

# Inspection of Brixington Primary Academy

Brixington Lane, Exmouth, Devon EX8 4JQ

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Inspection dates: 15 and 16 February 2022

## **Overall effectiveness**

**Good**

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The quality of education

**Good**

Behaviour and attitudes

**Good**

Personal development

**Good**

Leadership and management

**Good**

Early years provision

**Good**

Previous inspection grade

Requires improvement

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

The school's values of friendship, respect, honesty, endeavour and sportsmanship permeate the school and how pupils learn. Pupils understand these values and why they are important. Staff are ambitious for what they believe pupils can achieve. Staff understand the importance of strong relationships. Pupils appreciate this and feel safe in school.

The school is calm and has a purposeful atmosphere. Pupils are polite and confident and say that most pupils behave well. Adults have high expectations of pupils' behaviour and conduct. This continues at playtimes. Pupils use the variety of equipment to develop their physical health and play together well. Pupils say that they have no concerns about bullying. They are confident that staff would sort out any problems quickly should they occur.

Pupils are part of an inclusive learning environment. They show tolerance and appreciate each other's differences. Pupils talk highly about the 'Endeavour Award' and the 'Values Cup' and what it means to achieve them. Pupils learn about democracy through applying to be house captains and canvassing for votes. They also have opportunities to hold other important roles such as reading ambassadors, members of the ethos team, school council and eco team.

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

Leaders have designed an ambitious curriculum for all pupils including those with special educational needs and/or disabilities (SEND) and disadvantaged pupils. Children in early years get off to a strong and well-supported start. Children benefit from an effective curriculum that widens their vocabulary and develops their understanding of phonics and number.

Leaders have recently changed the phonics programme. Leaders recognised the need to improve the approach to early reading so that pupils are well prepared for the next stage of their learning. The teaching of phonics is effective. Pupils learn to recognise letters and the sounds they make in Reception and key stage 1. Older pupils enjoy reading. Teachers provide pupils with opportunities to read regularly and for enjoyment. The school has recently invested in a wide range of texts to support the new phonics scheme and the focus on reading for pleasure. These include texts that aid pupils' growing knowledge of diversity and equality.

In early years, there are many opportunities for children to develop their physical and language and communication skills. Leaders have structured effective learning activities in the indoor and outdoor environment. Children enjoy learning through these activities. Staff encourage children to develop their problem-solving and critical-thinking skills. There is a rigorous approach to monitoring how successfully children learn. This ensures that children develop strong understanding. They are

prepared well for Year 1. Pupils in key stage 1 and 2 talk confidently and with enthusiasm about their learning. They enjoy a wide range of subjects.

Leaders have invested in time and training to improve subject leadership. As a result, subject leaders make sure that the curriculum, in most areas, details the important knowledge that pupils need to learn. This ensures that pupils build on what they already know and remember important knowledge. However, this is not as well embedded for some subjects. Leaders know that there is still some work to do so that the precise knowledge they want pupils to learn is identified clearly.

Staff support pupils with SEND well. Leaders identify pupils' needs early which ensures that learning can be adapted effectively. Leaders identify barriers to learning in each subject. Teachers then use this information to make careful adjustments to activities. Teachers regularly check all pupils' learning. This informs the structure of lessons and identifies pupils' misconceptions quickly. Staff use this information to help pupils learn well. This is most effective in English and mathematics.

Pupils conduct themselves well around the school. Low-level disruption is rare. Pupils are keen to do their best. They know what is expected from them and respond to this positively. Pupils remember their learning in some aspects of their personal development very well. Leaders have prioritised key areas such as democracy and staying safe online and in relationships. Pupils broaden their understanding of culture and diversity through links with Uganda. However, this is less effective in other areas of their personal development. For example, pupils are not as aware of the difficulties that some people might face due to their personal characteristics, such as gender.

Staff feel well supported by the senior leadership team. They value the training and time they have had to develop as teachers and subject leaders. The trust uses its detailed knowledge of the school to provide support and challenge. This has been an integral part of the school's journey of improvement.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders take appropriate action to keep pupils safe. Staff know pupils and their families well. All staff are well trained and receive regular and up-to-date information. Leaders take account of local risks and make sure that this information is passed on to staff. As a result, staff are well placed to keep a close eye on pupils they know to be vulnerable or at potential risk of harm. Staff know that safeguarding is everyone's responsibility. They teach pupils how to keep themselves safe through the curriculum. For example, pupils learn about fire safety. Leaders also teach pupils how to keep themselves safe online.

## What does the school need to do to improve?

### (Information for the school and appropriate authority)

- Leaders have not identified the most important knowledge they want pupils to learn clearly enough in some foundation subjects. This means that, at times, the implementation of the intended curriculum is not effective. Leaders need to identify, sequence and prioritise key knowledge and concepts so that teachers can implement, and assess the ambitious outcomes they are aiming for.
- The quality of the personal development offer is variable. Some aspects are stronger than others. Where elements of the provision are not delivered effectively, pupils are not clear, and at times confused, about what they have learned. Leaders need to ensure that all aspects of pupils' personal development learning are implemented well so they can learn with greater success.

## 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.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## 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

<b>Unique reference number</b>	142044
<b>Local authority</b>	Devon
<b>Inspection number</b>	10211727
<b>Type of school</b>	Primary
<b>School category</b>	Academy sponsor-led
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	359
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Alexander Walmsley
<b>Headteacher</b>	Stuart Dyer
<b>Website</b>	<a href="http://www.brixington.devon.sch.uk">www.brixington.devon.sch.uk</a>
<b>Date of previous inspection</b>	21-22 March 2018

## Information about this school

- Brixington Primary Academy is part of The First Federation Trust.
- The school has an on-site nursery provision.
- The school uses no alternative provision.

## Information about this inspection

The inspectors carried out this 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 held meetings with the head of school, deputy headteacher, assistant headteachers, curriculum leaders, the special educational needs coordinator and staff. In addition, the lead inspector met with the chair of the East hub along with other hub representatives, the chair of trustees and the trust's chief executive officer.

- Inspectors carried out deep dives in these subjects: early reading, mathematics, science, art and physical education. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers and pupils and looked at samples of pupils' work.
- Inspectors listened to pupils in Years 1, 2 and 3 read to an adult.
- Inspectors considered how well the school protects pupils and keeps them safe.
- Inspectors observed pupils' behaviour in lessons and around the school site.
- Inspectors listened to the views of parents at the start of day two. The 91 responses to the online survey, Ofsted Parent View, including 56 free-text responses were also considered, along with 31 responses to the staff survey.

### **Inspection team**

Leanne Thirlby, lead inspector

Her Majesty's Inspector

Sarah Ryder

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