

Inspection of Awliscombe Church of England Primary School

Awliscombe, Honiton, Devon EX14 3PJ

Inspection dates: 7 and 8 March 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Requires improvement
Previous inspection grade	Good

What is it like to attend this school?

The school's values of perseverance, acceptance, respect, caring and honesty are a golden thread that runs through Awliscombe Church of England Primary School. Pupils demonstrate these values throughout the school day. They are polite and welcoming. Parents and carers are positive about the school. The 'family feel' means that adults know the pupils and families well.

Adults have high expectations of pupils. Pupils respond well to this. As a result, they take pride in their work and are well behaved. Pupils are enthusiastic about learning different subjects. Pupils, including those with special educational needs and/or disabilities (SEND), learn well. They are curious and interested in what they are learning and can articulate their knowledge. However, children in early years do not learn as well as they could. This is because the curriculum does not build well on what they already know. As such, children lose focus.

Pupils feel happy and safe. Relationships between adults and pupils are warm and positive. Pupils say that bullying is rare. They know that if they have a concern, adults will help them. During social times, pupils of all ages play well together. There is a harmonious and calm atmosphere.

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

Leaders are ambitious for all pupils to learn well. Despite staffing changes, leaders have driven improvement at the school with determination. This has led to improvement in the quality of the school's curriculum. Those responsible for governance understand the strengths and areas to develop.

Leaders have focused on developing the curriculum. This is particularly evident in mathematics and science. Leaders have identified the essential knowledge pupils need to learn and when it will be taught. As a result, pupils build their knowledge well and develop a secure understanding. For example, older pupils can recall the name and functions of different parts of a flower. This builds on their current learning about the life cycles of a flowering plant. However, in some subjects, the small steps that help to build pupils' knowledge are not yet clear. This means that pupils do not build their knowledge as well as they could. Teachers do not identify and address pupils' misconceptions.

Pupils enjoy reading. Older pupils speak positively about their favourite authors and the books they read. Pupils read widely and often. From the start, children in the early years learn phonics. The teaching of phonics supports pupils to recognise sounds and build words. Staff review what pupils have learned previously and build on this. This supports most pupils to read well. Pupils who fall behind have additional support. However, some pupils who struggle to read are given books that do not match the sounds they know. This hinders their ability to develop as fluent and confident readers.

The early years curriculum is not well designed. Staff do not have high enough expectations of what children can learn. They do not use what they know about the children to identify next steps or to adapt learning. The learning environment does not provide opportunities for children to consolidate or excel in their learning.

Leaders use assessment information effectively in mathematics and reading to understand what pupils know and can do. However, in some wider curriculum subjects, assessment is not yet sufficiently developed. In these subjects, the design of the curriculum and the current system of assessment do not support leaders well to identify gaps in what pupils know and can do. As a result, gaps in individual pupil's knowledge in these subjects are not addressed.

Pupils are well prepared for life in modern Britain. They understand the importance of being respectful and tolerant. Leaders provide opportunities for pupils to debate and discuss topical issues. Pupils accept that others may have a different viewpoint to their own. Pupils know that being active, getting fresh air and practising breathing exercises support them to keep mentally and physically well. Pupils have opportunities to develop their interests and talents through the range of extra-curricular clubs available. These include sewing and STEM club. The school's values help pupils to understand the importance of helping others. They recognise that people sometimes find themselves in a 'tricky situation' and need help.

Staff say that leaders consider their well-being and workload. Staff appreciate this support. They are proud to work at the school.

Safeguarding

The arrangements for safeguarding are effective.

Staff have received appropriate training. This enables them to promptly identify pupils who are at risk. All staff know how to report and record any concerns. Leaders ensure that pupils and families get the support they need in a timely manner.

Pupils know how to keep themselves safe, including when online. They understand the importance of keeping personal information private.

Leaders ensure that adults who work or volunteer at the school are suitable.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some pupils who struggle to read do not have books that match the sounds they know. This hinders their ability to read with fluency and confidence. Leaders need

to ensure that the programme for early reading is fully effective so that pupils catch up.

- In some subjects, the precise knowledge that leaders want pupils to learn has not been identified. Pupils do not build knowledge well, and there are gaps in what they know. Leaders should clarify the knowledge all pupils need to learn and secure teachers' understanding of the curriculum so that pupils build their knowledge well. Assessment needs to be used effectively to understand what pupils know and can do.
- The early years curriculum is not designed and sequenced well enough. It is not ambitious for children in Reception Year. As a result, children do not gain the knowledge they need. Leaders need to ensure that the curriculum is designed and sequenced effectively so that children reach their full potential.

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	113422
Local authority	Devon
Inspection number	10256696
Type of school	Primary
School category	Voluntary aided
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	95
Appropriate authority	The governing body
Chair of governing body	Emily Meek
Headteacher	Penny Hammett
Website	www.fort.devon.sch.uk
Date of previous inspection	18 July 2017, under section 8 of the Education Act 2005

Information about this school

- Awliscombe Church of England Primary is part of the Fort Federation.
- There is a nursery on site.
- There is a breakfast club for pupils who attend the school.
- The school does not use any alternative provision.
- The school is designated as having a religious character. The most recent section 48 inspection under the Education Act for schools of a religious character was in 2013, at which time the school was judged to be outstanding.

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 executive headteacher, head of school, senior leaders, the special educational needs coordinator, groups of staff, members of the federation board and the school improvement partner.
- 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.
- Inspectors also spoke to leaders about the curriculum in some other subjects, including science and art.
- The lead inspector listened to pupils in Years 1, 2 and 3 read to a familiar adult.
- Inspectors considered how well the school protects pupils and keeps them safe. The lead inspector met with the designated safeguarding lead to evaluate the effectiveness of safeguarding. The lead inspector also scrutinised the school's single central record.
- Inspectors observed the behaviour of pupils in lessons and around the school site. Inspectors spoke to pupils to discuss their views about the school.
- Inspectors considered the responses to Ofsted's online survey, Parent View. They also took into consideration the comments given in the staff and pupil surveys.

Inspection team

Wendy D'Arcy, lead inspector

His Majesty's Inspector

Wendy Hanrahan

Ofsted Inspector

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