

# Inspection of Clyst Hydon Primary School

Clyst Hydon, Cullompton, Devon EX15 2ND

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Inspection dates: 27 and 28 June 2023

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

## **What is it like to attend this school?**

Pupils say that Clyst Hydon Primary School is like a big family. They greet each other and adults with smiles. Adults in school know each individual pupil extremely well. Parents are overwhelmingly positive. They appreciate the care and support adults provide, as well as a strong sense of community the school instils. As a result, relationships are warm and respectful.

Pupils are very polite. They talk confidently to visitors, hold doors open for adults and have impeccable manners. Pupils of all ages play together during social times. There are many different activities for them to take part in. Playtimes and lunchtimes are harmonious and enjoyable for all.

Staff have high expectations for pupils' behaviour and conduct. Pupils respond well to this. They are keen to share their ideas during learning time. There is a calm and purposeful atmosphere in and around the school. Routines are well established and understood by all. Pupils are safe and feel safe.

There are many wide-ranging experiences to enrich the curriculum. Pupils speak positively about the regular 'discovery walks' in and around their local area. They enjoy the opportunities they get to look after their school environment as an 'eco warrior.'

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

Since the appointment of the head of school, leaders have been relentless in their drive to improve the quality of the school's curriculum. They are ambitious for all pupils, including those with special educational needs and/or disabilities (SEND).

There has been a strong focus on developing a reading curriculum. Leaders have introduced a new, effective phonics programme. As soon as children start in Reception Year, they learn to read. This gets them off to a great start and they develop a love of reading. Staff quickly spot pupils who need additional practice. This ensures that these pupils keep up with their peers. However, a few pupils who struggle to read, do not have books that precisely match the sounds they know. This hinders their fluency.

Older pupils read a wide range of books from classic and modern authors. Pupils enjoy the books their teachers read to them. They respond well to the reading challenge. The reading stars motivates pupils to read often at home.

In some subjects, leaders have identified the knowledge they want pupils to learn. This knowledge is well sequenced, which means pupils build on what they already know. For example, younger pupils learn about the physical and human features in their local area. This supports older pupils to use subject specific vocabulary to describe the physical features of a river. Teachers help pupils to practise and remember prior knowledge, skills and vocabulary in several subjects. This means

that all pupils, including those with SEND, can tackle more challenging concepts. For example, teachers check on pupils' knowledge of number so that they can make links between decimals, fractions and percentages.

In some wider curriculum subjects, leaders have identified the important knowledge they want pupils to learn. However, leaders are yet to identify the small steps that pupils need to learn to build their knowledge well. In art for example, pupils are not clear about how to use different techniques to create texture or tone in their work. There are gaps in what pupils know and remember.

Leaders prioritise pupils' personal development and wider experiences. Pupils learn about the importance of sleep, healthy eating and exercise in order to lead a healthy life. Pupils have a secure understanding of British values. They can relate them to their own lives. Pupils understand the importance of respect and tolerance. They say that 'everyone is equal.' Pupils enjoy the opportunities they get to go on trips and visits. They speak enthusiastically about their trip to Seaton wetlands to measure the flow of the river. They also enjoyed the evacuation into different houses in the village so that they could learn about World War 2. Leaders provide opportunities for pupils to develop leadership skills such as librarians and the school council. Pupils learn about the importance of making a positive contribution to society. They organised a 'car wash café' in order to raise money for a local charity.

Staff feel valued. They appreciate leaders' consideration and support of their well-being and workload. All staff are proud to be part of the Clyst Hydon team.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders ensure that all staff are appropriately trained to identify pupils who may be at risk of harm. Leaders ensure that pupils receive the support they need in a timely manner. They engage well with different agencies to make sure families get the support they need.

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

The curriculum teaches pupils how to keep safe, including when online. For example, they learn about the impact that smoking has on the body as well as how to keep personal information safe when using the internet.

## **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 impacts on their fluency and confidence. Leaders need to ensure that

the books pupils read, precisely match the sounds they know, to enable them to be confident, fluent readers.

- In some wider curriculum subjects, including the early years foundation stage, leaders have not identified the small steps of knowledge that is needed to sequence learning. This means that pupils do not build knowledge as well as they should. Leaders need to ensure that they identify the component knowledge they want pupils to learn and by when, so they build on what they know and remember more.

## 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

<b>Unique reference number</b>	113065
<b>Local authority</b>	Devon
<b>Inspection number</b>	10268265
<b>Type of school</b>	Primary
<b>School category</b>	Foundation
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	20
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Iain Stewart
<b>Headteacher</b>	Joanna Rousseau (Head of school)
<b>Website</b>	<a href="http://www.clyst-hydon-primary.devon.sch.uk">www.clyst-hydon-primary.devon.sch.uk</a>
<b>Date of previous inspection</b>	20 May 2021, under section 8 of the Education Act 2005

## Information about this school

- The school has two classes; it is well below average in size.
- The school is in a management partnership with Devon Moors Federation.
- The head of school joined in September 2021.
- The school runs a breakfast and after-school club.
- The school does not use any alternative providers.

## Information about this inspection

The inspector(s) carried out this graded inspection under section 5 of the Education Act 2005.

- Inspectors discussed any continued impact of the pandemic with leaders and have taken that into account in their evaluation.

- 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 some pupils about their learning and looked at samples of pupils' work.
- Inspectors also spoke to leaders about the curriculum in art and design and design and technology.
- The lead inspector listened to pupils in Years 1, 2 and 3 read to a familiar adult.
- The lead inspector reviewed safeguarding records, including the single central record of recruitment checks on staff.
- Inspectors met with the executive headteacher, head of school, subject leaders, representatives of the governing body and a representative from the local authority.
- Inspectors considered the responses to the online survey, Ofsted Parents View, including free-text comments. They also considered responses to the staff survey.

### **Inspection team**

Wendy D'Arcy, lead inspector

His Majesty's Inspector

Martin Greenwood

Ofsted Inspector

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