

Inspection of Stockland Church of England Primary Academy

Stockland, Honiton, Devon EX14 9EF

Inspection dates: 14 and 15 May 2024

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Requires improvement

The headteacher of this school is Rebecca Bendall. 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?

Staff and pupils share the same high expectations of each other. The school's values of love, kindness, respect and collaboration help pupils to develop their character, resilience and independence. As a result, pupils are confident, enjoy coming to school and attend very well. The school's ambition for achievement is also high. Learning is purposeful. Pupils, including those with special educational needs and/or disabilities (SEND), achieve well.

For its size, the school offers a wide range of clubs such as rounders, basketball and computer coding. Pupils love representing their school in sports, including cross country. At lunchtimes, older pupils run an art club for younger pupils. In the playground, pupils organise and play cricket and other ball games. Pupils of all ages play harmoniously together. Playtimes are joyful.

The school is a very happy place to be. Pupils' behaviour and attitudes to learning, are exceptional. Routines to promote excellent behaviour start from the early years and continue throughout the school. Strong relationships between staff and pupils foster a sense of belonging.

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

The school has improved in all areas since the last inspection. Leaders and governors have successfully led the school through a significant period of change. The school has recently joined a new multi-academy trust. Trust leaders work alongside school staff to help them implement a new, ambitious curriculum.

In subjects with well-established curriculums, like mathematics and English, staff teach content precisely so that pupils' learning builds securely. For example, in Reception, through exploration and consolidation children learn to count by rolling dice and making the correct number of jumps along a line on the floor. Older pupils extend their knowledge of fractions by using it to solve word problems confidently. However, in other parts of the curriculum, some subjects are not as clearly sequenced. Whilst the new adopted curriculum makes clear the key knowledge it wants pupils to learn, there has been insufficient time for this to be fully implemented and as a result pupils struggle to connect new learning with what they have learned previously.

Reading is a top priority. Children start to learn to read as soon as they begin the Reception Year. Staff systematically check pupils' understanding of phonics. Pupils use what they have learned to decode new words. Pupils practise reading regularly, reading books that match the sounds they know. This helps them become fluent and accurate readers. Swift support helps those who struggle with reading to catch up quickly. Pupils enjoy visiting the school library during breaktimes and lunchtimes.

Children in the early years cooperate well. They share resources and take turns as they explore activities. Staff develop children's communication and language skills by carefully modelling the vocabulary they want children to know. Activities allow children to develop and consolidate their learning through play. Staff successfully adapt activities so that pupils with SEND learn alongside their peers. As a result, most pupils with SEND learn well.

The curriculum for pupils' personal, social and health education (PSHE) is well designed. Pupils learn about online safety, healthy relationships and how their bodies change as they get older. Pupils learn to value difference and have a strong knowledge of different faiths. They can confidently make comparisons about places of worship and holy books. The school nurtures pupils' spiritual development through strong links with the local church. For example, pupils make and display poppy wreaths for Remembrance Day or take part in performances for the local community.

Older pupils have positions of responsibility such as supporting younger children in the dining hall or setting up equipment at playtimes. Pupils understand the difference they can make to the school. They enjoy raising money for the development of the nature area by selling homegrown pumpkins and bags of conkers.

The trust and local governors are supportive of the school. They ensure that staff benefit from frequent opportunities to visit other schools to work collaboratively and share expertise. Staff value this training and love working at the school. Most parents are pleased with the education their children receive.

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, the curriculum is new. As a result, pupils are not always able to connect new learning to what they have studied previously. The school and trust need to ensure that the curriculum is securely and consistently embedded, from the early years onwards, so that pupils know more and remember more.

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	137454
Local authority	Devon
Inspection number	10315615
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	Roger Willoughby
CEO of trust	Cheryl Weyman
Headteacher	Rebecca Bendall
Website	www.stocklandprimary.org.uk
Dates of previous inspection	4 and 5 March 2020, under section 5 of the Education Act 2005

Information about this school

- Stockland Church of England Primary Academy joined The Academies for Character and Excellence multi-academy trust in January 2024.
- The school is designated as having a religious character. The school is part of the Diocese of Exeter. At the most recent section 48 inspection of the school, carried out in November 2017, the school was judged to be good.
- The school does not use any alternative provision.

Information about this inspection

The inspectors 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.

- 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.
- The inspectors carried out deep dives in these subjects: early reading, mathematics and history. For each deep dive, the 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. The inspectors also spoke to leaders and pupils about the curriculum in some other subjects.
- 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 lead inspector listened to pupils read to a trusted adult.
- The inspectors observed pupils' behaviour in lessons and around the school site. Additionally, the inspectors spoke to pupils to discuss their views about the school.
- The inspectors considered responses to Parent View, Ofsted's online survey for parents. The inspectors considered comments made by parents online during the inspection and met with some parents at the start of the first day. The inspectors also considered responses to Ofsted's online survey for staff. There were no responses to Ofsted's pupil questionnaire.

Inspection team

Gavin Summerfield, lead inspector

His Majesty's Inspector

Sarah Tustain

Ofsted Inspector

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