

# Rydon Primary School

Address: Rydon Road, Kingsteignton, Newton Abbot, Devon, TQ12 3LP

Unique reference number (URN): 137528

## Inspection report: 10 March 2026

Exceptional	
Strong standard	●
Expected standard	● ● ● ● ● ●
Needs attention	
Urgent improvement	

### ✔ **Safeguarding standards met**

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

#### **How we evaluate safeguarding**

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

## Strong standard ●

### Personal development and wellbeing

Strong standard ●

Leaders have designed an extensive personal development programme, expertly tailored to the school's context. Pupils enjoy learning from visitors to the school, such as a Paralympian athlete.

Pupils demonstrate a deep understanding of the current political landscape when debating what Britain would be like without the values of tolerance and mutual respect. Pupils take pride in the school's welcoming ethos, where anyone and everyone belongs. This is a direct result of the securely embedded school values that pupils live and breathe. Pupils have an excellent understanding of the various cultures in modern Britain. They enjoy visits to a local mosque and church, which help them to learn about different religions, such as Christianity and Islam.

The relationships and sex education and health education curriculum gives older pupils an age-appropriate understanding of healthy relationships. Pupils recognise fully the benefits to the online world, but they equally understand the risks of the internet. They demonstrate an acute awareness of how to stay safe.

Leaders are relentless in their pursuit of equality. They ensure the most disadvantaged pupils access the full school offer. Leaders have ensured that clubs are wide and varied. They include specific clubs requested by the children, such as girls and boys football, and board games. Pupils speak enthusiastically about recent gymnastics and rugby competitions.

Pupils proudly take on positions of responsibility. They enjoy being school ambassadors or school councillors. They demonstrate an in-depth understanding of democracy as they vote for the representatives from their own classes. Pupils make a difference as positive members of the community. Pupils develop their character by taking part in local competitions. They also engage with the local waste service to learn about food waste, leading assemblies on recycling and demonstrating a growing understanding of sustainability.

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## Expected standard ●

### Achievement

Expected standard ●

Pupils progress well through the curriculum from the early years to the end of key stage 2. They typically achieve in line with the national averages in reading, writing and mathematics. The work pupils produce in books also demonstrates that pupils develop their knowledge, understanding and skills effectively across the curriculum. As a result, pupils are well prepared for the next stage of their education.

Pupils with special educational needs and/or disabilities and those who are disadvantaged make suitable progress from their starting points. Teachers pinpoint any gaps that pupils

may have in their learning and quickly address these. Leaders prioritise early reading, writing and mathematics. Pupils across the school benefit from an effective phonics and reading scheme that supports them to read fluently and in line with their peers nationally. Pupils revisit key ideas and learn to look for connections between subjects to help them to remember their learning.

## **Attendance and behaviour**

**Expected standard** 

Leaders check pupils' attendance closely. They identify and monitor pupils who are frequently absent. Leaders develop positive relationships with families and pupils, taking a thoughtful approach when addressing any attendance concerns that arise. Leaders work collaboratively with parents and carers to overcome any barriers that exist, for example through the use of the school pastoral team, who offers bespoke support where needed. Consequently, pupils' attendance, including those who are disadvantaged, is broadly in line with national averages.

Pupils' behaviour across the school, including during social times, is typically calm and respectful. Leaders promote secure relationships between staff and pupils. As a result, pupils display positive attitudes to learning and staff know pupils well. They offer the right support, which enables pupils to manage their own feelings and emotions. Pupils understand how the school's values enable them to be responsible members of their school community. They embrace difference and treat others with dignity and respect. In the rare moments where behaviour falls short of leaders' expectations, staff respond effectively. Leaders carefully track behaviour trends. If pupils report any discriminatory behaviour, leaders and staff address problems promptly and provide appropriate support to the pupils involved.

