

Inspection of a good school: Woodbury Salterton Church of England Primary School

Stony Lane, Woodbury Salterton, Exeter, Devon EX5 1PP

Inspection date:

13 June 2023

Outcome

Woodbury Salterton Church of England Primary School continues to be a good school.

What is it like to attend this school?

Pupils live out the school values of 'love, inspiration, fellowship and encouragement'. They show respect for each other and the environment. For example, pupils suggest ways to keep the local area tidy and free of litter. Pupils care for each other and value how staff look after them. They say that being part of this inclusive, nurturing school community prepares them well for their next steps. Pupils talk with confidence about being part of a school family 'where everyone is your friend'.

Leaders want every pupil to do well, including those with special educational needs and/or disabilities (SEND). They have high expectations of what all pupils can achieve. Staff know pupils as individuals and take the time to ensure that their needs are met. Leaders enable all pupils to access the wider curriculum offer, including those who are disadvantaged. This helps pupils to feel included and valued.

Pupils behave well. They are kind and courteous. Pupils are clear about the high expectations staff have of them. They try their best and learn from their mistakes. Pupils learn about the different types of bullying, including online bullying.

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

Leaders regularly adapt the curriculum design. Their most recent improvements have been made with the aim to meet the wide range of pupils' needs within each class. This works well in some subjects, where the sequence of learning is carefully considered. In these subjects, pupils build knowledge well and deepen their understanding. However, this is less developed in other subjects. Where this is the case, pupils do not build their knowledge of subjects as well as they could over time.

Teachers have secure subject knowledge. They design learning that ignites pupils' interest. Teachers ask pupils questions that further their learning. This begins in the

nursery where staff have a strong understanding of how the youngest children learn. Pupils regularly explain their reasoning. They make links between different subjects. This helps them to know and remember more over time.

Leaders place reading at the centre of the curriculum. Pupils learn to read as soon as they join the school. Staff understand the phonics programme well. They model sounds with accuracy. Leaders provide regular training. This enables staff to spot pupils who struggle to read and give them the support they need to keep up. Pupils develop into confident and fluent readers because they read books that match their reading ability. Staff read to pupils on a regular basis. There is a carefully considered selection of books that represent different genres, as well as different cultures and backgrounds. Pupils read widely and often. Leaders share useful information with parents about the school's approach to phonics.

Staff identify the needs of pupils with SEND at the earliest opportunity. They set realistic targets for pupils that help them to learn the same curriculum as others. Leaders carefully balance the support pupils receive with ensuring they develop in confidence and independence.

Children in the early years get off to a strong start. They settle quickly into the established routines. Staff know children well and sensitively encourage them to explore the learning environment. Children show resilience when tackling challenges. They work cooperatively and ask for help when they need it.

Pupils speak up for what they know is right. They have a sense of justice and feel they are treated fairly. Pupils want everyone to be included in school life. For example, they recently asked leaders if they can learn sign language so they can help others. Pupils learn how to look after their mental health. The mental health ambassadors promote positive well-being by organising activities for pupils at lunchtimes. They fulfil their responsibilities with pride.

Staff acknowledge leaders' recent actions to support their well-being. They feel that leaders listen to them and take their concerns seriously. Staff consider themselves to be part of a strong team with a united vision. Although leaders have made some recent improvements, there is still more to happen. Some staff have concerns about how, at times, their workload negatively impacts their well-being.

Governors know the school well. They check with precision that leaders' plans to further improve the school are robust. Governors ask questions to assure themselves of the quality of education that pupils receive. They have the knowledge to understand deeply the information that leaders share with them.

Safeguarding

The arrangements for safeguarding are effective.

Pupils feel safe. They say there are trusted adults they can share their worries with. Staff remain vigilant for any cause for concern. Leaders ensure concerns are reported promptly.

They take appropriate follow-up action for all concerns. Leaders work effectively with other agencies to secure the help that vulnerable families need.

Leaders make the right checks on staff during recruitment. They make sure that all adults are safe to work with children.

Pupils learn to keep safe through the curriculum. Leaders use specialists to enhance pupils' learning about aspects of safety, such as consent.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The curriculum design in some subjects does not always fully meet the needs of all pupils within each class. Some pupils do not learn as well as they could. Leaders need to continue to adapt the curriculum design to meet the needs of pupils within the mixed-age classes more closely. This will help pupils to build knowledge more successfully.
- Although leaders have made some recent improvements to support staff workload, there is more to be done. Some staff have concerns about how their workload negatively impacts their well-being. Leaders must continue to make positive changes to procedures and policies to ensure all staff can fulfil their roles effectively.

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 October 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	113441
Local authority	Devon
Inspection number	10256756
Type of school	Primary
School category	Voluntary aided
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	53
Appropriate authority	The governing body
Chair of governing body	Vanessa Briggs
Headteacher	Katie Gray
Website	www.woodbury-salterton.devon.sch.uk
Date of previous inspection	12 July 2017, under section 8 of the Education Act 2005

Information about this school

- The school is part of The Jubilee with Pebblebed Federation.
- Leaders do not use any alternative provision.
- There is provision for two- and three-year-olds within the nursery.
- The school is much smaller than the average size primary school.
- The school consists of three mixed-age classes in the mornings and two mixed-age classes in the afternoons.

Information about this inspection

- 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 art and design. 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.

- Inspectors spoke with school leaders, subject leaders, pupils, governors and a representative from the local authority.
- An inspector listened to pupils read.
- To evaluate safeguarding, inspectors spoke to the designated safeguarding leader. Inspectors also spoke with staff, governors and pupils, and evaluated record-keeping and staff training.
- Inspectors considered responses to Ofsted Parent View, Ofsted's online survey for parents, and comments made by parents online during the inspection, as well as the staff survey. There were no responses to the pupil questionnaire.

Inspection team

Jane Dennis, lead inspector

His Majesty's Inspector

Jyotsna Paranjape

Ofsted Inspector

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