

Inspection of Monkerton Community Primary School

Sestertius Road, Monkerton, Exeter, Devon EX1 3WS

Inspection dates: 7 and 8 June 2023

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

What is it like to attend this school?

Leaders' sharp focus on developing a new school ethos, curriculum and community has been highly successful. Following the school's opening in September 2020, leaders have worked hard to support the school's growing population. Leaders have high expectations of all pupils, including those with special educational needs and/or disabilities (SEND).

Pupils are happy and enjoy coming to school. They are polite and respect others. Relationships with staff and pupils are very strong. This creates a nurturing environment, where pupils thrive. Children in early years get off to an exceptionally strong start. They respond well to the high expectations leaders have of them.

Pupils benefit from a variety of after-school clubs and trips. Pupils talk positively about the trips that enhance the curriculum. For example, pupils visited Rosemoor Garden Centre to develop their understanding of plants in science. All pupils are supported, both academically and pastorally. They meet with their 'school mentor' regularly to discuss how well they are doing.

Parents speak highly about the school. They value the care and nurture that staff provide. Parents praise the many opportunities available to the pupils. They enjoy attending events that showcase their child's achievements, such as the recent choir concerts.

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

Leaders have designed an ambitious curriculum, starting in early years. Teachers are clear about the knowledge pupils need to learn to prepare them well for their next stage. Leaders have prioritised the development of staff subject knowledge. This helps teachers to break learning down into smaller steps, so that pupils can build their knowledge well.

Leaders are highly ambitious for pupils with SEND. They identify pupils' needs accurately. Teachers think carefully about how to adapt learning to enable these pupils to be successful. Pupils with specific needs are supported by specialist staff. As a result, pupils with SEND build their knowledge well over time.

Teachers use a variety of strategies to help pupils learn, including the effective use of technology. Pupils revisit prior learning to support new learning. This helps them to deepen their understanding. However, some teachers do not use assessment precisely enough to determine what pupils know and remember. As a result, subsequent learning is not adapted when needed and some pupils do not build their knowledge as well as they could.

Children in early years flourish. They learn an exceptional curriculum that supports them to excel. They are curious about the world around them and share a love of

learning. Children sustain high levels of engagement throughout the provision. They develop their speaking and listening skills through carefully organised learning activities, where adults develop language skilfully. Children are supported to deepen their knowledge well.

Leaders show determination for pupils to succeed in learning to read and to develop a love of reading. This starts in Nursery where children enjoy a range of high-quality texts that excite them. Pupils enjoy having stories read to them and visiting the school library. As a result, they have a love of books and authors. While learning to read, pupils are well supported by staff, who have a secure understanding of the phonics programme. Pupils read books that match the sounds they know. This helps pupils to practise their reading and grow in confidence. Leaders identify pupils who fall behind and support them to catch up quickly.

Behaviour is exemplary across the school. Pupils show high levels of engagement and interest in all that they do. Routines are well known by pupils and this starts in early years. They take turns, share well and look after each other. Pupils in Year 2 act as role models and they take pride in this responsibility.

Leaders prioritise the personal development of pupils. This is at the heart of the curriculum. Leaders provide many enrichment opportunities that go beyond the academic. Pupils are taught how to look after themselves. They know how to keep themselves fit and healthy. Pupils are well prepared for life in modern Britain. They have a lived experience of democracy, when they vote regularly in the dining hall for 'rate my plate'. Pupils have an awareness of difference. They know that everyone should be treated the same.

Senior leaders and governors are highly ambitious and determined for all pupils to succeed across the curriculum. There is a relentless drive to provide training that supports staff development. Staff value working with colleagues within the trust. They share that this supports their well-being and workload.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that the appropriate recruitment checks are in place for adults who work at the school. Staff receive regular safeguarding training. This helps them to identify pupils who may be at risk of harm. Staff are confident about how to report and record any concerns about pupils. If there is a concern, leaders act quickly. They gain further support from outside agencies for families who need it.

All pupils feel safe. They know that adults will help if they have any worries or concerns. Pupils are taught how to keep themselves safe in the wider world, including keeping safe when out in the sunshine.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some teachers do not check that all pupils are secure in their understanding of new knowledge. As a result, some pupils do not deepen their understanding of the curriculum as well as they could. Teachers need to ensure that gaps in knowledge are known accurately, and learning is adapted to enable pupils to deepen their knowledge well over time.

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	147846
Local authority	Devon
Inspection number	10256600
Type of school	Primary
School category	Academy free school
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	294
Appropriate authority	Board of trustees
Chair of trust	Samantha Chapman
Headteacher	Jonathan Bishop
Website	https://mcps.education
Date of previous inspection	Not previously inspected

Information about this school

- Monkerton Primary Community Primary School is part of the Cornerstone Academy Trust.
- The school opened as a free school in September 2020 and moved onto the current site in September 2021.
- Currently, there are pupils in Nursery, Reception, Year 1 and Year 2.
- The headteacher is also the chief executive officer of the multi-academy trust.
- Leaders provide a before- and after-school club.
- 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.

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with leaders 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 music. 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. Inspectors also spoke to leaders and pupils about the curriculum in some other subjects.
- The inspectors spoke with school leaders, subject leaders, parents, pupils, governors and representatives from the trust.
- The lead inspector listened to pupils read to a trusted adult.
- To evaluate safeguarding, the inspectors spoke to the designated safeguarding leader, staff, governors and pupils, and evaluated record-keeping and staff training.
- 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 Ofsted 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. Inspectors also considered responses to Ofsted's online survey for pupils and staff.

Inspection team

Esther Best, lead inspector

His Majesty's Inspector

Deborah Wring

Ofsted Inspector

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