

Inspection of Kilmington Primary School

Whitford Road, Kilmington, Axminster, Devon EX13 7RG

Inspection dates: 12 and 13 March 2024

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Requires improvement

Early years provision

Good

Previous inspection grade

Outstanding

This school was last inspected under section 5 of the Education Act 2005 11 years ago and judged 'Outstanding' under a previous inspection framework. This reflected the school's overall effectiveness under the inspection framework in use at the time.

From then until November 2020, the school was exempted by law from routine inspection, so there has been a longer gap than usual between graded inspections under section 5 of the Act. 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.

What is it like to attend this school?

Pupils are happy and safe at Kilmington Primary school. There are warm and respectful relationships between staff and pupils. Staff set high expectations for pupils' conduct. Pupils live up to these expectations. This starts in the early years, where children learn school rules and routines. Pupils behave well and have positive attitudes towards their learning. They enjoy school and attend well.

The school has made improvements that reflect its ambition for pupils, for example, in early reading and mathematics. However, other changes are in their early stages. The wider curriculum does not yet support pupils to build their knowledge well enough across all subjects. In these areas pupils do not achieve well.

Pupils take on positions of responsibility that help improve the school. For example, the school council has introduced systems for recycling and it raises awareness around road safety. Pupils appreciate the range of trips and visits on offer, such as residential visits which develop their independence and build character.

Most parents would recommend the school to others. They appreciate how the school makes the best use of resources it has. Many commented on the dedicated staff, family feel and high-quality pastoral care their children receive.

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

Since the school joined the Devon Moors Federation in 2021, there has been a strong focus on English and mathematics. This has meant that pupils achieve well in these areas. However, across the wider curriculum, the school, and those responsible for governance, has not checked the impact of developments in the wider curriculum. As a result, the school has not identified where the curriculum is less effective. This means pupils do not learn as well and have gaps in their learning.

The mathematics curriculum is well designed and sequenced to meet the needs of mixed-aged classes. It provides pupils with the opportunity to develop their fluency in number. This starts in the early years, where children in Nursery learn about numbers by counting spots on dominoes. They learn to recognise numbers quickly. Older pupils, including those with special educational needs and/or disabilities (SEND), use this knowledge to solve problems and apply what they have learned. The school identifies pupils with SEND quickly. Staff work with many specialist partners, as well as parents and carers, to make sure that most pupils get the tailored support that they need.

Across the wider curriculum the school has not considered how content builds progressively on what pupils already know. The school has not identified the small steps of knowledge and skills they want pupils to learn. It is not clear what pupils must remember over time. This often means that pupils are not ready for the next part of their learning in these areas.

Reading is a strength in the school. In Nursery, there is a focus on developing children's communication and language. Children listen to different sounds before moving on to formal phonics lessons in Reception. Pupils practise their phonics knowledge by reading books that are matched to the sounds and letters they know. This means they learn to read with fluency quickly. Pupils who do not keep up with the phonics programme are supported to catch up quickly. Older pupils value reading. They listen to and read a carefully selected and wide range of diverse books.

In the early years, and in the phonics and mathematics curriculums, the school uses assessment systems well. This means gaps in pupils' learning and misconceptions are addressed quickly. However, in the wider curriculum, assessment is not in place with the same rigour. This means the school is not clear what pupils learn. This prevents pupils from building their knowledge based on what they already know and remember.

The school provides an effective personal, social and health education curriculum for all pupils. Pupils learn about healthy and safe relationships and what it means to be a good friend. Pupils understand fundamental British values, such as democracy and tolerance. They have a good knowledge of faiths and cultures different to their own.

Pupils enjoy learning outdoors within the local village forest. They apply their indoor learning to new contexts. Pupils recall topics such as consent and staying safe online. Pupils have some opportunities to take part in some clubs outside their lessons, although pupils and parents would appreciate more.

The school and federation consider staff well-being and workload. Staff are proud of the culture of teamwork and support that exists at the school. They feel valued and supported.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The precise knowledge pupils need to know and remember is not sufficiently identified and sequenced across all subjects. As a result, pupils do not build their knowledge based on what they already know. They develop gaps in their learning. The school should ensure that the curriculum identifies the small steps in learning to enable all pupils to know more and remember more.
- Assessment is not effective across the wider curriculum. As a result, the school is not clear what pupils know and can do. Some pupils do not build their knowledge

well. The school needs to ensure that assessment identifies gaps in prior knowledge so that subsequent learning builds on what pupils already know and remember.

- The school does not evaluate the impact of its actions to improve the school. As a result, it has not identified where pupils do not learn well in the wider curriculum. The school, including those responsible for governance, must ensure that sufficient time and priority are given to check the impact of curriculum development. This will enable them to know how well the curriculum is embedded and support pupils to know and remember more over time.

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	113100
Local authority	Devon
Inspection number	10307224
Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	84
Appropriate authority	The governing body
Chair of governing body	Christopher Dack
Headteacher	Lee White
Website	www.kilmington-primary.org.uk
Date of previous inspection	13th February 2013, under section 5 of the Education Act 2005

Information about this school

- The school joined Devon Moors Federation in February 2021. This is a formal collaboration with four other local schools, sharing an executive headteacher and governing body.
- The school has provision for three-year-old children.
- The school does not use any alternative provision.

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 met with the executive headteacher, the head of school, the special educational needs coordinator, the designated safeguarding leads, members of staff, a representative from the local authority, and the chair and members of the governing body.
- Inspectors carried out deep dives in early reading, mathematics and geography. For each deep dive, inspectors discussed the curriculum with subject leaders, visited samples of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also considered the curriculum, spoke with pupils about their learning and evaluated their work in some other subjects.
- 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 considered the responses to the online survey, Ofsted Parent View, including the free-text comments, and the staff surveys.

Inspection team

Gavin Summerfield, lead inspector

His Majesty's Inspector

Carl Thornton

Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024