

Inspection of a school judged good for overall effectiveness before September 2024: Sampford Peverell Church of England Primary School

Higher Town, Sampford Peverell, Tiverton, Devon EX16 7BR

Inspection dates: 28 January 2025

Outcome

Sampford Peverell Church of England Primary School has taken effective action to maintain the standards identified at the previous inspection.

The headteacher of this school is Sarah Price. This school is part of Ventrus 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, Gary Chown, and overseen by a board of trustees, chaired by David Edwards.

What is it like to attend this school?

Pupils love to come to this inclusive school. They consistently meet the school's high expectations. Staff weave the school's values of kindness, forgiveness, respect, honesty, teamwork and courage throughout the day. These values support pupils in how they learn and behave. Pupils show impeccable manners and are considerate of others. They greet adults and visitors with a warm smile or a friendly wave.

The school has high ambition for what it expects pupils to achieve, and this is realised in practice. This starts in the early years and builds as pupils move through the school. Pupils rise to these expectations. They show positive attitudes to learning, listen attentively and follow instructions. Pupils work hard and support each other. They show pride in their achievements.

Pupils value the opportunities that develop their talents and interests. These include sports, music and creative clubs. The school enriches the curriculum well. Pupils' spiritual, moral, social and cultural understanding is promoted effectively through experiences such as visits to local places of worship, including the church and mosque.

The school's work to improve pupils' attendance is highly effective. As a result, pupils' attendance is well above the national average. Parents and carers appreciate the hard work and dedication shown by staff.

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

The school has designed an ambitious curriculum. It matches the breadth of the national curriculum. In most subjects, the school identifies the knowledge it wants pupils to learn and the order in which it is taught. This helps pupils build on their knowledge as they move through the school. For example, in mathematics, younger pupils divide numbers into two equal groups. Older pupils build on this knowledge and solve problems involving decimals.

In well-established subjects, staff have strong subject knowledge and present learning clearly. They check pupils' understanding effectively. Staff use 'marvellous mistakes' to improve pupils' understanding. However, in some subjects, the curriculum is being developed. Sometimes, the knowledge that pupils should learn and remember is not clear. Furthermore, some activities that teachers plan do not deepen pupils' learning well enough.

Children in the Nursery and Reception classes gain a positive start to their education. They follow routines eagerly. Children play together well. A wide range of purposeful activities and resources excite and spark children's interest.

Reading is a priority. In the early years, children build a love of stories, rhymes and songs which get them used to hearing different sounds. Children begin to learn phonics as soon as they join the Reception Year. Staff receive effective training in early reading. As a result, there is a consistent approach to teaching reading. Pupils practise reading books that match the sounds that they know. This helps them to read with confidence and enthusiasm. Pupils who fall behind with their reading receive timely support. This helps them to catch up with their peers.

Staff quickly identify pupils with special educational needs and/or disabilities (SEND) and stay well-informed about their needs. They work with parents to set clear targets for pupils. Staff adapt learning so that pupils with SEND learn successfully alongside their peers. As a result, the school meets pupils' needs well. Clear systems and high expectations mean that across the school, pupils' behaviour is exemplary.

The school's provision for pupils' personal development prepares them well for life beyond Sampford Peverell. Pupils learn how to stay safe online. Through their actions, pupils demonstrate an awareness of the fundamental British values, such as democracy and the rule of law. Pupils develop a mature appreciation of equality, difference and respect.

The personal social and health education curriculum supports pupils to understand puberty and the importance of consent. Pupils learn about healthy relationships and what makes a good friend. Older pupils proudly take on positions of responsibility, such as school council, play leaders, eco-council and librarians. Pupils feel listened to and enjoy

helping the school community. Pupils love the opportunity to go on three residential visits, including one in London, throughout key stage 2. These build pupils' independence and confidence.

The school is led with compassion and kindness. Governors and trustees know what the school is doing well and where it needs to improve. They have the knowledge and expertise to provide effective challenge to the school and to support the well-being of staff, including the headteacher. Staff value the training they receive to develop their skills and subject knowledge.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The school has not organised or connected knowledge well enough in some of the foundation curriculum subjects. This means that pupils do not achieve consistently well in these subject areas. The trust needs to define clearly the important knowledge that pupils need to learn and ensure that planned activities deepen pupils' knowledge effectively.

Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024 graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. 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's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection 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 for overall effectiveness in 2 and 3 July 2019.

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

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| Unique reference number | 137651 |
| Local authority | Devon |
| Inspection number | 10344622 |
| Type of school | Primary |
| School category | Academy converter |
| Age range of pupils | 2 to 11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 120 |
| Appropriate authority | Board of trustees |
| Chair of trust | David Edwards |
| CEO of the trust | Gary Chown |
| Headteacher | Sarah Price |
| Website | www.sampford-peverell-primary.devon.sch.uk |
| Dates of previous inspection | 2 and 3 July 2019, under section 5 of the Education Act 2005 |

Information about this school

- The school is smaller than the average-sized primary school. It has provision for two-year-olds as part of a mixed Nursery and Reception class, although currently no two-year-olds attend the school.
- The school has a Christian character. It is part of the Diocese of Exeter. The last section 48 inspection was on 14 November 2024. The next section 48 inspection will usually take place up to five years after this time.
- The school does not use any alternative provision.

Information about this inspection

- Inspections are a point-in-time evaluation about the quality of a school's education provision.

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in their evaluation of the school.
- Inspectors spoke with school leaders, subject leaders, parents, pupils, members of the local governing board, trustees and representatives from the trust.
- To evaluate the effectiveness of safeguarding, the inspector: 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 visited a sample of lessons, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors observed pupils' behaviour in lessons and around the school.
- Inspectors considered responses to the online survey, Ofsted Parent View, including the free-text responses. They also considered responses to the staff survey.

Inspection team

Gavin Summerfield, lead inspector

His Majesty's Inspector

Carl Thornton

Ofsted Inspector

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