## **Curriculum and teaching**

**Expected standard** 

The school, supported by the trust, has moved at pace to establish an ambitious curriculum. Leaders have ensured that the curriculum is carefully sequenced so that pupils build their knowledge well over time. Pupils enjoy their learning. For example, they learn about life in Brazil and enjoy finding out about varying climates.

Leaders equip teachers with the subject knowledge they need to deliver the curriculum well. Pupils with special educational needs and/or disabilities, and those facing other challenges, access the same learning alongside their peers. Teachers have an in-depth understanding of gaps pupils have in their learning. They put appropriate support in place to help these pupils catch up.

Teachers focus learning on the basics of reading, writing and mathematics. Pencil grips in the early years and letter formation are given high priority. In English and mathematics lessons, expectations of pupils' work are extremely high. This ambition is not always matched to the same level in the wider curriculum. This means, on occasion, that some pupils do not complete work at the standard of which they are capable.

## Early years

Expected standard 

Leaders prioritise the early years and hold high expectations for children. They know their provision well and use this knowledge to drive its quality and impact. The early years curriculum focuses on language and communication. Staff generally use purposeful interactions to build children's confidence and independence. They use stories and imaginative play, both indoors and outdoors, to help children socially and to strengthen their physical development. However, at times, staff's interactions with children do not focus clearly on language development.

Reading has a high profile in the early years. Children learn the sounds they need to decode, blend and read and write words with accuracy. They use a correct pencil grip and show an increasing understanding of their emotions. Children in the early years enjoy experimenting with numbers and letter formation. Children typically develop secure number skills. They engross themselves in activities and experiment with their fine motor control, for example when making sea animals out of modelling clay.

Staff work closely with parents and carers. This helps them to get to know the children well. Most children progress well through the different areas of the early years foundation stage curriculum. As a result, children are well prepared for Year 1.

## Inclusion

Expected standard 

Rydon Primary is an inclusive school. Leaders promptly identify pupils with special educational needs and/or disabilities (SEND) and accurately recognise other barriers that pupils face to their learning and wellbeing. For example, pupils who are known to social care receive support, which in turn builds their confidence and improves their attendance.

Leaders provide staff with a range of training which helps them to put in place the school's inclusive approach. Staff routinely adapt learning activities to ensure that pupils with SEND are able to access the same curriculum as their peers. For example, in lessons, pupils with dyslexia benefit from strategies such as sentence starters, word mats and the use of different paper colours.

Leaders make effective use of additional funding to support disadvantaged pupils. For example, pupils and their families benefit from the help they receive from the family support worker and the opportunities they have to participate fully in school life, including having access to extra-curricular clubs.

Leaders track carefully the impact their actions are having on pupils. They make effective use of the advice they receive from external professionals, such as speech and language specialists, to adapt the provision and ensure that pupils' needs are met. This includes the appropriate use of alternative provision.

## Leadership and governance

Expected standard 

Leaders understand the school's context, strengths and areas for development. They use this knowledge to set high expectations for pupils and to remove any barriers to learning.

Leaders provide staff with a high-quality professional learning programme that directly supports school priorities. For example, staff, including early career teachers, receive clear guidance that enables them to adapt activities to meet the needs of pupils with special educational needs and/or disabilities. Staff value this professional learning.

Governors and trustees check the school's work closely. They ask challenging questions and understand the school's strengths and next steps. They oversee all areas of the school with vigilance, checking that everything is working well and having a positive impact on pupils' experiences. Trustees and governors understand the community the school serves and use this knowledge to make informed decisions that are in pupils' best interests. Through a robust collaborative approach led by the trust, improvements to the curriculum, assessments and pastoral support have led to a positive impact on pupils' learning and wellbeing.

Leaders listen to staff's ideas and develop strategies for their wellbeing. Staff describe the overwhelmingly positive impact of the new senior leadership team. They feel valued and appreciate leaders' commitment to support their workload, including the introduction of 'low-impact' weeks.

