

Inspection of Sidbury Church of England Primary School

Church Street, Sidbury, Devon EX10 0SB

Inspection dates: 7 and 8 February 2023

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?

Sidbury Church of England Primary School is a happy place. Pupils are proud of their school. They attend regularly and on time. Pupils are polite and kind. They greet each other and adults with a smile. Pupils value their school's links with the church. The 'pupil ethos team' ably leads assemblies and creates classroom displays to remind peers of their Christian values.

Pupils understand their school rules, which say they should be 'ready, respectful and safe'. They follow these rules and enjoy receiving house points for their teams. Pupils behave well and concentrate on their learning. They say that bullying is rare. If it happens, pupils are unanimous that staff sort out any concerns well. This helps pupils to feel safe.

Pupils value the extra-curricular visits that link to the curriculum. For example, older pupils enjoyed a visit to a well-known botanical garden to learn more about biomes and the environment. School residential trips help pupils to become confident and independent. Pupils attend extra-curricular clubs regularly, such as archery, singing and sewing. The wide range of clubs match their interests.

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

Leaders ensure that reading is the school's top priority. Pupils learn how to read as soon as they start school. They read books which staff match precisely to the sounds that they know. Staff teach a well-sequenced, ambitious curriculum. As a result, pupils become fluent readers quickly. In addition to learning phonics, pupils read high-quality texts. Staff help them to experience and enjoy stories from a range of authors and eras. For example, pupils read stories written by Charles Dickens, Roald Dahl and Dick King-Smith. The unwavering focus on reading means that pupils learn the curriculum in other subjects successfully.

Pupils benefit from a broad curriculum. Leaders have considered carefully the important knowledge that pupils need to remember. Staff receive effective professional development to support them to implement the curriculum successfully. Consequently, pupils remember much of what they learn. For example, younger pupils compare the reigns of Queen Victoria and Queen Elizabeth II knowledgeably. Children in Reception use what they learn about animals to build an animal shelter from large building materials.

Pupils with special educational needs and/or disabilities (SEND) thrive. Leaders identify pupils' needs swiftly and provide precise support. Staff nurture these pupils to grow in confidence and ability. For example, when reading, pupils decode and read many words with accuracy.

In some subjects, staff regularly check what pupils know. They use this insight to help pupils build on their prior learning. For example, in mathematics, older pupils

recall number facts with increasing fluency, which helps them to solve more complex problems.

However, teachers do not check what pupils know consistently well in all areas of the curriculum. This means that in some subjects, pupils do not build on what they already know. They also sometimes make careless errors because staff do not always ensure that pupils take sufficient pride in the quality of their work.

Children in the early years have well-established routines. They become independent in what they do. For example, children put on their own coats and zip them up before they go outside. Staff support children to expand their vocabulary. For example, they introduce the word 'drawbridge' when children build a model castle. This prepares children well for what they will learn next.

Pupils' personal development is at the heart of the school's work. Pupils learn successfully through a carefully sequenced personal, social and health education curriculum. Therefore, they talk about relationships and families with maturity. Pupils are passionate about fairness. They recall Britain's laws and political systems and compare these to the work of the school's parliament and the school's government. Older pupils say they will be sad to leave the school but feel well prepared to move on to secondary education.

Governors check the impact of leaders' actions carefully. Staff say they are a strong team, where 'together everyone achieves more'. They are positive about the support they receive from school and trust leaders who consider staff's workload and well-being thoughtfully. Staff feel that they are a family, where leaders listen and act on their suggestions and make improvements.

Safeguarding

The arrangements for safeguarding are effective.

Leaders are vigilant in the checks they make when new staff join the school. Induction procedures are strong. Leaders ensure that staff receive regular safeguarding training. As a result, all staff report concerns diligently and fully understand how to keep pupils safe. Leaders follow up concerns to ensure that pupils and families get the help that they need. They use a range of external agencies effectively.

Pupils are clear on how to keep themselves safe. They understand how to use online technology appropriately. Staff prepare pupils to be safe on the roads and in the water. Pupils also talk confidently about emergency procedures, such as those in the event of a fire.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, staff do not check or use what they know about pupils' prior learning carefully enough. This means that some pupils do not build successfully on what they already know. Leaders should ensure that teachers' use of assessment supports pupils to build up their understanding over time.
- Staff do not always insist that pupils take pride in the quality of their work. This leads to pupils making careless errors which impede their future learning. All staff should be clear about the expectations they have of pupils.

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	137649
Local authority	Devon
Inspection number	10227979
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	172
Appropriate authority	Board of trustees
Chair of trust	Nathalie Ingles
Headteacher	Charlotte Hill
Website	www.sidbury.devon.sch.uk
Date of previous inspection	7 February 2017, under section 8 of the Education Act 2005

Information about this school

- Sidbury Church of England Primary School is part of Ventrus multi-academy trust.
- The school is a voluntary-controlled primary school. The last section 48 inspection took place on 9 November 2017.
- The proportion of pupils with an education, health and care plan is higher than is typical nationally.
- The school does not use any alternative providers.

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 and the special educational needs coordinator. They also met with multi-academy trust leaders, including the chief

executive officer, two directors of education and the SEND and safeguarding leader. The lead inspector met with one trustee, the chair of the local governing body and one other governor.

- Inspectors carried out deep dives in these subjects: early reading, mathematics 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. The inspectors also considered the curriculum in some other subjects.
- The lead inspector spoke with the designated safeguarding leader to discuss the school's procedures for keeping pupils safe. She considered the school's recruitment procedures, staff induction and training, records of concern and engagement with external agencies. The inspectors spoke with staff and pupils throughout the inspection.
- Inspectors considered the behaviour of pupils in lesson visits, conduct around the school and at playtimes and lunchtimes. They also spoke with a range of staff and pupils about behaviour during the inspection.
- Inspectors considered responses to the online survey, Ofsted Parent View, including the free-text responses. Parents also spoke to an inspector in the school playground. Inspectors considered responses to the staff and pupil surveys.

Inspection team

Donna Briggs, lead inspector

His Majesty's Inspector

Debbie Tregellas

Ofsted Inspector

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