

Inspection of Exeter Road Community Primary School

Exeter Road, Exmouth, Devon EX8 1PU

Inspection dates: 11 and 12 October 2022

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Good

Leadership and management

Requires improvement

Early years provision

Requires improvement

Previous inspection grade

Good

What is it like to attend this school?

Leaders have an overgenerous view of the quality of education. They do not have an accurate understanding of the strengths and important aspects of the curriculum that need to improve. While leaders have high expectations for pupils, the impact of teaching does not help them to learn consistently well.

Most pupils behave well in lessons. They are polite and respectful. Teachers have consistent expectations of how pupils should behave in classrooms. Learning is rarely disturbed. Pupils say they feel safe and that they do not worry about bullying. They told inspectors that staff would help them if it happened. Leaders' expectations of pupils' conduct as they move around the school are less consistent, and this is reflected in pupils' behaviour. Some pupils are not supported well to take pride in their work.

Pupils enjoy attending school. They appreciate the wide range of trips and residential visits that leaders plan for them. Most parents consider leaders to be caring and approachable. One parent said, 'We are proud to be part of the Exeter Road community.' This comment was typical of many comments from parents.

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

Leaders have recently introduced a new curriculum for mathematics and early reading. They have delivered training for staff to help them understand the new approach. However, leaders have not carefully considered what the implementation of this will look like in these areas. Their evaluations of the quality of these curriculums are not accurate. All of this means that the needs of pupils, including those with special educational needs and/or disabilities (SEND) and children in the early years, are not met well enough. Some pupils lose interest in learning and do not give their best effort.

Leaders have identified the key knowledge they want pupils to know in most subjects. They have given some consideration to the sequence of learning to help pupils to build knowledge over time. Teachers do not, however, use assessment information well enough to check what pupils know and remember. As a result, some learning does not build on what pupils already know. Pupils develop gaps in their knowledge and find it hard to remember their learning. Some pupils do not get the help they need to catch up quickly.

Leaders accurately identify the individual needs of pupils with SEND. They work closely with external specialists to consider how best to support some pupils' needs. However, learning is not yet adapted well enough to help these pupils to access the curriculum successfully.

Leaders encourage pupils to read often. Pupils read books from a range of authors and genres. Adults often read aloud to pupils. Pupils start to learn phonics as soon

as they join the school. At times, pupils who fall behind are not identified quickly enough. Therefore, they do not receive the help they need to catch up. Some pupils have reading books that do not match their reading ability. This slows their reading progress. Leaders have provided training for staff on the school's approach to phonics. However, some staff do not use their phonics knowledge effectively when supporting pupils to read.

Children in the early years settle quickly into school routines. They learn in a well-organised environment. Children take turns and listen to each other well. Leaders plan for children to learn through carefully selected stories and rhymes. However, leaders do not routinely promote high-quality interactions that support pupils' communication and language development. Children are not as prepared for their next steps as they could be.

Pupils feel valued as individuals. They respect differences. Many pupils join the school throughout the year. They say it is a welcoming place. Leaders carefully consider the range of experiences they want pupils to have as they move through the school. These experiences, such as a visit to London, help pupils to develop their understanding of different cultures. Pupils learn about fundamental British values. Voting for team captains helps them to understand how their contribution can make a difference. Pupils have a secure understanding of different types of relationships. They say that discrimination would not be tolerated.

Staff feel well supported. Leaders communicate well and listen to their views. Staff say that leaders give them enough time to manage their workload effectively. Staff contribute ideas towards their own professional development.

Safeguarding

The arrangements for safeguarding are effective.

Pupils feel safe. Leaders provide training for staff that enables them to identify possible signs of abuse. There are established procedures in place for recording and reporting concerns. Leaders act quickly to secure the support that vulnerable families need.

Pupils learn how to keep safe online. They know the potential risks and what to do if something worries them. Pupils say there are many trusted adults they can share any worries with.

Leaders make the necessary recruitment checks on staff who join the school.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders have an overgenerous view of the quality of education. Consequently, their plans for the ongoing implementation and development of the curriculum,

particularly in mathematics and early reading, are weak. Some learning does not meet the needs of pupils, including those in the early years and those with SEND. Leaders need to gain an accurate view of the curriculum and use the outcomes of this to identify the areas that need to be improved.

- Teachers do not use assessment well enough to understand what pupils know and remember. As a result, some learning does not build on what pupils already know. Subject leaders need to make sure there are well-thought-out assessment opportunities that identify what pupils know and remember in each subject. They can then use this information to ensure that learning builds on pupils' prior knowledge.
- Some pupils read books that do not match their reading ability. In addition, staff do not always use their knowledge of phonics to help pupils read well. This slows pupils' reading progress and makes it difficult for them to develop their confidence and fluency. Leaders must ensure that pupils read books that contain the sounds they know. They also need to ensure that all staff teach phonics effectively.
- In the early years, leaders do not routinely promote high-quality interactions that support pupils' communication and language development. Children are not as prepared for their next steps as they could be. Leaders need to ensure that interactions between staff and children are purposeful and support further learning.

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.

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	113095
Local authority	Devon
Inspection number	10227995
Type of school	Primary
School category	Foundation
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	221
Appropriate authority	Governing body
Chair of governing body	Isabelle Dimmack
Headteacher	Marnie England
Website	www.exeterroad.devon.sch.uk
Date of previous inspection	28 February 2017, under section 8 of the Education Act 2005

Information about this school

- The acting headteacher, acting deputy headteacher and acting assistant headteacher started their roles in April 2022.
- There is an on-site before- and after-school club.
- Leaders use one unregistered alternative provision.
- The nursery includes provision for two- and three-year-olds.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- 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 carried out deep dives in these subjects: early reading, mathematics and physical education. For each deep dive, inspectors discussed the curriculum

with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. Inspectors also spoke to leaders about the curriculum in some other subjects.

- Inspectors spoke with school leaders, subject leaders, parents, pupils and a representative from the local authority.
- The inspectors listened to pupils read.
- To evaluate safeguarding, inspectors spoke to the designated safeguarding leader, who is also the headteacher. Inspectors also spoke with staff, governors and pupils, and evaluated record-keeping and staff training.
- Inspectors considered responses to Ofsted Parent View, Ofsted's online survey for parents, and comments made by parents online during the inspection. They also evaluated responses to Ofsted's staff and pupil questionnaires.
- An inspector met with parents at the end of the first day. They also visited the after-school club.

Inspection team

Jane Dennis, lead inspector

His Majesty's Inspector

Paula Marsh

Ofsted Inspector

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