School report

Inspection of Stokeinteignhead School

Stoke Road, Stokeinteignhead, Newton Abbot, Devon TQ12 4QE

Inspection dates: 13 and 14 September 2022

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	Requires improvement

What is it like to attend this school?

At Stokeinteignhead School, pupils become curious, determined, resourceful and respectful characters. This is down to the way that staff build learning about these four qualities into the everyday life of the school. Pupils are encouraged to take their positive behaviours out into the local community and to think about themselves as citizens of Britain and the wider world.

Leaders invite 'cultural champions' into school. These are speakers drawn from different backgrounds who share their different perspectives with pupils. Pupils find this enriching. They learn to respect difference. This, in turn, helps pupils to understand one another better. Bullying is very rare. Pupils trust the adults in the school to protect them and help them to resolve any difficulties with their peers.

From the start of the Reception Year, pupils learn an ambitious curriculum. They learn to read quickly. Reading remains at the heart of the curriculum throughout pupils' time at the school. Staff put pupils well on their way to becoming life-long readers. Every day, in every class, time is set aside for staff to read with pupils. This enhances pupils' vocabulary development and knowledge of the world.

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

Leaders have put a great deal of thought into the design of the curriculum. In each subject, there is an ambitious range of content set out for pupils to learn. Pupils read texts that deepen their knowledge in each subject. Subject leaders reflect regularly on the impact of the curriculum, and teachers welcome their feedback. This leads to ongoing improvement.

Children in the Reception Year are taught to read systematically. The vast majority of pupils are secure in their knowledge of phonics by the end of Year 1. A small number of pupils continue to require support. Leaders arrange this. However, these pupils do not catch up as quickly as they could. The approach to supporting struggling readers does not provide enough opportunity for pupils to apply their phonics knowledge.

Pupils with special educational needs and/or disabilities (SEND) do well. Teaching staff are well advised by expert leaders. As a result, pupils with SEND benefit from comprehensive support. There are some pupils who sometimes find it difficult to behave as they are expected to in school. Leaders adapt both the curriculum and the system for managing behaviour to support these pupils. As a result, the behaviour of these pupils improves.

Leaders have identified an increase in the number of pupils with speech, language and communication needs, linked to the COVID-19 pandemic. Staff identify any gaps in pupils' development early in the Reception Year. They provide timely support which helps pupils to communicate more successfully.

In some of the subjects of the wider curriculum, leaders are reviewing the way they use assessment. Teachers have a good overall picture of pupils' learning and development. Pupils have plenty of opportunities to show what they can do. However, the curriculum does not encourage pupils to use and apply the key knowledge of each subject consistently well. Therefore, the approach to assessment is not yet helping pupils to embed their knowledge as well as it could.

Leaders have introduced a new curriculum for personal, social and health education, which includes elements of relationships and sex education. The curriculum is organised well, and pupils have a good awareness of the important ideas within it. Staff make sure that the learning is age-appropriate.

Pupils behave well. They are keen to participate in lessons. Children in the Reception Year make the most of their learning activities, drawing on the support of skilled adults. During social times, leaders provide stimulating play equipment which helps to keep pupils active. Extra-curricular activities and clubs are designed around pupils' interests. Leaders encourage vulnerable pupils into activities likely to benefit them.

Most pupils enjoy school and attend well. The school has a proud history of strong attendance, but this has been affected by the pandemic. Leaders are working effectively with parents to improve the attendance of a small number of pupils.

Staff are wholly positive about their experience of working at this school. They feel supported by leaders. The federation of schools enables staff to access leadership development courses and useful subject networks. Leaders are mindful of staff's workload when introducing new policies. All of this contributes to a harmonious environment in which staff work together for the benefit of pupils.

Safeguarding

The arrangements for safeguarding are effective.

There is a strong culture of safeguarding. Leaders, at all levels, ensure that staff follow clear processes. Staff are well trained and highly vigilant. They readily report and follow up on any concerns.

Leaders make proactive use of early help to support children and families. They maintain clear and detailed records. They work positively with safeguarding partners and a range of other agencies. Leaders and governors recognise the full range of possible risks to pupils. They know 'it could happen here'. They continually strive to improve the safeguards they have in place.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Most pupils become accurate readers quickly. However, a few continue to need extra support with their reading. The support for these pupils does not focus

sharply enough on the gaps in their phonics knowledge. Leaders should ensure that pupils who need to catch up receive precisely focused support.

- In a few subjects, the approach to assessment does not help pupils to embed knowledge as well as it could. Leaders should continue to review teachers' use of assessment so that it helps pupils to learn the essential knowledge from each subject curriculum.

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' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	113222
Local authority	Devon
Inspection number	10241233
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	106
Appropriate authority	The governing body
Chair of governing body	Nicolas Glanfield
Headteacher	Martin Harding (Executive Headteacher)
Headteacher	Joanna Crathorne
Website	www.stokeinteignheadschool.org
Date of previous inspection	23 and 24 January 2019, under section 5 of the Education Act 2005

Information about this school

- Stokeinteignhead School is part of the United Schools Federation.
- There is provision for childcare before and after school which is run by the governing body.
- The school does not use alternative provision.

Information about this inspection

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

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.

- Inspectors met with the head of school and the executive headteacher. The lead inspector met with a group of governors, including the chair of governors, and spoke with a representative from the local authority by telephone.
- Inspectors carried out deep dives in early reading, mathematics and history. For each deep dive, 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 with staff and considered pupils' work and curriculum materials in some other subjects.
- To inspect safeguarding, the lead inspector scrutinised the single central record of adults working in the school. She met with the head of school, in her role as designated safeguarding lead, alongside the safeguarding officer from the United Schools Federation. Inspectors also discussed the culture of safeguarding in the school with staff and pupils.
- The inspectors considered responses to the online questionnaire for parents, Ofsted Parent View. In addition, inspectors took into account responses to the questionnaire for staff.

Inspection team

Lydia Pride, lead inspector	His Majesty's Inspector
Mark Lees	Ofsted Inspector

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