

Inspection of Abbotskerswell Primary School

Slade Lane, Abbotskerswell, Newton Abbot, Devon TQ12 5NS

Inspection dates: 18 and 19 June 2024

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 Good

What is it like to attend this school?

This school sits in the heart of the community. Pupils, staff and parents share high expectations. Pupils are polite and welcoming to visitors. They enjoy learning and talk positively about the work they have completed. Pupils attend well.

Pupils say they are treated fairly. They are confident that if they have any concerns there are staff who they can speak to. Pupils are also assured that staff will act on their concerns. Pupils who act as 'friends at breaktime' (FAB) leaders help make playtimes fun for everyone.

Pupils enjoy the range of extra-curricular activities that are on offer. Clubs such as maypole dancing, drama, music and football help to develop pupils' interests and talents. Pupils also appreciate the range of trips on offer. For example, older pupils visit the aquarium to learn about climate change. On 'Wellie Wednesday' younger pupils develop confidence by exploring the outdoor environment. When learning outdoors, pupils learn to identify insects and to grow vegetables, as well as build bird boxes. Pupils value these opportunities.

Pupils are proud of their support for local and international charities. They enjoy fundraising through bake sales.

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

School leaders are ambitious for all pupils. The inclusive nature of the school is reflected in the positive relationships that pupils have with staff.

Reading is at the heart of the curriculum. School leaders have ensured that all staff are trained to teach phonics to a high standard. Skilled staff check pupils' understanding before introducing new sounds. Regular checks mean that teachers are quick to identify any pupils who struggle. As a result, extra support is swiftly put in place to ensure pupils catch up quickly. In all years, pupils read books that match their ability. Pupils have a love of reading and talk positively about the authors they enjoy. Pupils read with age-appropriate levels of fluency and expression. The published outcomes show that pupils progress well and achieve well at all ages.

Other areas of the curriculum are equally well planned. For example, in mathematics, school leaders have designed a curriculum that helps to build pupils' knowledge and skills progressively from Reception Year to Year 6. Consequently, pupils develop mathematical knowledge and skills well. However, in some subjects in the wider curriculum, the curriculum is not as well developed. The precise knowledge the school wants pupils to know and remember is not yet identified. Where this occurs, assessment is not effective. As a result, pupils have gaps in their knowledge.

Pupils with special educational needs and/or disabilities (SEND) work effectively alongside their peers. They learn the full curriculum. School leaders are committed

to ensuring pupils with SEND achieve the best possible outcomes. The school works closely with parents to gain a thorough understanding of the needs of pupils with SEND. This ensures provision is personalised to meet pupils' needs.

The school's approach to behaviour is rooted in the school values of being happy, respectful, responsible and successful. While most parents are positive about the school, some commented negatively about behaviour. Staff provide effective support to help pupils to manage their behaviour. As a result, behaviour around the school, as well as breaktimes, is calm and purposeful.

The curriculum for pupils' personal development is a strength of the school. Pupils build skills such as confidence and resilience at an age-appropriate level. For example, younger pupils have the opportunity to have a sleep over at the school before more adventurous residential in Dartmoor and London. Older pupils know what it means to be a role model to the younger pupils. They value their leadership roles as school councillors, office leaders and eco-leaders.

In the early years, children benefit from an environment that is calm and safe. Children are keen to learn and show sustained levels of concentration. Children cooperate well with each other and are ready to help their friends. School leaders have ensured that language development is central to children's learning. This means that staff and children have high quality interactions throughout the day.

Governors are committed to the school. They provide school leaders with an effective balance of support and challenge. Governors understand and fulfil their statutory duties. Staff are overwhelmingly positive about working at the school. They value the consideration that is given to their workload and well-being by school leaders and governors.

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 in the wider curriculum, the most important knowledge that pupils need to learn has not been identified. Furthermore, assessment of pupils' learning is not as established as in the core subjects. As a result, pupils have gaps in their knowledge. The school must identify the precise knowledge it wants pupils to know and remember in all subjects. The school must embed effective assessment strategies across all subjects to check on pupils' understanding to inform future learning.

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	113183
Local authority	Devon
Inspection number	10334664
Type of school	Primary
School category	Community
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	110
Appropriate authority	The governing body
Chair of governing body	Jennifer Hersey
Headteacher	Kevin Martin
Website	www.abbotskerswell-primary.devon.sch.uk
Date of previous inspection	15 January 2019, under section 8 of the Education Act 2005

Information about this school

- The school does not use alternative provision.
- This is a smaller than average primary school.
- There is an on-site breakfast and after school club run by the school.

Information about this inspection

The inspector(s) 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.
- The inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- 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 inspectors carried out deep dives in these subjects: early reading, mathematics and computing. For each deep dive, the inspector discussed the curriculum with teachers, visited a sample of lessons, spoke to some pupils about their learning and looked at samples of pupils' work.
- The inspectors observed pupils' behaviour in lessons and around the school site.
- The inspectors met with leaders from the school.
- The inspectors gathered parents' views by considering the responses to Ofsted's online survey, Parent View, and by talking to parents before school. The inspectors also evaluated responses to Ofsted's staff and pupil surveys.

Inspection team

James Gentile, lead inspector

His Majesty's Inspector

Chris Gould

Ofsted Inspector

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