Leaders value strong relationships with families and work closely with them. Parents and carers express support for the school, and positive relationships between staff and parents contribute to pupils' wellbeing. Parents typically describe the school as a very happy place to be.

## **What it's like to be a pupil at this school**

Pupils take pride in being part of Rydon Primary School. They attend regularly, behave well and benefit from a wide range of experiences. Pupils learn from a broad and balanced curriculum which helps them to build their knowledge over time. They enjoy their learning and achieve well. This starts in the early years, where children learn the basics of reading, writing and mathematics effectively. This prepares them well for Year 1. Disadvantaged pupils and those with special educational needs and/or disabilities generally receive the support they need to be successful and feel included in all aspects of school life.

Staff forge warm relationships with pupils. Pupils are confident that staff will deal with any concerns they have. As a result, pupils feel safe. They are confident that if bullying occurred, trusted adults would address it swiftly. They value the 'calm room', which gives pupils time to reflect. Pupils enjoy equally positive relationships with their peers. The school values of 'aspiration, resilience, responsibility and teamwork' and groups such as the 'Rydon reps' help build a school where younger pupils aspire to be like their older peers.

Pupils share their views and influence school life through the school council, helping to improve experiences for others, including those who are disadvantaged. Beyond the classroom, pupils enjoy a wide range of clubs, curriculum trips and enrichment activities. A wide range of rewards, particularly the school's '11 by 11' strategy, broadens pupils' experiences. For example, forest school sessions enable pupils to develop new skills in an outdoor environment.

Pupils benefit from the opportunities they have to deepen their understanding of different cultures. For example, they raise funds to support education and exchange letters through their partnership with a school in Malawi. These experiences prepare pupils well for life in modern Britain.

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## Next steps

- Leaders should develop staff expertise in the early years so that staff engage children in high-quality interactions that develop and extend their knowledge and vocabulary.
  - Leaders should ensure that the high expectations of pupils' work in core subjects is replicated in the wider curriculum in order to maximise outcomes for all pupils.
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## About this inspection

This school is part of Education South West Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Matthew Shanks, and overseen by a board of trustees, chaired by Graham Austin.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the headteacher, the deputy headteacher, parents, carers and pupils during the inspection. The lead inspector met with trustees and senior trust leaders, including the chair, the CEO, the deputy CEO and the director of education. They also met with governors from the local governing committee, including the chair.

The inspectors confirmed the following information about the school:

The school makes use of one alternative provision, which is not registered with Ofsted.

Headteacher: Danny Brown

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### Lead inspector:

Thomas Brewer, His Majesty's Inspector

### Team inspectors:

Sarah Jane Tustain, Ofsted Inspector

Claire Bunting, Ofsted Inspector

## Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 10 March 2026

## School and pupil context

### Total pupils

**393**

Above average

### What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

### School capacity

**420**

Above average

### What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

### Pupils eligible for free school meals (FSM)

**14.50%**

Below average

### What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

## **Pupils with an education, health and care (EHC) plan**

**2.54%**

Close to average

### **What does this mean?**

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

## **Pupils with special educational needs (SEN) support**

**11.20%**

Below average

### **What does this mean?**

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

## **Location deprivation**

**Below average**

### **What does this mean?**

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

## **Resourced Provision or SEND Unit (if applicable)**

**No resourced provision**

### **What does this mean?**

Whether school has Resourced Provision or SEND unit (if applicable).

## **All pupils' performance**

**Pupils reaching the expected standard in reading, writing and mathematics**

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>Latest 3 year average</b>	63%	61%	Close to average
<b>2024/25 (revised)</b>	68%	62%	Close to average
<b>2023/24 (final)</b>	76%	61%	Above
<b>2022/23 (final)</b>	43%	60%	Below

### **Pupils reaching the expected standard in reading**

The percentage of pupils meeting the expected standard in reading.

