discussed safeguarding cases.
- Inspectors completed deep dives in the following subjects: early reading, mathematics and physical education. Inspectors met with subject leaders, looked at curriculum

plans, visited a sample of lessons, spoke to teachers, spoke to pupils about their learning, listened to pupils read, and looked at samples of pupils' work.

- Inspectors considered responses to Ofsted's online survey, Ofsted Parent View, including free-text responses from parents and carers. They also considered the views of staff and pupils in Ofsted's online surveys.

Inspection team

Tracey Reynolds, lead inspector

Her Majesty's Inspector

Mark Burgess

Ofsted Inspector

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