

Inspection of Offwell Church of England Primary School

Offwell, Honiton, Devon EX14 9SA

Inspection dates: 15 and 16 November 2022

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

What is it like to attend this school?

At Offwell Church of England Primary school, pupils learn to 'Be well, Learn well and Live well'. From the moment that children join the pre-school, they begin to develop the behaviours that will help them to be successful learners later. Pupils build habits that will stand them in good stead. For example, they attend school regularly.

Pupils develop good character. They are polite and considerate of others. There is little bullying but when it does happen, leaders tackle it effectively. Pupils get the support they need to resolve any conflict. They show kindness to one another and make lasting friendships.

There are trusting relationships between pupils and staff. Pupils are happy to approach staff with any concerns about themselves or others. This helps everyone to feel cared for and safe.

Many pupils take on leadership roles within the school. There is an active school council, as well as the opportunity to lead as a house captain, librarian or member of the environmental club. Through links with other local schools, pupils get involved in sports tournaments. There are also smaller clubs and interest groups through which pupils develop their talents, such as the construction club or bell ringing group.

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

Leaders are determined that pupils will learn well. They have developed an ambitious curriculum in each subject. Leaders have clear ideas about how pupils learn best. They talk to staff about how they can help pupils to remember more of the curriculum. Everyone understands how the curriculum for children in the early years sets the stage for later learning. Here, the children begin to encounter ideas they will build on in key stage 1.

Leaders have recently strengthened the curriculum for early reading. Children now get off to a good start in the Reception Year. Staff read texts with pupils that spark their imagination. Children participate well in their phonics lessons, quickly picking up how letters make sounds. Staff make sure that the children practise their reading, using books that are well matched to what they know. This helps children to enjoy reading from the start.

Although some pupils in key stage 1 have fallen behind with their reading, there is a real team effort to help these pupils to catch up. As a result, they are closing the gap with their peers quickly. Where pupils need extra practice to gain fluency, this is organised for them. These pupils read regularly to an adult which increases their confidence.

Pupils learn most subjects successfully. Where the subject curriculum is taught well, pupils gain detailed knowledge. They are excited to explain what they have learned and how. However, in a minority of subjects, pupils do not learn the curriculum in

enough depth. In these subjects, pupils have misconceptions and do not remember the essential information. Leaders have identified that they need to check pupils' learning in some subjects more carefully.

Leaders are reviewing the support provided for pupils with special educational needs and/or disabilities (SEND). Leaders provide useful training for staff which helps them to meet pupils' needs. As a result, most pupils with SEND learn successfully, alongside their peers. However, there are times when some pupils with SEND could achieve more if staff expected more of them.

Pupils' conduct around the school is good. They play cooperatively at breaktime and lunchtime. If someone is feeling left out, others will help them to get involved in an organised game. In the classroom, pupils contribute keenly. Even the youngest of children have the confidence to approach visitors and share insights into their learning. Teachers manage any low-level disruption effectively so that it does not prevent pupils from concentrating.

The curriculum for personal, social and health education is carefully put together. Pupils learn how to be safe, both on and offline. Leaders make sure that parents know what is coming up in lessons on relationships and sex education. Pupils discuss different points of view. This helps them to understand a range of perspectives.

Leaders receive valuable support and challenge from the governing body. Governors provide expertise in different aspects of the school's work, such as safeguarding and SEND leadership. Leaders encourage subject leaders to network with colleagues from other local schools. Staff welcome this professional development opportunity and the consideration that leaders show for their workload and well-being.

Safeguarding

The arrangements for safeguarding are effective.

Leaders, staff and governors undertake regular safeguarding training. Leaders have developed robust systems for recording and reporting on safeguarding concerns. These are well understood and used by staff.

Leaders work to build trust with families. They make proactive use of early help services where needed. Leaders collaborate well with safeguarding partners, such as the local authority designated officer.

When there is cause for concern, leaders gain a full understanding of the context and tailor their follow-up actions carefully. They act in the best interests of children and families.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders have not checked that pupils learn the intended curriculum in every subject. In a few subjects, pupils do not know or remember as much as they could. Leaders should ensure that pupils acquire detailed knowledge of each subject.
- There is inconsistency in how well leaders' ambitions for pupils with SEND are realised in practice. Some pupils with SEND could achieve more if staff expected more of them. Leaders should ensure that all pupils with SEND gain the knowledge and skills they need to take full advantage of the opportunities in later life.

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	113359
Local authority	Devon
Inspection number	10241865
Type of school	Primary
School category	Voluntary controlled
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	92
Appropriate authority	The governing body
Chair of governing body	Janet Dimond
Headteacher	Lorna Legg
Website	www.offwell-primary.devon.sch.uk/
Date of previous inspection	3 May 2017, under section 8 of the Education Act 2005

Information about this school

- Since the previous inspection, a new headteacher and a new chair of governors have joined the school.
- This is a Church of England school. The school's provision for religious education and collective worship was last inspected under section 48 of the Education Act 2005 in February 2019.
- The school includes a pre-school for three-year-olds.
- There is a governor-run provision for childcare before and after school.
- The school does not use any alternative provisions.

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 met with the headteacher, a senior teacher, the chair of governors, the governor responsible for safeguarding and an associate governor. The lead inspector spoke with a representative from Devon local authority.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, physical education and history. 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.
- To inspect safeguarding, the lead inspector scrutinised the single central record of adults working within the school and held discussions with the headteacher and governors. Inspectors also spoke with pupils and staff about the culture of safeguarding in the school.
- Inspectors took into account the responses to Ofsted's survey for parents, Ofsted Parent View, as well as the responses to the surveys for staff and pupils.

Inspection team

Lydia Pride, lead inspector

His Majesty's Inspector

Kate Masters

Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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Textphone: 0161 618 8524
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