

Inspection of Lew Trenchard Church of England Primary School

Lewdown, Okehampton, Devon EX20 4DP

Inspection dates: 7 and 8 June 2023

Overall effectiveness	Good
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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, staff, parents and carers are proud of their school. The school's religious ethos is at the heart of the school.

Leaders have high expectations for all pupils. Pupils understand the importance of equality of opportunity. They show tolerance and respect each other's differences. Pupils are encouraged to care for the environment. For example, they work with school leaders to increase biodiversity in their playground through re-wilding projects. Pupils enjoy extra-curricular activities such as climbing, cricket and football. These activities help them to develop their confidence and self-esteem.

Pupils learn about global news during weekly collective worship. As a result, pupils know they are part of a wider global community. Leaders also use this opportunity for pupils to reflect on their behaviour. Pupils usually show positive behaviour to one another. They demonstrate the school's values of 'treating others as they wish to be treated'. Pupils understand that they are responsible for the choices they make.

Leaders work with governors and the trust to improve the quality of education for the pupils. Teachers value being part of a wider network that supports curriculum improvement.

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

Leaders are ambitious for all pupils. The reading and mathematics curriculums are well planned and sequenced. Pupils use concepts that they know well and apply them to new ideas.

Children develop a love of words and reading in the early years. Teachers read to children daily. Children listen to classic stories and nursery rhymes brought alive through skilled storytelling. Pupils talk positively about the range of books they listen to in class. They learn to use expression in their reading from following the example of adults. Teachers use well-crafted activities to encourage children to listen and concentrate. Consequently, children are focused and excited to learn.

Teachers know pupils well. As a result, they offer appropriate support to ensure pupils do not fall behind with their reading. Books are well matched to pupils' ability. This helps pupils to enjoy the books they read. Pupils read books that help them to understand different cultures and backgrounds.

In mathematics, leaders have designed a curriculum that matches the needs of pupils. The mathematics curriculum begins in the early years and is well sequenced to Year 6. Teachers help pupils to recap concepts they have learned before; for example, pupils use 'flashbacks' to recall their knowledge. Pupils are encouraged to be independent. They select questions that challenge them. Pupils' work is of a high quality. Staff have strong subject knowledge. They adapt learning to reflect gaps in pupils' knowledge.

In some subjects, the curriculum is new and has not had time to embed. In these subjects, assessment is not used effectively to identify what pupils already know. As a result, teachers are sometimes unsure of the gaps in pupils' knowledge. This means learning does not always build on pupils' prior knowledge.

Leaders are ambitious for pupils with special educational needs and/or disabilities (SEND). Staff know pupils with SEND well and have a precise understanding of their needs. Pupils with SEND learn the full curriculum. There are adaptations to the curriculum and extra support is provided when necessary. This means pupils with SEND are fully involved in learning.

Children in the early years are calm and focused. They follow routines and understand the expectations of staff. Leaders have designed an immersive environment that is organised so that children learn through play. Children concentrate and take time with their chosen activities. Leaders focus on developing the whole child. Children take part in yoga and act as a role model to others when they become the 'Kindness Captain'.

Leaders have high expectations for behaviour. Pupils are kind and polite to each other. However, at times, teachers do not challenge low-level behaviour, and learning is sometimes disturbed.

Pupils fulfil leadership roles across the school. Older pupils act as librarians and learning ambassadors. They also act as sport ambassadors to support younger pupils at break time. Pupils are proud of their roles. They understand what it means to be a role model for younger pupils.

Governors understand their roles well. With guidance from the trust, governors support and challenge leaders. This means governors and leaders share the same ambitious vision for pupils and staff. Staff feel well supported by leaders. As a result, teachers are proud to work at the school.

Safeguarding

The arrangements for safeguarding are effective.

Leaders promote a strong safeguarding culture. Staff receive a programme of safeguarding training. They identify and report safeguarding concerns with accuracy. Leaders work with external agencies to ensure vulnerable families and children receive the support they need.

All pupils have 'a trusted adult' to speak to if they are worried. Pupils learn to stay safe online. They know not to share personal information. Pupils also know how to stay safe if they cycle to school. Visitors to the school, such as the Royal National Lifeboat Institute, help children to understand how to stay safe.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some foundation subjects, leaders have not yet fully established systems for assessment. This means teachers are not always sure of what pupils know and the gaps in knowledge they may have. Leaders need to ensure that teachers use assessment to shape the curriculum based on what pupils already know.
- Teachers do not always challenge low-level disruption effectively. As a result, learning is sometimes disturbed. Leaders should ensure that all staff share the same high expectations of pupils' behaviour and take appropriate action to deal with it.

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	144384
Local authority	Devon
Inspection number	10256626
Type of school	Primary
School category	Academy converter
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	90
Appropriate authority	Board of trustees
Chair of trust	Stephen John Tavener
Headteacher	Louise Hussey
Website	www.lewtrenchard.devon.sch.uk
Date of previous inspection	3 March 2020, under section 8 of the Education Act 2005

Information about this school

- The Head of School is Liz Davy.
- The school operates its own nursery provision for two-, three- and four-year-olds.
- The proportion of pupils with SEND is higher than the national average.
- The school is part of An Daras multi-academy trust.
- The school uses one registered alternative provision.

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.
- The inspectors met the designated safeguarding lead, checked the single central record of adults working in the school and looked at safeguarding records.

- The inspectors met with the executive headteacher, the head of school and the special educational needs coordinator.
- The inspectors carried out deep dives in these subjects: early reading, mathematics and history. For each deep dive, the inspector 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 listened to pupils in Years 1, 2 and 3 read to an adult.
- The inspectors observed pupils' behaviour in lessons and around the school site.
- The inspector gathered parents' views by considering the responses to Ofsted's online survey, Ofsted Parent View, and by talking to parents before and after school. The inspector also evaluated responses to Ofsted's staff and pupil questionnaire.

Inspection team

James Gentile, lead inspector

His Majesty's Inspector

Matthew Shirley

Ofsted Inspector

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