School report

Inspection of Stoke Canon Church of England Primary School and Pre-School

Stoke Canon, Exeter, Devon EX5 4AS

Inspection dates: 15 and 16 November 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	Good

What is it like to attend this school?

Pupils, staff and parents speak positively about Stoke Canon School. Leaders provide many opportunities for pupils to 'grow together through compassion, integrity and kindness'.

Pupils enjoy learning. They feel a strong sense of belonging. Pupils say that the Christian values guide them towards making the right choices. Pupils care about each other. They know it is important that everyone feels part of the team. Pupils welcome others who join the school with open arms. They treat everyone fairly and with respect. One pupil commented, 'Everyone is special and unique in their own way.'

Pupils learn through an ambitious curriculum. They know what staff expect of them, both in their learning and how they should behave. Pupils live up to these high expectations. Classrooms and social times are calm and productive. Older pupils help younger pupils to behave well and understand the school rules. Pupils agree that bullying does not happen often. They feel confident that staff would take prompt action if they shared any worries with them. This helps pupils to feel safe.

All parents who responded to the survey would recommend the school. They are particularly proud of how their children settle quickly into the pre-school.

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

Leaders have designed a curriculum that is ambitious for all pupils, including those with special educational needs and/or disabilities (SEND). All pupils access the full curriculum. Leaders have set out the key knowledge that pupils need to know and by when. Teachers regularly check what pupils know and remember. They use this information to make sure future learning builds on pupils' prior knowledge. This helps pupils to learn and remember more over time. Leaders provide training to help subject leaders fulfil their roles effectively. Subject leaders check how sequences of learning support pupils to progress through the curriculum. They know that in some subjects, for example mathematics, inconsistencies exist in how teachers break learning down into small enough steps successfully. Some staff lack the depth of subject knowledge they need to do this as well as they could.

Reading is a priority for leaders. Pupils enjoy reading. They build their phonics knowledge well. Staff understand the school's chosen approach to phonics. Leaders provide ongoing training that helps teachers to model sounds with accuracy. Pupils read books that match their reading ability. They confidently use their phonics knowledge to read unknown words. Staff skilfully support pupils when listening to them read. This helps to build pupils' confidence and develop their comprehension skills. Teachers use assessment well to check if pupils are falling behind. They ensure pupils receive the help they need to catch up quickly.

Leaders use advice from external experts to accurately identify the needs of pupils with SEND. This helps teachers to give pupils the support they need to learn well. Teachers adapt learning to enable all pupils to experience success. Leaders make sure that all pupils can access the range of opportunities on offer.

Most children in the early years learn well. Staff establish clear routines. Children know how staff expect them to behave. They take turns, share and interact well with each other. Staff check how children in the early years progress through the curriculum. They ask questions that encourage children think about their learning and extend their range of vocabulary. However, sometimes, teachers do not give children enough opportunities to consolidate their learning. As a result, they do not deepen their understanding of important ideas.

Leaders plan a range of trips and residential visits to enhance the curriculum. They carefully consider how these experiences will help to deepen pupils' learning. For example, pupils talk with enthusiasm about their recent visit to Tiverton museum. They describe how this helped them to compare the local area now to how people lived in the past. Pupils learn about world religions. They have a secure understanding of how people with different beliefs and backgrounds live. Pupils respect views that are different to their own. They talk with confidence about diversity and discrimination.

Staff enjoy working in the school. They feel well supported in their roles and say that leaders listen to them. Staff consider the joint working within the federation to positively impact their workload.

Governors understand their roles well. They support and challenge leaders appropriately. Consequently, governors and leaders have a shared understanding of aspects to develop further in the school.

Safeguarding

The arrangements for safeguarding are effective.

Pupils feel safe. They learn about how to keep safe through the taught curriculum and regular assemblies. Pupils learn how to keep themselves safe online. They know not to share personal information. Leaders invite external specialists into school to speak to pupils about aspects of safety.

Staff identify pupils who cause concern. They make timely referrals and record concerns with accuracy. Leaders make sure that vulnerable families receive the help they need.

Leaders make sure that new staff are suitable to work with children. They make the right safeguarding checks during recruitment.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, teachers lack the expertise to break down learning into small enough steps successfully. As a result, pupils do not build knowledge as well as they could. Leaders need to develop staff subject knowledge so they can deliver sequences of learning that support all pupils to learn well.
- Teachers in the early years do not give children enough opportunities to consolidate their learning. As a result, they do not deepen their understanding of important ideas. Leaders need to ensure that all staff are clear about how pupils will learn the intended 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	113367
Local authority	Devon
Inspection number	10256667
Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	78
Appropriate authority	The governing body
Chair of governing body	Tanya Smith
Headteacher	Louise Herbert
Website	www.stokecanon.net
Date of previous inspection	13 June 2017, under section 8 of the Education Act 2005

Information about this school

- Stoke Canon Primary School and Pre-School is federated with Clyst St Mary Primary School. The federation shares an executive headteacher and a governing body.
- The pre-school includes provision for two- and three-year-old children.
- The most recent section 48 inspection was in June 2017.
- Leaders make use of one unregistered alternative provision.
- There is before- and after-school provision on the same site.

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 carried out deep dives in these subjects: 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 to leaders about the curriculum in some other subjects.
- Inspectors spoke with school leaders, subject leaders, pupils, governors and a representative from the local authority.
- An inspector listened to pupils read.
- The lead inspector spoke to staff from the alternative provision on the telephone.
- To evaluate safeguarding, inspectors spoke to the designated safeguarding leader (who is the executive headteacher). Inspectors also spoke with staff, governors and pupils, and evaluated record-keeping and staff training.
- Inspectors considered responses to Ofsted Parent View, Ofsted's online survey for parents, and comments made by parents online during the inspection. There were no responses to the pupil questionnaire.

Inspection team

Jane Dennis, lead inspector	His Majesty's Inspector
Hester Millsop	Ofsted Inspector

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