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>Latest 3 year average</b>	75%	74%	Close to average
<b>2024/25 (revised)</b>	75%	75%	Close to average
<b>2023/24 (final)</b>	83%	74%	Above
<b>2022/23 (final)</b>	66%	73%	Below

### **Pupils reaching the expected standard in teacher-assessed writing**

The percentage of pupils meeting the expected standard in teacher-assessed writing.

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>Latest 3 year average</b>	73%	72%	Close to average
<b>2024/25 (revised)</b>	73%	72%	Close to average
<b>2023/24 (final)</b>	83%	72%	Above
<b>2022/23 (final)</b>	64%	71%	Below

## Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	76%	73%	Close to average
2024/25 (revised)	77%	74%	Close to average
2023/24 (final)	83%	73%	Above
2022/23 (final)	69%	73%	Close to average

## Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

### Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	39%	46%	Close to average
2024/25 (revised)	40%	47%	Close to average
2023/24 (final)	62%	46%	Above
2022/23 (final)	15%	44%	Below

### Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>Latest 3 year average</b>	64%	62%	Close to average
<b>2024/25 (revised)</b>	50%	63%	Below
<b>2023/24 (final)</b>	77%	62%	Above
<b>2022/23 (final)</b>	62%	60%	Close to average

### **Disadvantaged pupils reaching the expected standard in teacher-assessed writing**

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>Latest 3 year average</b>	50%	59%	Below
<b>2024/25 (revised)</b>	40%	59%	Below
<b>2023/24 (final)</b>	69%	58%	Close to average
<b>2022/23 (final)</b>	38%	58%	Below

### **Disadvantaged pupils reaching the expected standard in mathematics**

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>Latest 3 year average</b>	50%	60%	Below
<b>2024/25 (revised)</b>	40%	61%	Below
<b>2023/24 (final)</b>	69%	59%	Close to average
<b>2022/23 (final)</b>	38%	59%	Below

### **Disadvantaged pupils' performance gap**

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

### Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
<b>Latest 3 year average</b>	39%	68%	-29 pp
<b>2024/25 (revised)</b>	40%	69%	-29 pp
<b>2023/24 (final)</b>	62%	67%	-6 pp
<b>2022/23 (final)</b>	15%	66%	-51 pp

### Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
<b>Latest 3 year average</b>	64%	80%	-16 pp
<b>2024/25 (revised)</b>	50%	81%	-31 pp
<b>2023/24 (final)</b>	77%	80%	-3 pp
<b>2022/23 (final)</b>	62%	78%	-17 pp

### Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

<b>Year</b>	<b>This school</b>	<b>National non-disadvantaged score</b>	<b>School disadvantage gap</b>
<b>Latest 3 year average</b>	50%	78%	-28 pp
<b>2024/25 (revised)</b>	40%	78%	-38 pp
<b>2023/24 (final)</b>	69%	78%	-8 pp
<b>2022/23 (final)</b>	38%	77%	-39 pp

### **Disadvantaged pupils reaching the expected standard in mathematics**

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

<b>Year</b>	<b>This school</b>	<b>National non-disadvantaged score</b>	<b>School disadvantage gap</b>
<b>Latest 3 year average</b>	50%	80%	-30 pp
<b>2024/25 (revised)</b>	40%	81%	-41 pp
<b>2023/24 (final)</b>	69%	79%	-10 pp
<b>2022/23 (final)</b>	38%	79%	-41 pp

### **Absence**

#### **Overall absence**

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>2024/25 (2 term)</b>	5.0%	5.2%	Close to average
<b>2023/24 (3 term)</b>	5.1%	5.5%	Close to average
<b>2022/23 (3 term)</b>	5.9%	5.9%	Close to average

## Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (2 term)	14.2%	13.3%	Close to average
2023/24 (3 term)	12.2%	14.6%	Close to average
2022/23 (3 term)	16.3%	16.2%	Close to average

## Our grades explained

### Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

### Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

### Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

### Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

### Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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