

Inspection of Shaldon Primary School

Bridge Road, Shaldon, Teignmouth, Devon TQ14 0DD

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| Inspection dates: | 8 and 9 October 2024 |
| The quality of education | Outstanding |
| Behaviour and attitudes | Outstanding |
| Personal development | Outstanding |
| Leadership and management | Outstanding |
| Early years provision | Outstanding |
| Previous inspection grade | Not previously inspected under section 5 of the Education Act 2005 |

The headteacher of this school is Jennifer Stewart. This school is part of The Academies for Character and Excellence, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Cheryl Weyman, and overseen by a board of trustees, chaired by Roger Willoughby.

What is it like to attend this school?

Pupils excel at this school. The school's values of 'citizenship, leadership, explorers, expression and flourishing' are threaded through every aspect of school life. This means pupils quickly develop positive attitudes to learning. Pupils are happy. All pupils are supported to do their best. Relationships between staff and pupils are warm and caring. Older pupils act as reading buddies where they help younger pupils to learn to read.

School leaders are ambitious for what they want pupils to achieve. Pupils relish the learning challenges they have in class. Pupils work together purposefully to problem solve in lessons. As a result, pupils achieve well and are well prepared for the next stage of their education.

Pupils are proud of the work they do to support local and international charities. Fundraising events, such as the annual Rudolf run and the harvest festival help pupils to become responsible and active citizens.

School leaders are driven to ensure all pupils have the knowledge and skills they need to be successful in life. Beach school helps pupils to develop an understanding and appreciate of the richness of the local environment. Pupils build confidence and resilience through opportunities to go rock climbing and abseiling.

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

The school provides an exceptional quality of education. The school's ambitious curriculum is fully embedded in all year groups. Inspirational teaching reflects the high ambitions that leaders have for all pupils, including pupils with special educational needs and/or disabilities (SEND).

The school identifies SEND needs early and effectively meets pupils' needs. Pupils, including pupils with SEND, learn exceptionally well. The staff are highly successful in developing pupils' communication and language. The early years environment is thoughtfully designed with activities that capture the imagination of the children. For example, children retell the class story to each other using puppets they have independently crafted. Children in the Reception Year use words like 'persevering' when they identify their friends doing well.

The school also focuses on developing pupils' character. This means pupils are independent and take responsibility for their own learning. Pupils talk with integrity about wanting to do their best and as they say, 'We try to go the extra mile.'

There is a sharp focus on teaching children to read from the day they start school. Phonics is taught with precision. Regular checks of what pupils know means that any pupil who is at risk of falling behind is quickly identified and support is put in place. The books that pupils read match the sounds they know. Older pupils talk with passion and fondness about their favourite authors and the books they have read. Each week pupils learn a new

poem. Pupils also have the opportunity to recite these in weekly assembly. As a result, pupils love to read.

School and trust leaders support staff to build teachers' subject knowledge. This means that staff implement the curriculum effectively. The curriculum is designed to build knowledge and skills progressively. For example, in art, pupils develop their skills in using shade and shadow. This helps them to complete still life drawings as well as develop confidence in their artistic ability. Teachers have high expectations of what pupils can achieve. This means the work that pupils complete is of a high standard.

The school's curriculum for pupils' personal development is exceptional. Pupils apply for leadership roles across the school. For example, there is a head boy and head girl, house captains and well-being leaders. Pupils are proud of these roles and know that they are role models to the younger pupils. They understand what it means to have responsibility. School council members lead weekly thought-provoking debates about topical issues. Pupils have a well-developed understanding of healthy lifestyles, fundamental British values and a range of religions. This helps pupils to be respectful of difference and learn about the world beyond their own community.

The school is calm and orderly. High expectations of how pupils should behave are established in the early years. There is a strong sense of duty from pupils to be kind and to support others who may need help. As a result, the behaviour of pupils is exceptional. Attendance rates are high. When pupils are absent, the school works closely with families to support them coming to school.

Governance of the school is highly effective. Staff say that school leaders consider their workload and well-being when making decisions. Trustees and the local governing body have a precise understanding of the school's strengths and areas that the school needs to focus on to ensure the best possible outcomes for all pupils.

Safeguarding

The arrangements for safeguarding are effective.

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

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| Unique reference number | 142803 |
| Local authority | Devon |
| Inspection number | 10344717 |
| Type of school | Primary |
| School category | Academy converter |
| Age range of pupils | 4 to 11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 203 |
| Appropriate authority | Board of trustees |
| Chair of trust | Roger Willoughby |
| CEO of the trust | Cheryl Weyman |
| Headteacher | Jennifer Stewart |
| Website | www.shaldonprimary.org |
| Date of previous inspection | Not previously inspected |

Information about this school

- Shaldon Primary School converted to become an academy in June 2016. When its predecessor school, Shaldon Primary School, was last inspected by Ofsted, it was judged to be outstanding overall.
- The school is part of The Academies for Character and Excellence.
- There is a before- and after-school club.
- The school does not use alternative provision for its pupils.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024, will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation 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 art. 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.
- 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 met with the headteacher, the deputy headteacher, the special educational needs coordinator, subject leaders, trustees, members of the governing body and the CEO.
- The inspectors observed pupils' behaviour in lessons and around the school site.
- The inspectors gathered parents' views by considering the responses to Ofsted's online survey, Ofsted Parent View, and by talking to parents. The inspectors also evaluated responses to Ofsted's online staff and pupil surveys.

Inspection team

James Gentile, lead inspector

His Majesty's Inspector

Julie Fox

Ofsted Inspector

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