

Inspection of Ide Primary School

High Street, Ide, Exeter, Devon EX2 9RN

Inspection dates: 29 and 30 November 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

The headteacher of this school is Alice Purcell. This school is part of Exeter Learning Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Rachel Shaw, and overseen by a board of trustees, chaired by Suzannah Curtis.

Ofsted has not previously inspected Ide Primary School as an academy under section 5 of the Education Act 2005 as, until November 2020, the school was exempted by law from routine inspection, so there has been a longer gap than usual between inspections. Judgements in this report are based on the current inspection framework and also reflect changes that may have happened at any point since the last graded inspection of the predecessor school.

What is it like to attend this school?

Pupils and staff are proud to be part of Ide Primary School. Parents describe it as a 'small school with a big heart.' Pupils say that 'everyone has a voice and a place in this school.' Pupils are happy and attend school regularly.

The school has high expectations for all pupils. Pupils follow the school's values in all that they do. This begins in the early years, where children learn to work together as a team. In lessons, pupils focus on their learning and succeed. During break and lunchtimes, pupils of all ages play well together. This makes social times harmonious and enjoyable for all.

The school ensures that pupils are well prepared for life outside of Ide. Pupils respect difference and are curious about the world. They learn to keep themselves safe, including when online. Pupils trust adults to help them if they have a worry. As a result, pupils feel safe.

Pupils enjoy the many opportunities the school provides to develop their wider experiences. They understand the importance of being a responsible citizen. Pupils particularly enjoy singing to adults in the local memorial hall.

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

The school is aspirational for all pupils. This begins in Nursery Year, where children ask questions, take turns, and learn the importance of perseverance. This supports children to become resilient and independent learners. The strong focus on developing children's communication and language provides a secure foundation for children to learn to read. Reading is a priority for the school. This begins in Reception Year. The focus on reading continues into key stage 1. Staff's subject knowledge is strong and secure. They quickly identify any pupil who is at risk of falling behind. Additional support from adults helps these pupils to catch up quickly. The books that pupils read match the sounds they know. This helps them to read with increasing fluency and accuracy. Older pupils read and listen to a carefully selected and wide range of diverse books. They talk about their favourite authors and stories with enthusiasm.

The school's curriculum is ambitious. In some subjects, it identifies the small steps of knowledge pupils need to learn and by when. This begins in the early years. Children learn about two-dimensional shapes. This supports children in key stage 1 to use accurate mathematical vocabulary to describe the properties of shapes. Older pupils use their knowledge of multiplication tables in order to find factors of numbers. Adults support pupils with special educational needs and/or disabilities effectively. Adaptations made for these pupils ensure they can access learning and progress well through the curriculum.

In some wider curriculum subjects, however, the school has not identified the precise knowledge it wants all pupils to know and remember. In these subjects,

pupils do not build their knowledge well. For example, in history, pupils struggle to recall their learning about periods of time they have studied in the past, such as the Stone Age.

Some subject leaders are new to their role. They do not yet have an accurate insight into how assessment informs them of what pupils know and can do, as well as future curriculum design. This means that, where there are gaps in pupils' knowledge, they are not addressed.

The school places a strong emphasis on pupils' wider development. Pupils learn about the importance of respect and boundaries. This helps them to understand healthy relationships. Pupils know that everyone is equal. They treat each other and adults with respect. Lessons are generally calm and purposeful.

Through the curriculum, pupils learn about world faiths and cultures. They understand different religious festivals and know that tolerance and acceptance are important. Pupils learn about how the past has shaped the present. They can explain the impact of war and peace, as well as different leadership styles. Through a democratic process, pupils are elected to leadership roles. They are proud to be sports leaders, librarians, and members of the school council.

The school provides many opportunities for pupils to develop their talents, which are celebrated in assembly each week. Pupils enjoy the range of clubs the school offers, including dodgeball, science and gymnastics club. They learn about the importance of keeping fit and healthy. Inspiring visitors, such as representatives from the local rugby club, enhance this learning and talk to the pupils about their own achievements.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, the precise knowledge the school wants pupils to know and remember has not been identified. This means that pupils' knowledge does not build well over time. The trust needs to ensure that key knowledge is identified and embedded into pupils' long-term memories.
- The school does not use assessment information well in some subjects. It does not have an accurate understanding of what pupils know and remember. The trust needs to ensure that the school uses assessment information to inform future curriculum design and address gaps in pupils' knowledge.

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' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	143189
Local authority	Devon
Inspection number	10288210
Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	144
Appropriate authority	Board of trustees
Chair of trust	Suzannah Curtis
Headteacher	Alice Purcell
Website	www.ide.devon.sch.uk
Date of previous inspection	Not previously inspected

Information about this school

- Ide Primary School is part of the Exeter Learning Academy Trust.
- The school has provision for three-year-olds.
- The school does not use any alternative provision.
- The school runs an after-school childcare club.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives in these subjects: early reading, mathematics and history.

- Inspectors also discussed the curriculum in some other subjects, including art and design and science.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors spoke with groups of pupils in lessons and during social times.
- The lead inspector listened to pupils in Years 1, 2 and 3 read to an adult.
- Inspectors met with the headteacher, representatives from the trust board and local governing board, the chief executive officer, the designated safeguarding leader, the special educational needs and disabilities coordinator and subject leaders.
- Inspectors considered the responses to the online survey, Ofsted Parent View, including free-text responses, and responses to the staff and pupil survey.

Inspection team

Wendy D'Arcy, lead inspector

His Majesty's Inspector

Lisa Dadds

Ofsted Inspector

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