

Inspection of a good school: Modbury Primary School

Barrack Road, Modbury, Ivybridge, Devon PL21 0RB

Inspection dates:

7 and 8 February 2023

Outcome

There has been no change to this school's overall judgement of good as a result of this ungraded (section 8) inspection. However, the evidence gathered suggests that the inspection grade might not be as high if a graded (section 5) inspection were carried out now. Inspectors are recommending the next inspection to be a graded inspection.

What is it like to attend this school?

Pupils enjoy attending Modbury Primary School. Almost all pupils would recommend it to a child moving into the area. They are proud to be members of the school community. Many pupils enjoy the leadership roles they have and the extra duties they volunteer for. For example, the 'playground buddies' are fundraising to buy a new 'buddy bench'.

Pupils live by the school motto, 'Be safe, kind and responsible'. Through the teaching they receive, they know how to keep themselves safe at home, on the beach and online. They show empathy towards other pupils who they know are dealing with their own 'troubles'. Generally, pupils behave well. They know what bullying is and say that it is rare. They are confident that staff would quickly stop it should it happen.

Leaders plan an enriching and extensive programme of trips, visiting speakers and activities for pupils. Leaders have carefully aligned these to the curriculum so there are clear links between pupils' learning in the classroom and these additional opportunities. For example, during the inspection, two classes were visiting a local zoo to better learn about animals and how they adapt to their natural environments.

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

Over the last year, leaders have revised the curriculum so that it is more ambitious. Leaders have planned the curriculum so that it supports pupils to build their knowledge steadily and logically from what they already know. In most subjects, this starts in the early years.

However, as this work is in its infancy, teachers do not yet have a secure enough understanding of the curriculum in all subjects and how best to deliver it. For example, in subjects such as history, there is a focus on developing pupils' skills as historians and not enough on remembering significant historical facts to underpin the development of these skills. This has been further amplified by many staffing changes in recent years.

Furthermore, teachers' use of assessment does not give them sufficient insight into what pupils have learned. As a result, teachers do not adapt their teaching, where necessary, to make sure that pupils gain and remember the knowledge they need.

Leaders have placed considerable emphasis on developing the reading curriculum. In Reception, children know their initial letter sounds and some more complex sounds. They are confident in blending sounds together. Pupils use their knowledge of phonics well when they come across an unfamiliar word. In all year groups, there is a love of reading. Pupils talk enthusiastically about their class text and the book they are reading for pleasure. Where pupils struggle, staff are quick to intervene, which means they do not fall behind.

While many pupils with special educational needs and/or disabilities (SEND) are achieving well, several parents express concerns about their child's experience at school. Leaders and governors recognise that the number of pupils with SEND is increasing. They have increased leadership capacity to make sure that pupils get the support they need. Parents have noticed the recent improvements.

Staff enjoy working at the school. They value the training they receive and appreciate leaders' efforts to reduce their workload.

Safeguarding

The arrangements for safeguarding are effective.

Staff are well trained to identify pupils who are at risk of harm. Leaders support pupils and families who need help. They reach out to other agencies and are not afraid to hold them to account to make sure families receive support.

Leaders conduct the necessary checks on the suitability of staff and volunteers to work with pupils.

Teachers ensure that pupils understand the risks they may face. Consequently, pupils know how to keep themselves safe. Pupils know that they can talk to any adult in school if they have a concern and that they will get the help they need.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, teachers do not have sufficient expertise to deliver the curriculum well. As a result, pupils do not learn as well as they could. Leaders need to ensure that staff have the subject and pedagogical knowledge they need to help pupils to retain knowledge over time.
- Teachers do not use assessment well enough. Therefore, they do not have an accurate understanding of how well pupils are following the curriculum. Leaders need to ensure that staff use assessment to inform their future planning so that pupils know and remember more across all subjects.

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 second ungraded inspection since we judged the school to be good in January 2014.

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	113335
Local authority	Devon
Inspection number	10268674
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	169
Appropriate authority	The governing body
Chair of governing body	Jane Greaves
Head of School	Louise Nicholls
Website	www.modburyprimaryschool.co.uk
Date of previous inspection	14 November 2017, under section 8 of the Education Act 2005

Information about this school

- Modbury Primary School is part of the South Hams Federation, a group of five schools in south west Devon. One governing board oversees all five schools.
- Leaders do not use any alternative provision.
- The head of school took up their post in September 2021. Two class teachers and the special educational needs coordinator took up their posts in September 2022.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in their evaluation of the school.
- The inspector met with the head of school and representatives from the federation, including the executive headteacher.
- A telephone discussion was held with a representative of the local authority.

- The inspector met with two members of the governing board.
- The inspector carried out deep dives in these subjects: early reading, English 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 where appropriate.
- To inspect safeguarding, the inspector scrutinised the single central record of adults working within the school and met with the headteacher, who is also the designated safeguarding leader. The inspector also spoke with pupils, staff and governors about the culture of safeguarding in the school.
- The inspector considered the responses to Ofsted's questionnaire for parents, Parent View, as well as the responses to the surveys for staff and pupils.

Inspection team

Iain Freeland, lead inspector

Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023