

# Inspection of Princetown Community Primary School

Princetown, Tavistock Road, Yelverton, Devon PL20 6QE

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Inspection dates: 7 and 8 February 2024

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

The head of school is Emma Byrom. This school is part of An Daras Multi Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Will Hermon, and overseen by a board of trustees, chaired by Stephen Tavener. There is an executive headteacher, Jo-Anne Callow who is responsible for this school and two others.

## **What is it like to attend this school?**

Pupils are happy and love coming to school. They are kind to others and behave well. Most pupils enjoy their learning, listen attentively and respond with enthusiasm. At social times, pupils play well together. Pupils enjoy the range of activities on offer to them in the playground. Pupils also enjoy spending time with the school dog, Simba.

Pupils are safe in school. They are well cared for. This is because adults have excellent relationships with pupils. There is a strong family feel to the school with pupils genuinely caring about each other.

The school has high expectations for pupils' achievement. While these expectations are realised for most pupils the school continues to work on the curriculum, with the intention that all pupils achieve the very best outcomes in all areas.

Community engagement is a strength of the school. Pupils make a real difference to their community and provide a soup kitchen during the harvest festival. The school works with the local visitor centre to display photographs of Dartmoor taken by pupils. Parents are overwhelmingly positive about the school. All the parents that completed Ofsted's online survey would recommend the school.

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

All pupils, including those with special educational needs and/or disabilities (SEND), are encouraged to become independent and confident learners. The school has designed an ambitious curriculum that is suitable for mixed-aged classes. The curriculum identifies the knowledge and skills pupils should learn from early years to Year 6. Pupils learn new content each year through a rolling programme. For example, in key stage 1 pupils learn about the continents and climate. As pupils move into key stage 2, they make links to concepts such as renewable and non-renewable resources.

A high-quality curriculum in the early years means that children make a good start to their education. Routines are well established. Most children follow these. Children typically enjoy high-quality interaction with adults. Most activities are stimulating and engaging. The school works to build children's confidence, particularly in writing, through activities such as 'drawing club', where children draw and write captions independently. However, some activities are not as well focused on the needs of children. When this happens, learning lacks depth.

Reading is a strength of the school's work. It is promoted in many ways, such as assemblies or parent reading cafes, where pupils read their versions of popular stories to their parents. The school has adopted a systematic approach to the teaching of phonics. Pupils learn to read as soon as they start school. They read books that match their phonics knowledge. Parents and carers have access to online books that match the sounds that pupils are learning. Regular assessments mean

that staff spot any pupils who are at risk of falling behind. Swift interventions and support mean that these pupils catch up quickly. This includes pupils who may still need some help with reading in key stage 2. Beyond phonics, there is a structured reading curriculum. Pupils read a range of thought-provoking books about different families and cultures to help them explore themes of respect and tolerance. This approach has resulted in very strong outcomes in reading.

Assessment is used well. Staff use a range of quizzes and questions to check pupils understanding and any misconceptions. Pupils receive feedback that moves their learning forward. For example, in mathematics, teachers' strong subject knowledge, skilful questioning and effective feedback ensure that pupils consolidate and deepen their mathematical understanding.

The school supports pupils' personal development well. The personal, social, health and economic education curriculum teaches pupils about healthy lifestyles and positive relationships. Most pupils understand fundamental British values and have an age-appropriate understanding of the protected characteristics. As a result, most pupils show respect for those whose beliefs are different from their own. Pupils attend and enjoy a range of clubs that develop their talents and interests. These include sewing, football and board games.

Pupils' attendance and punctuality is a high priority. The school supports families to help them overcome any barriers which prevent pupils attending school. Systems to tackle persistent absence are robust. As a result, the number of pupils persistently absent from school is reducing.

Trustees and governors know the school well. They have an accurate view of the strengths and priorities for improvement. They provide effective challenge and support. Staff are valued and appreciated. Their workload and well-being are considered. Staff enjoy working at the school.

## **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 subject areas, including the early years, the curriculum is not implemented as intended. Sometimes, activities are not well-matched to pupils needs. As a result, pupils do not gain the depth of knowledge they should across all subjects. The school and trust need to ensure that weaker areas of the curriculum are developed and implemented to the same quality as more successful areas, 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

<b>Unique reference number</b>	147494
<b>Local authority</b>	Devon
<b>Inspection number</b>	10315630
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	46
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Stephen Tavener
<b>CEO of the trust</b>	Will Hermon
<b>Headteacher</b>	Jo-Anne Callow (executive headteacher), Emma Byrom (head of school)
<b>Website</b>	<a href="https://princetowncp.eschools.co.uk/">https://princetowncp.eschools.co.uk/</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- Princetown Community Primary School converted to become an academy in October 2019. When its predecessor school, Princetown Community Primary School, was last inspected by Ofsted, it was judged to be good overall.
- The school is smaller than the average-sized primary school.
- The proportion of pupils who are known to be eligible for free school meals is well above the national average.
- The proportion of pupils with SEND and with education, health and care plans is well above the national average.
- 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.
- Inspectors met with the executive headteacher, the head of school, the special educational needs coordinator, the designated safeguarding leads, members of staff, the trust chief executive officer, representatives from the board of trustees, and the chair and a member of the governing body.
- Inspectors carried out deep dives in early reading, mathematics and geography. For each deep dive, inspectors discussed the curriculum with subject leaders, visited samples of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. Inspectors also discussed 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.
- Inspectors considered the responses to Ofsted's online survey, Parent View, including the free-text comments, and the staff survey.

### **Inspection team**

Gavin Summerfield, lead inspector

His Majesty's Inspector

Sarah Tustain

Ofsted Inspector

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