

# Inspection of a good school: Clyst Heath Nursery and Community Primary School

Royal Crescent, Clyst Heath, Exeter, Devon EX2 7QT

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Inspection dates:

18 and 19 July 2023

## **Outcome**

There has been no change to this school's overall judgement of good as a result of this ungraded (section 8) inspection. However, the evidence gathered suggests that the inspection grade might not be as high if a graded (section 5) inspection were carried out now. Inspectors are recommending the next inspection to be a graded inspection.

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

Pupils are proud of their school. They feel teachers support them. Pupils talk positively about the friendships they form. Most parents and carers agree that their children are happy at the school. Pupils typically try their best to live up to the school's principles of being, 'ready, willing and able.'

Leaders have high expectations of pupils. However, this is not realised in all areas of the school. Children in the early years make a strong start and most older children achieve well. However, the curriculum in key stage 1 is not ambitious. As a result, pupils do not gain the important skills and knowledge they need to be ready for key stage 2.

Pupils are polite and respectful to staff and each other. Pupils enjoy playing games together. They feel safe and say that everyone is treated fairly. However, low-level disruption occurs too frequently. This means some pupils are distracted from their learning while other pupils do not achieve well.

Pupils appreciate the wide range of clubs available to them such as cricket, choir and football. These help to strengthen their talents and widen their interests.

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

Since the previous inspection, there have been changes to the leadership structure of the school. Leaders have taken action to improve some areas of the curriculum, however this is not yet embedded. Subject leaders do not check the impact of the curriculum with enough precision. As a result, standards in writing in key stage 1 are too low. Additionally, there are too many pupils who are not secure in their understanding of phonics before they begin key stage 2.

Recently, leaders have improved the teaching of phonics with a new phonics scheme. As a result, children in the early years make a strong start when learning to read. Teachers present sounds accurately. They expertly check children's understanding before introducing new sounds. However, in the wider school, teaching lacks the subject knowledge to ensure pupils learn to read effectively. The support for these pupils is not sufficiently precise. Therefore, the impact of the phonics curriculum is yet to be established.

The mathematics curriculum sets out what pupils should learn each term. Leaders support teachers so that they know how to teach mathematics effectively. As a result, teachers present concepts with clarity. Pupils enjoy mathematics. The work is demanding. Pupils use their mathematical knowledge well. They apply what they have learned to understand new concepts. Pupils get appropriate support if they need it. However, teachers do not always check pupils' understanding before continuing with the curriculum. This means some pupils move on with their learning with misconceptions.

In writing, teachers' expectations of what pupils can achieve rises the older pupils get. As a result, pupils in key stage 2 write with confidence. They use vocabulary from a wide range of sources to add flair to their writing. However, pupils in key stage 1 have limited opportunity to develop fluency and stamina in their writing. Therefore, pupils' work in key stage 1 is not always of a high quality.

Children in the early years flourish. Leaders have designed an environment that allows children to learn through play. Teachers deliver focused sessions where children are skilfully questioned about their learning and play. Teaching extends children's learning by introducing ambitious vocabulary linked to children's interests. Children learn about life cycles through real-life examples such as watching chicks hatch from eggs in the classroom. Children are prepared well for the next stage of their education.

Leaders identify pupils with special educational needs and/or disabilities (SEND) accurately. Leaders set out specific targets to help pupils with SEND learn the curriculum successfully. However, as assessment is not used effectively, some pupils with SEND do not learn as well as they could.

Leaders have developed opportunities for pupils to enhance their personal development. During lunchtime, pupils participate in the 'thunks' club, where they are presented with questions that challenge their view of the world. Pupils are proud of the school council and they view the councillors as role models. Pupils understand fundamental British values, for example the rule of law. They talk knowledgeably about different religions. They understand the importance of equity over equality.

Governors are committed to working with leaders to realise a shared vision for a successful school. They are identifying more opportunities to challenge and support leaders. Governors and leaders are committed to the well-being of staff. As a result, all staff are proud to work at this school.

## **Safeguarding**

The arrangements for safeguarding are effective.

All staff and governors understand the importance of keeping pupils safe. There are effective systems in place for staff to report safeguarding concerns. Leaders are quick to act on these concerns. The safeguarding team meet regularly to monitor ongoing safeguarding concerns. When necessary, leaders seek advice from external agencies to ensure all pupils are kept safe.

Pupils learn to stay safe online. They know not to share personal information and to report concerns to an adult.

Leaders ensure adults are safe to work with children.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- Expectations of what pupils can achieve are too varied. In key stage 1, expectations for pupils are too low. Leaders should ensure that staff have consistently high expectations of pupils, so that they learn effectively and achieve well in all subjects.
- The checks that teachers make on pupils' learning, including for pupils with SEND, do not identify gaps in pupils' knowledge sufficiently well. This means that some pupils move through the curriculum with ongoing gaps and misconceptions in their learning. Leaders must ensure that teachers are equipped to use assessment strategies well, to ensure that pupils' learning is secure before introducing new concepts.
- Pupils in key stage 1 have limited opportunities to develop fluency and stamina in their written work. Therefore, pupils' work is not always of a high quality. Leaders should ensure that pupils have sufficient opportunities to practise writing, so the quality of their writing improves.
- Subject leaders do not check the implementation of the curriculum with enough precision. They do not always identify areas for development that will make the most impact on the quality of education. As a result, learning does not meet the needs of all pupils. Leaders need to ensure that subject leaders check the impact of their curriculums.
- Support for pupils who do not read well is not sufficiently precise. This means they do not learn to read fluently and confidently at an age-appropriate level. Leaders need to ensure these pupils have appropriate support to ensure pupils catch up quicker.

## 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 first ungraded inspection since we judged the school to be good in October 2017.

## 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>	134641
<b>Local authority</b>	Devon
<b>Inspection number</b>	10256782
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	360
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Claire Foster
<b>Headteacher</b>	Rachel Pattison (Executive Headteacher) Emma Bennett (Head of School)
<b>Website</b>	<a href="http://www.clystheath.devon.sch.uk">www.clystheath.devon.sch.uk</a>
<b>Date of previous inspection</b>	3 October 2017, under section 8 of the Education Act 2005

## Information about this school

- The school is part of Exe Estuary Federation.
- The school does not use alternative provision.
- The school has a nursery for three- and four-year-old children.
- There is an onsite breakfast club and after-school club run by the school.

## 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 have taken that into account in their evaluation of the school.
- The inspector met the designated safeguarding lead, checked the single central record of adults working in the school and looked at safeguarding records.
- The inspector met with the executive headteacher, the headteacher and the special educational needs and/or disabilities coordinator (SENDCo).

- The inspector carried out deep dives in these subjects: early reading, mathematics and computing. 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 inspector listened to pupils in Year 1, 2 and 3 read to an adult.
- The inspector observed pupils' behaviour in lessons and around the school site.
- The inspector gathered parents' views by considering the responses to Ofsted's online survey, 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

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