

Inspection of a good school: Spreyton School

Spreyton, Crediton, Devon EX17 5AJ

Inspection date: 26 March 2024

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. The school's next inspection will be a graded inspection.

What is it like to attend this school?

Pupils are proud to attend Spreyton school. This is reflected in their high attendance. Pupils feel safe and well cared for. Staff develop positive relationships with pupils. As a result, pupils know they can rely on adults to help them. All pupils are included in all aspects of school life. They enjoy playing together during social times, including working together to build a 'den'.

The school has developed the curriculum to promote high expectations for pupils. However, work to develop the curriculum in the wider subjects is in the early stages. As a result, the curriculum does not yet support pupils to build their knowledge well across all subjects.

Pupils benefit from a variety of opportunities provided by the school. They are supported to develop their understanding of different cultures. For example, the 'round the world' club enables pupils to taste food from different countries. Pupils attend trips that enrich the curriculum. This includes a trip to 'Kents Cavern' to support their historical understanding of the Stone Age. Pupils take part in annual performances to develop their confidence. Parents appreciate the many opportunities on offer to their children.

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

The school has worked on the design of the curriculum so that the knowledge pupils need to learn is sequenced progressively. For example, in mathematics, the most important knowledge is mapped out clearly, starting in the early years. However, in the foundation subjects, the curriculum does not make clear the precise knowledge pupils need to learn to build on what they have learned before. Equally, it is not clear how the knowledge they

learn prepares them for future learning. As a result, pupils are not building their knowledge securely across all subjects.

Staff receive support to strengthen their teaching of the curriculum. For example, in early reading, all staff benefit from training to help them teach pupils to learn to read well. However, in some subjects, the expertise needed to teach the curriculum effectively is not yet evident. Staff are not clear how to adapt learning to ensure all pupils build their knowledge based on what they know and can do. This stalls progress through the curriculum for some pupils.

The school uses a range of strategies to help pupils learn. Within mathematics, the structure of learning includes 'practise, apply, challenge' to support pupils building their knowledge. Assessment is used to check how well pupils are learning the curriculum. In some subjects, gaps in knowledge are identified and supported. However, across the wider subjects, assessment is not yet effective in identifying what pupils know and can do. Consequently, pupils have gaps in their knowledge and they find subsequent learning challenging.

Teachers adapt learning to help pupils with special educational needs and/or disabilities (SEND) learn the curriculum. These pupils benefit from precise learning targets. Staff receive training, such as in the use of specific communication methods, to support pupils with more complex needs. As a result, pupils with SEND are supported to learn alongside their peers. However, the deficiencies in the implementation of the curriculum mean these pupils do not achieve as well as they could across all subjects.

The school prioritises helping pupils to learn to read. Staff use assessment to check how well pupils are building their phonics knowledge. Pupils who need extra help to keep up are supported. Pupils read books that match the sounds they know to become fluent readers. Reading for pleasure is promoted. Pupils value the recognition of their reading through the 'reading raffle'. They take pleasure in sharing their favourite books and authors as well as the 'reading tree' that encourages pupils to widen their book choices.

Pupils show positive attitudes to their learning. They know the school routines well. This enables the school to be calm and orderly. From the early years, children learn how to take turns. Pupils value the recognition they receive for behaving well through 'star of the week'. The school provides additional support for pupils who might struggle to manage their behaviour. This helps all pupils to begin their school day positively.

The school provides a range of opportunities that go beyond the academic. Pupils are taught how to keep themselves safe in the wider world, including when online. To expand their social groups beyond the school, pupils attend sporting events such as multi-skills and netball. The school promotes pupils being active and responsible citizens. For example, older pupils have the opportunity to run the local village community shop.

Staff workload and well-being are supported by the school and governors. Staff value this, including training and guidance provided by colleagues in the federation to support curriculum development.

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 school has not identified with enough precision the knowledge it wants pupils to know and remember. As a result, some pupils have gaps in their knowledge and so they are less prepared for future learning. The school must ensure that across all subjects, the precise knowledge pupils need to learn is identified and taught progressively from early years to Year 6.
- Assessment is not used with enough precision. Consequently, pupils have unidentified gaps in their knowledge. The school must ensure that assessment is used to check how well pupils are learning the curriculum and adapt the curriculum based on what pupils know and can do.
- Teachers do not have the expertise they need to implement the curriculum effectively across all subjects. As a result, pupils are not building their knowledge securely. The school needs to strengthen staff subject knowledge to teach the full curriculum effectively.

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 second ungraded inspection since we judged the school to be good in October 2013.

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	113124
Local authority	Devon
Inspection number	10307226
Type of school	Primary
School category	Foundation
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	26
Appropriate authority	The governing body
Chair of governing body	Christopher Dack
Headteacher	Steve Mellor
Website	www.spreyton-primary.devon.sch.uk
Date of previous inspection	15 May 2018, under section 8 of the Education Act 2005

Information about this school

- Spreyton School is part of Devon Moors Federation. This is a formal collaboration with four other local schools, sharing an executive headteacher and governing body.
- There has been a change in head of school since the previous inspection. The head of school was appointed in September 2022.
- This is a smaller than average-sized primary school. Pupils are organised into two mixed-age classes.
- The school does not use any alternative provision.

Information about this inspection

- 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.

- The inspectors spoke with school leaders, subject leaders, parents, pupils, governors and a representative from the local authority.
- The inspectors carried out deep dives in these subjects: early reading, mathematics and history. For each deep dive, the 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 and pupils about the curriculum 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.
- The lead inspector listened to pupils read to a trusted adult.
- The inspectors observed pupils' behaviour in lessons and around the school site. Additionally, the inspectors spoke to pupils to discuss their views about the school.
- The inspectors considered responses to Ofsted Parent View, Ofsted's online survey for parents. The inspectors considered comments made by parents online during the inspection and met with some parents at the start of the inspection. There were no responses to Ofsted's staff and pupil questionnaire.

Inspection team

Esther Best, lead inspector

His Majesty's Inspector

Matthew Shirley

Ofsted Inspector

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