

Inspection of a good school: Widecombe-in-the-Moor Primary School

Widecombe-in-the-Moor, Newton Abbot Devon TQ13 7TB

Inspection date: 26 January 2023

Outcome

Widecombe-in-the-Moor Primary continues to be a good school.

What is it like to attend this school?

The school is warm, inviting and friendly. The headteacher is committed, visible and approachable to parents. Parents appreciate the care and nurture provided for their children. One parent commented that 'Widecombe is a wonderful little school at the heart of the community.'

Pupils are well mannered and talk proudly about their school. They are happy and love learning because adults 'make it fun'. Pupils know that adults will support them well when they need help. They are confident that staff will listen to them if they have any concerns. Incidents of bullying and poor behaviour are rare.

Pupils enjoy a wide range of experiences that enhance their broader development. This raises their awareness of the world around them. Pupils actively contribute to the life of the school as members of the pupil parliament. They appreciate the facilities they have access to at school, particularly the swimming pool and forest school.

Leaders support pupils well in developing their interests and talents. Pupils take part in many enrichment activities, including visits and residential trips. They enjoy music, sports and dance opportunities.

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

Leaders are ambitious for all pupils, including those with special educational needs and/or disabilities (SEND). Their vision is understood by all. The new headteacher, with support from the trust, has focused on improving the quality of education.

From the start of the Reception Year, children begin to learn phonics. Teachers have strong subject knowledge and receive regular training. As a result, children in the early

years get off to a strong start with reading. Children show great excitement when they learn new sounds. Staff use assessment well to identify pupils who need extra help. Those who are at risk of falling behind receive timely support to keep up. Staff match pupils' reading books to the sounds they know. They promote reading for pleasure very well. There is a particular focus on learning new vocabulary across all subjects, which supports pupils' understanding.

Leaders have thought carefully about what they want pupils to learn through the curriculum. Learning in most subjects is clearly sequenced. Pupils can recall prior knowledge. For example, in physical education, pupils build on what they have learned in the early years to develop concepts such as moving into space. However, in some subjects, this is still developing. As a result, pupils do not gain the same depth of knowledge across the full range of subjects taught.

Leaders have identified clearly what children learn in the early years. This prepares them well for the Year 1 curriculum. In mathematics, children develop a secure understanding of the value of numbers to 10. They learn to count accurately and match numbers to groups of objects. In Years 1 to 6, pupils have opportunities to practise what they have learned. However, there is less opportunity for pupils to move on to apply what they know to more complex problems.

Leaders and staff accurately identify pupils with SEND. They regularly check the support pupils receive to make sure it is effective. Relevant targets are in place to ensure individual needs are well met. Pupils with SEND access the same curriculum as their peers. Parents are positive about the support their children receive.

Pupils benefit from a broad curriculum that extends beyond academic subjects. For example, the five-star pledge ensures all pupils will see a live theatre performance. Pupils develop into responsible and caring citizens. Leaders provide regular opportunities for pupils to make links with their own community and beyond.

Trustees and local governors have an accurate view of the strengths and priorities for improvement. They provide appropriate support and challenge to leaders. Staff value the training they receive to develop their leadership skills. They appreciate how leaders consider their workload and well-being.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that staff receive regular and detailed safeguarding training. Staff are alert to the possible signs of abuse and neglect. They quickly act on any concerns. Leaders ensure that pupils are given the right support in a timely manner. They keep meticulous records. Links with other agencies are strong. Staff recognise the importance of promoting pupils' health, well-being and emotional development.

Pupils feel safe at school. They have many opportunities to learn how to keep themselves safe through the curriculum, including when online.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Learning in some subjects is not as well thought out and sequenced as in others. As a result, pupils do not develop as deep an understanding in these subjects. Leaders need to ensure that all subjects are designed and implemented effectively so that pupils have the depth of knowledge they need to succeed.

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 first ungraded inspection since we judged the school to be good in February 2017.

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	136563
Local authority	Devon
Inspection number	10227064
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	74
Appropriate authority	Board of trustees
Chair of trust	Cheryl Mathieson
Headteacher	Anthony Arnold
Website	www.widecombe.thelink.academy/website
Date of previous inspection	21 to 22 February 2017, under section 5 of the Education Act 2005

Information about this school

- Widecombe-in-the-Moor Primary School is part of the Link Academy Trust.
- The school uses one registered alternative education provider.

Information about this inspection

- 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 physical education. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to pupils about their learning and looked at samples of pupils' work.
- The lead inspector listened to pupils in Years 1 and 2 read to an adult.

- Inspectors held meetings with the headteacher, the special educational needs coordinator, the school administrator, representatives from the Link Academy Trust, including trustees, and members of the governing body.
- An inspector met with the designated safeguarding leaders, checked the single central record of adults working in the school and looked at safeguarding records.
- Inspectors observed pupils' behaviour in class, around school and at breaktimes and held discussions with leaders about pupils' wider development.
- Inspectors gathered parents' views by considering responses to the Ofsted online survey, Parent View.
- Inspectors considered the views of a range of pupils through the pupil and staff surveys.

Inspection team

Lizzy Meadows, lead inspector

Ofsted Inspector

Jayne Keller

Ofsted Inspector

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