

Inspection of South Brent Primary School

Totnes Road, South Brent, Devon TQ10 9JN

Inspection dates: 8 and 9 March 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?

Pupils, parents and staff are proud to be part of South Brent Primary School. Staff know pupils and their families well. Pupils respect each other and value the positive relationships they have with staff. Staff have high expectations of pupils. As a result, the school is calm, and pupils behave well.

Pupils understand what bullying is. Bullying is rare. Staff help pupils to resolve disagreements quickly. During 'circle time', pupils trust each other to talk about how they are feeling. When pupils need extra support to manage emotions, they get appropriate help in 'The Den'. Pupils build resilience and independence so they are ready for the next stage of their education.

The school has an ambitious and rich curriculum. Pupils learn about different cultures and religions and the importance of respecting diversity. They know how to stay healthy. Pupils enjoy taking part in a wide range of sports clubs. Furthermore, pupils learn leadership skills by holding important roles on the school council and as eco-warriors, librarians and activity leaders.

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

Teachers and leaders are passionate about the subjects they lead. They have strong subject knowledge which they use well to develop subject curriculums. Leaders appreciate the curriculum and leadership support provided by the trust.

The curriculum is designed well so that pupils build knowledge and skills progressively from Reception to Year 6. Teachers check what pupils know and can do when they begin Reception. Leaders have ensured teachers have the skills and knowledge they need to meet pupils' needs. Where pupils need extra support, staff help them to catch up. However, in some subjects in the wider curriculum, assessment is not used well. Consequently, teachers do not identify misconceptions quickly. While leaders are ambitious for all pupils to achieve well, there are some inconsistencies in how the curriculum is adapted appropriately for pupils with special educational needs and/or disabilities (SEND).

Leaders are determined that all children learn to be confident readers. Leaders have successfully introduced a new phonics curriculum. Staff are well trained to teach pupils how to read. Pupils learn to read well. They read a rich variety of books. This supports pupils to have a love of reading and to achieve well.

Leaders have designed a coherent and well-sequenced curriculum in mathematics. Pupils use prior knowledge to help them understand new concepts. They use resources well, such as manipulatives to develop their mathematical understanding. For example, in Reception, children use counters and tens frames effectively to help them visualise and recall number patterns.

Leaders help pupils to build their knowledge, making links between subjects. In geography and history, pupils learn important knowledge about the local area. Their geography skills are developed through fieldwork opportunities. Pupils connect knowledge and ideas to remember more over time.

Leaders use regular assemblies effectively to develop pupils' social, moral, spiritual and cultural understanding. Pupils learn about democracy, fairness and respect. For example, pupils in Year 6 recall their learning about suffragettes and the right to vote. Pupils learn how to be ready for life in modern Britain through regular personal, social, health and economic lessons.

In early years, children respond well to routines and the expectations of staff. Staff help children to become resilient in their learning. Children take turns and manage their emotions with increasing success. Staff make effective use of 'notice and focus' groups that help them to identify pupils' individual needs early on.

Leaders value wider opportunities for pupils as an essential part of pupils' learning. Annually, Year 6 pupils take part in a 'Junior Apprentice' programme. Pupils negotiate with local companies for an opportunity to sell their goods. As a result, pupils learn to be more confident, independent and enterprising.

Governors and trustees have a breadth of experience. They work closely together to share information about the school. Leaders appreciate the support they provide. Staff's well-being is important to them. As a result, staff know that leaders consider their workload and well-being. Staff feel part of a strong team working towards a shared goal. They say that leaders support their professional development.

Safeguarding

The arrangements for safeguarding are effective.

Leaders, including those responsible for governance, prioritise the safety and well-being of pupils. Staff are quick to notice and respond to any concerns that may arise. As a result, there is a strong safeguarding culture.

Leaders ensure pupils know how to stay safe online. Parents are informed about the appropriate use of social media for young people. Leaders use systems to check and record if adults are suitable to work with pupils. Trust leaders check these regularly.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some pupils with SEND do not always benefit from precise support through an adapted curriculum. This means they do not always learn well. Leaders should ensure that targeted support is precise so that all pupils with SEND learn as well as they could.

- Assessment is not used well in some areas of the wider curriculum. Teachers do not always use assessment information to adapt their teaching accordingly. As a result, pupils do not remember the intended curriculum. Leaders need to ensure that assessment is used effectively in all subjects to understand what pupils know and remember over time.

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	137647
Local authority	Devon
Inspection number	10241806
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	187
Appropriate authority	Board of trustees
Chair of trust	Nathalie Ingles
Headteacher	Nick Burstow
Website	www.south-brent-primary.com
Date of previous inspection	19 April 2017, under section 8 of the Education Act 2005

Information about this school

- The school is part of Ventrus Limited, a multi-academy trust
- Leaders do not use any alternative provision
- There is before -and after-school provision on this site

Information about this inspection

The inspector(s) 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 geography. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to pupils about their learning and looked at samples of pupils' work, Inspectors also spoke to leaders about the curriculum in some other subjects.

- To evaluate safeguarding, inspectors spoke to the designated safeguarding lead. Inspectors also spoke with staff, governors and pupils, and evaluated record-keeping and staff training.
- Inspectors observed pupils' behaviour in lessons and around the school site.
- An inspector met with the headteacher, the director of school improvement from the trust, the trust's chief executive officer, the chair of the local governing body and trustees.
- Inspectors considered how well the school protects pupils and keeps them safe.
- 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 survey.

Inspection team

James Gentile, lead inspector

His Majesty's Inspector

Jo Hicks

Ofsted Inspector

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