

Inspection of a good school: Exton and Greetham CofE Primary School

Garden Road, Exton, Oakham, Rutland LE15 8AY

Inspection date:

28 June 2022

Outcome

Exton and Greetham CofE Primary School continues to be a good school.

What is it like to attend this school?

Exton and Greetham CofE Primary School is a warm and friendly school. Pupils enjoy coming to school and feel safe. They said that the school is 'amazing' and they would 'definitely' recommend it to another child.

Pupils said that their teachers are supportive and encouraging and that they make lessons enjoyable. The school's motto, 'we are kind, we are honest and we forgive' is evident in all aspects of school life. Pupils behave well in lessons and around the school. The pupils spoken to said that bullying rarely happens.

Leaders are ambitious for all pupils. The school is inclusive. Pupils, including those with special educational needs and/or disabilities (SEND), receive the support they need to flourish and achieve well.

Pupils benefit from a wide range of extra-curricular activities, including sports clubs, cookery, gardening, art and chess. Pupils value opportunities to be leaders themselves. For example, pupils can be part of the school council where decisions are made. Pupils spoke about the new sports and play equipment that they bought. They are proud of the work they do to support the school.

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

Leaders have ensured that the curriculum is ambitious for all pupils, including those with SEND. Pupils study a broad range of subjects. In most subjects, leaders have identified the important knowledge that pupils need and when they need it. Teachers plan most subjects carefully to help pupils build their knowledge so that they know and remember more over time. For example, in history, pupils were able to talk confidently and passionately about the role of the suffragettes and the impact they have had on society today.

Staff have good subject knowledge. They plan appropriate lessons that take pupils' prior knowledge into account. This helps pupils to build their knowledge of different subjects. Teachers explain new ideas and content clearly. They provide examples to help pupils

understand the curriculum. However, sometimes teachers do not always check that all pupils fully understand before moving on to the next task. Some pupils develop gaps in their knowledge and do not achieve as highly as they could. For example, in mathematics, some pupils in Reception did not have the necessary understanding of number to complete activities. Some pupils in Year 6 struggled to remember key mathematical concepts.

Reading is a priority at this school. Leaders have thought carefully about the teaching of phonics and early reading. There is a consistent approach that starts with the children in the early years. Staff have received appropriate training. This is effective in ensuring that pupils learn and remember new letter sounds and words. Frequent and accurate assessments mean that pupils who might be falling behind are easily spotted. Teachers fill knowledge gaps quickly through extra phonics sessions. Pupils become capable readers who love books.

Staff provide well for pupils with SEND. Leaders are passionate about enabling all pupils to access the full curriculum. Staff are trained to identify pupils who find learning difficult quickly and accurately. However, individual plans and targets are not in place for all pupils with SEND.

Pupils' personal development is a top priority for leaders and staff. The curriculum is carefully planned to promote pupils' personal development, including for children in the early years. Pupils learn about diversity, healthy relationships and staying safe online. There is a coordinated approach to this work. Leaders have considered the local context and made sure that the curriculum takes this into account. Pupils learn about real-life matters, such as debt management. Pupils know that everyone is welcome at this school. Pupils are highly respectful of each other and of adults in the school.

Staff are confident in the leadership of the school. All staff spoken to said that they are well supported by school and trust leaders.

A common view shared by parents and carers was that 'staff go above and beyond' for their child.

Safeguarding

The arrangements for safeguarding are effective.

There is a strong culture of safeguarding. Staff are well trained to recognise the signs that might indicate a concern. They know the procedures they need to follow if they are worried about a pupil.

Safeguarding leaders are knowledgeable about safeguarding risks in the local area. Leaders liaise well with external agencies when a pupil needs extra help to keep safe. Leaders make sure that the curriculum helps pupils learn how to keep themselves safe, including when crossing busy roads and when using the internet.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, staff do not quickly identify gaps in pupils' knowledge. They do not intervene to fill these gaps effectively. Curriculum leaders should ensure that they monitor the implementation of the curriculum so that gaps are identified and addressed, and that pupils know and remember more over time.
- Leaders have put a lot of support in place for pupils with SEND. However, not every child on the SEND register has clearly identified, measurable targets to address learning needs. Sometimes, some pupils with SEND do not get the support that they need. Leaders should ensure that individual plans for pupils with SEND have clearly defined targets.

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, Exton and Greetham CofE Primary School, to be good in March 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

Unique reference number	144847
Local authority	Rutland Council
Inspection number	10226916
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	61
Appropriate authority	Board of trustees
Chair of trust	Rev James Saunders
Headteacher	Megan Davis
Website	www.extonschool.co.uk
Date of previous inspection	Not previously inspected

Information about this school

- The school is part of the Diocese of Peterborough. The most recent section 48 inspection of this Church of England school, which is an inspection of the school's religious character, took place in 2016.
- The school does not use any alternative provision.
- The school is part of The Rutland Learning Trust.

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.
- The inspectors met with the headteacher, other school leaders, members of the governing body and the chief executive officer of the trust.
- The inspectors carried out deep dives in these subjects: reading, mathematics and history. For each deep dive, inspectors met with subject leaders, visited a sample of lessons, spoke with teachers, spoke with groups of pupils about their learning and looked at samples of

pupils' work. The lead inspector listened to pupils in Years 1 and 2 reading to a member of staff.

- The lead inspector reviewed the school's systems for keeping pupils safe. A meeting was held with the designated safeguarding leader. The lead inspector scrutinised the school's single central record.
- The inspectors observed pupils' behaviour in lessons and around the school site during playtime.
- The inspectors spoke with groups of pupils and staff. The lead inspector spoke to parents at the start of the school day and considered the responses to Parent View, Ofsted's online survey.

Inspection team

Dawn Ashbolt, lead inspector

Her Majesty's Inspector

Katie Towers

Ofsted Inspector

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