

Inspection of a school judged good for overall effectiveness before September 2024: Charleton Church of England Academy

West Charleton, Kingsbridge, Devon TQ7 2AL

Inspection date: 1 April 2025

Outcome

Charleton Church of England Academy has taken effective action to maintain the standards identified at the previous inspection.

The headteacher of this school is Hannah Ruston. This school is part of Learning Academy Partnership (South West), which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Tracey Cleverly, and overseen by a board of trustees, chaired by Joanne Tisdall.

What is it like to attend this school?

Pupils live up to the school's goal of 'striding forwards together'. They treat each other with high levels of respect and discuss ideas together thoughtfully. Older pupils look out for younger children and are keen to set a good example. As a result, the school has a warm, positive atmosphere. It is described by parents as a 'big family.'

The school has high expectations of pupils' achievement. Pupils are committed learners and achieve well. For example, they are excited to share their knowledge of local artists and how scientists study changes in the environment.

Pupils make an active contribution to school life. For instance, they suggest and organise their own clubs and activities. The school supports them to put their ideas into practice. Pupils are proud to hold positions of responsibility, such as being a member of the school council, librarian or 'PE monitor'. These experiences develop pupils' teamwork and leadership skills.

Pupils benefit from an extensive range of extracurricular opportunities. For example, they attend several residential visits and take part in many clubs, such as coding, cheerleading and cooking. The school removes barriers to pupils' participation so that they all benefit from these opportunities.

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

Pupils build their knowledge and understanding in all the subjects that they learn. In the early years, for instance, children gain an understanding of number, which prepares them well to learn mathematics in key stage 1. Pupils follow a broad and ambitious curriculum, and the school has ordered carefully what they learn and when. For example, in geography, pupils learn about the water cycle, then go on to learn about local rivers and those further afield, such as the Nile.

Teachers have suitable subject knowledge. They present new information clearly and correct pupils' misconceptions swiftly. In Reception Year, there is a sharp focus on teaching the vocabulary that children need later on. This continues into the later years, where pupils develop a broad vocabulary. Typically, pupils build on what they have learned previously. However, on some occasions, the work that pupils do is not matched well enough to their starting points. Consequently, pupils sometimes do not deepen knowledge sufficiently.

Children start learning to read as soon as they join Reception Year. The school implements an effective early reading programme that develops pupils' reading fluency and confidence. Pupils read books that match closely to the sounds they are learning. Older pupils with gaps in their phonics knowledge receive the support they need to catch up. Pupils, of all ages, enjoy poetry and going to the theatre to see stories brought to life.

The school has strengthened its work to identify the needs of pupils with special educational needs and/or disabilities (SEND). Consequently, it knows what support it should provide. Teachers receive useful information to help them meet pupils' needs. There are effective systems to communicate with parents and to check how well pupils with SEND achieve and build their independence. As a result, most pupils with SEND learn the curriculum well.

The school has high expectations of pupils' behaviour. Pupils learn without disruption and follow routines willingly. The school encourages high attendance and good punctuality. It works effectively with families to help reduce absence.

Pupils develop a strong understanding of civic responsibility. This is the result of a well-planned personal development curriculum. Pupils take part in a litter-pick on a local beach, for example, and send Christmas cards to isolated members of the community. Pupils raise funds and make donations to local and global charities. The school encourages pupils to reflect on the difference they can make individually and collectively.

The school has designed an effective personal, social and health education programme. Pupils learn how to care for themselves and others. Older pupils know how to keep themselves safe online, and children start learning about healthy eating in the Reception Year. The school tailors its programme to its local area. For example, pupils learn about water safety and first aid. Pupils feel safe in the school and are confident to speak with an adult if something is worrying them.

The school has ensured that pupils have many opportunities to develop their talents and interests. For instance, they learn to play musical instruments, such as steel pans and the violin, and start learning how to write music. Pupils participate in a range of sporting activities, such as dodgeball, football and sailing.

School and trust leaders know the school's strengths and what it needs to do to enhance the quality of teaching. Trustees and local governors understand and fulfil their responsibilities effectively.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- On some occasions, the school does not match work well to pupils' starting points. As a result, pupils sometimes do not deepen their knowledge and understanding sufficiently. The school should ensure that the curriculum is adapted to build precisely on what pupils already know and can do.

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 second ungraded inspection since we judged the predecessor school, Charleton Church of England Primary School, to be good for overall effectiveness in June 2015.

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

Unique reference number	144073
Local authority	Devon
Inspection number	10344798
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	34
Appropriate authority	Board of trustees
Chair of trust	Joanne Tisdell
CEO of the trust	Tracey Cleverly
Headteacher	Hannah Ruston
Website	www.charleton-lap.co.uk
Date of previous inspection	22 January 2020, under section 8 of the Education Act 2005

Information about this school

- The school's religious character is Church of England. It is in the Diocese of Exeter. The school received its last Section 48 inspection in March 2025.
- This school is part of the Learning Academy Partnership (South West) academy trust.
- The school has a nursery provision, but currently no children attend.
- The school does not currently 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. 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 headteacher and other leaders, members of the local governing body and a trustee. They also reviewed documentation and spoke with a range of staff.
- Inspectors visited a sample of lessons, spoke to some pupils about their learning and looked at samples of pupils' work. They also met with pupils to talk about their experience of school life and observed breaktimes and lunchtimes.
- To evaluate the effectiveness of safeguarding, 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 views of parents submitted via Ofsted Parent View, including the free-text comments, and reviewed the responses to Ofsted's survey for school staff and pupils.

Inspection team

James Oldham, lead inspector

His Majesty's Inspector

Matthew Shirley

Ofsted Inspector

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