

Inspection of a good school: East-the-Water Community Primary School

Mines Road, Bideford, Devon EX39 4BZ

Inspection dates:

11 and 12 May 2023

Outcome

East-the-Water Community Primary School continues to be a good school.

What is it like to attend this school?

Pupils are happy here. They enjoy coming to this vibrant and welcoming community school. Leaders know pupils and their families well. Staff have high expectations of all pupils, including those with special educational needs and/or disabilities (SEND). Relationships between staff and pupils are warm and nurturing. Pupils feel safe and know that they can share any worries they may have with any adult in school.

Pupils rise to the challenges of the school's curriculum and the high expectations leaders set for behaviour. Pupils strive to live up to the school's golden rules, such as listening to others and being kind. They enjoy learning and work conscientiously in lessons and in the classroom. At breaktime and lunchtime, they dance, sing and play a range of sports, such as table tennis and parkour.

Pupils understand the importance of tolerance and respect for differences between people. They learn about different faiths and cultures through religious education and personal, social and health education. Leaders ensure that pupils have the chance to develop their leadership skills, for example by taking part in the school council or by acting as a 'mini police officer' to help the local community.

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

Leaders have designed a curriculum that is broad and ambitious. They prioritise the development of children's language and communication skills. Staff take every opportunity to develop these. For example, children in the Nursery learn and use important vocabulary, such as 'nearest' and 'furthest', when measuring how far a car will travel down a ramp. This language is then successfully built upon in later years.

The curriculums for all subjects outline the end-points pupils are working towards. Leaders have identified the knowledge that pupils should know and remember to build towards these end-points. In most subjects, pupils build on their knowledge over time.

However, in a small number of subjects, the curriculum is new and has not yet had the impact leaders want. Pupils' knowledge in some of these areas is not as secure.

The teaching of early reading is a high priority in the school. Leaders ensure that staff are well trained to teach children how to read. Children are exposed to language as soon as they start in the early years. They start learning phonics as soon as they are ready. Books are well matched to the sounds pupils are learning. Pupils use their phonic knowledge when reading unfamiliar words. Staff quickly identify when pupils are falling behind. Adults provide extra support to help these pupils catch up in their reading. Leaders have ensured that pupils have access to a good range of books to support their learning across the curriculum. Leaders' actions ensure that pupils develop into fluent and confident readers.

Teachers use their strong subject knowledge to explain new learning clearly, so that pupils can build on what they already know. They address any errors before moving on to more complex learning. In most subjects, teaching skilfully uses assessment to check if pupils have understood new information. Teachers revisit learning to help pupils remember important concepts.

Staff manage pupils' behaviour effectively. They ensure that classrooms are positive and supportive environments. In early years, staff help children to adapt quickly to the routines and expectations of school. Pupils' learning is rarely interrupted by others.

The school provides an inclusive environment in which pupils flourish. This includes those with SEND. Staff provide bespoke support for pupils with SEND to follow the curriculum. Teachers plan and adapt learning for all pupils. For example, staff used practical resources in mathematics to support pupils' understanding of fractions.

There are many opportunities for pupils to thrive outside the classroom. The cycle track, built into the school grounds, provides an option for older pupils to ride bicycles at lunchtime. Clubs such as Greek mythology and history provide pupils with ways to deepen their knowledge that go beyond the national curriculum. Pupils are enthusiastic about outings and visits, including camping and a journey to London for pupils in Year 6.

Staff are highly motivated and proud of the work they do at the school. Governors and senior leaders look after staff's well-being and consider ways to reduce workload when introducing new changes. Governors are committed to their roles, visiting the school regularly to check that leaders are carrying out their vision.

Safeguarding

The arrangements for safeguarding are effective.

Leaders provide staff with regular training and updates. This means that staff can identify any concerns quickly. All concerns are recorded comprehensively. Leaders work closely with other professionals to ensure that pupils and their families get appropriate support. The members of the safeguarding team regularly check the help that pupils receive to ensure that it is having a positive impact. They quickly identify any new concerns.

Pupils know whom to talk to if they need help or are worried. Pupils learn how to stay safe online and can explain how to keep personal information secure.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The changes leaders have made to the curriculum are not yet embedded securely. As a result, in some subjects, pupils do not develop a deep understanding. Leaders need to ensure that the curriculum is embedded securely and consistently across the school, so that pupils remember more over time.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in February 2013.

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	113130
Local authority	Devon
Inspection number	10269244
Type of school	Primary
School category	Community
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	459
Appropriate authority	The governing body
Chair of governing body	Mike Worrall
Headteacher	Adam Buckeridge
Website	www.east-the-water.devon.sch.uk
Date of previous inspection	5 December 2017, under section 8 of the Education Act 2005

Information about this school

- The school does not make use of alternative provision.
- The school runs a breakfast and after-school club.
- The school has provision for two-year-olds.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in their evaluation of the school.
- The inspector held discussions with the headteacher and members of the leadership team.
- The inspector carried out deep dives in early reading, mathematics and history. In each subject, the inspector met with senior and curriculum leaders, talked to pupils, visited lessons, spoke to teachers and looked at pupils' books.
- The inspector listened to pupils from Years 1 to 3 read to an adult.

- The inspector met with staff to consider their views.
- The inspector reviewed behaviour in lessons and around the school.
- The inspector reviewed safeguarding records, including the single central record of recruitment checks on staff.
- The inspector considered the views of parents who responded to Ofsted's questionnaire, Ofsted Parent View. They also considered the responses to the staff and pupil surveys.

Inspection team

Gavin Summerfield, lead inspector

His Majesty's Inspector

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