

Inspection of Whipton Barton Junior School

Whipton Barton Junior School, Hill Lane, Whipton, Exeter, Devon EX1 3JP

Inspection dates: 20 and 21 June 2023

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

What is it like to attend this school?

Pupils are proud to be part of Whipton Barton Junior School. They attend well and are caring towards others. The relationship between staff and pupils is warm and respectful. Pupils feel safe and are confident in staff to help them if they have any worries or concerns.

Staff have high expectations for everyone. Pupils appreciate the rewards they receive for their good conduct and learning. They enjoy learning, both in the classroom and beyond. Pupils talk with enthusiasm about strengthening their knowledge through visits to places of interest, such as a rainforest biome.

Pupils enjoy holding debates and expressing their views on important topics or current affairs. They communicate clearly and develop their confidence as a result. They recognise that it is important to listen to the views of others.

At social times, pupils mix happily with one another. They understand the importance of treating everyone fairly. Pupils develop responsibilities through a range of roles, including play leaders, librarians and mental health ambassadors. They participate in local civic projects. These support them to become active citizens in their school and in the community. Pupils take part in a range of extra-curricular clubs, which enhance the curriculum. They value these opportunities, as do parents.

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

Pupils follow an ambitious curriculum. While recent improvements to the curriculum have not yet had an impact on published outcomes, they are having a positive impact on how well pupils learn new knowledge currently. In most subjects, leaders have carefully identified the important knowledge that they want pupils to learn. Teachers check pupils' understanding of this regularly. They provide timely support for anyone who has fallen behind so that they catch up quickly. As a result, pupils build new learning on firm foundations. For example, in mathematics, pupils enjoy and know how to find solutions to difficult problems.

However, in some subjects, leaders have not defined the content of the curriculum precisely enough. The small steps that pupils need to take to build up their understanding are not explicit. As a result, pupils are not able to build securely on what they already know.

The reading curriculum is well organised and sets out what pupils should know and by when. Pupils read books that match the sounds they have learned. This helps pupils to read with confidence and fluency. Leaders have identified essential high-quality texts for pupils to read. Pupils develop a good understanding of such texts. They enjoy visiting the school library to select books to read in their leisure time.

Pupils understand the importance of reading. They know that by reading successfully they are well prepared for future learning.

Leaders have created an inclusive environment. Pupils with special educational needs and/or disabilities are well supported. Leaders provide staff with advice and support when needed. They work with external agencies to provide well-planned support to meet pupils' needs.

Leaders ensure that everyone understands the expectations for learning. Pupils take pride in their school and their work. They know how to learn effectively using 'STAR' values. For example, they remember to sit up straight and track the speaker. They listen carefully to those speaking and answer questions with confidence. Pupils understand why education is important and strive to do their best.

Leaders place pupils' personal development at the heart of the curriculum. They have deliberately planned opportunities within the curriculum for pupils to participate in wider experiences. Pupils speak excitedly about a recent whole-school trip to see an opera, for example. They learn about a range of cultures and religions. Pupils demonstrate respect and tolerance for others. They are well prepared for life in modern Britain.

Pupils know how to keep themselves healthy, both physically and mentally. They enjoy taking part in 'run a mile' and participating in sporting activities. They understand the need to eat well and keep active. Pupils value periods of reflection during the school day. They say this helps them to 'recharge' and think about what they have learned.

Leaders, including those from the trust, continually strive to improve the school further. Senior leaders have strengthened wider leadership roles across the school, for example. Staff value the consideration that leaders give to their well-being and workload.

Safeguarding

The arrangements for safeguarding are effective.

Leaders act with the interests of the pupils at the forefront of their minds. Staff understand that safeguarding is everyone's responsibility. They are confident to report any concerns they have.

Leaders work diligently to secure the support pupils and their families need to be safe. They are confident to challenge external agencies when they are not satisfied with the resolution. Trust leaders carry out the required checks when new staff start work at the school.

Pupils learn how to keep safe through the curriculum. They understand the importance of being safe online, particularly when they use technology outside of school.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, leaders have not outlined precisely the content of the curriculum or the sequence in which it is taught. This means that pupils are not able to build confidently on what they already know or prepare for what comes next. Leaders should ensure that all subjects are sequenced in a way that supports pupils to build up their knowledge 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	146578
Local authority	Devon
Inspection number	10268187
Type of school	Junior
School category	Academy converter
Age range of pupils	7 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	208
Appropriate authority	Board of trustees
Chair of trust	Andrew Mulcock
Headteacher	Louise Moretta
Website	www.whiptonbarton.org
Date of previous inspection	Not previously inspected

Information about this school

- Whipton Barton Junior School became part of the Ted Wragg multi-academy trust in March 2019.
- The headteacher joined the school in June 2022.
- The school does not use any alternative providers.

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. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, senior leaders from the multi-academy trust, including the chief executive officer, and the chair of the local governing body.

- Inspectors carried out deep dives in these subjects: reading, mathematics, physical education and geography. 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. Inspectors also spoke with senior staff about the curriculum and with pupils about their learning in other subjects.
- To inspect safeguarding, the lead inspector scrutinised the single central record and spoke with the designated safeguarding lead. Inspectors held discussions with pupils and staff to evaluate the culture of safeguarding in the school.
- Inspectors took into account the responses to Ofsted's online survey for parents, Parent View, and the responses to the questionnaire for staff.

Inspection team

Liz Geller, lead inspector

His Majesty's Inspector

Matthew Shirley

Ofsted Inspector

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