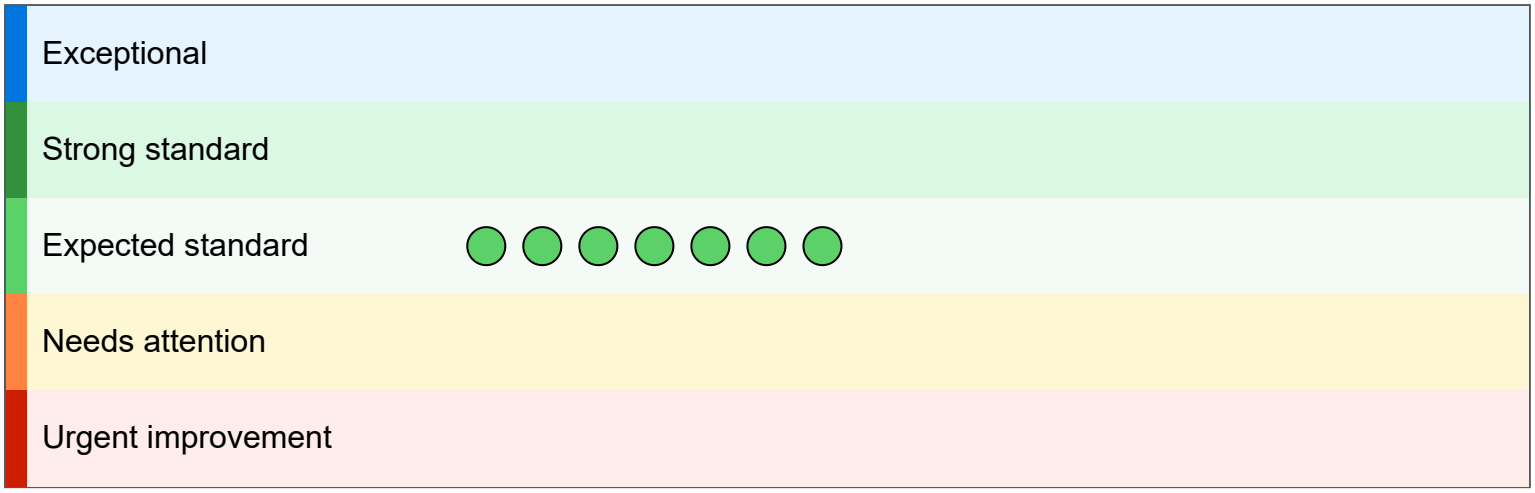
Chagford Church of England Primary School

Address: Lower Street, Chagford, Chagford Church of England Primary School, Newton Abbot, Devon, TQ13 8BZ

Unique reference number (URN): 145338

Inspection report: 20 October 2026



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.

Expected standard

Achievement

Expected standard

Pupils typically achieve well. They are well prepared for their next steps in education and make good progress from their starting points. This includes pupils with special educational needs and/or disabilities, disadvantaged pupils and those facing other barriers to learning.

At the end of the Reception Year, the majority of children have the knowledge and skills they need to succeed in Year 1. At the end of key stage 2, pupils typically achieve above the national average. Outcomes in the Year 1 phonics screening check are consistently close to the national average.

Staff know the needs of pupils and address any gaps in foundational knowledge. Whole-school monitoring of what knowledge pupils should know is robust. As a result, gaps are closing quickly. Teachers give pupils sufficient time to practise their handwriting and letter formation. This helps to build their confidence. Pupils develop secure knowledge across the curriculum. They talk with enthusiasm about their learning and can recall what they have learned, for example about Egyptian beliefs and the Bronze Age.

Attendance and behaviour

Expected standard

Leaders place a high priority on attendance. They monitor attendance carefully and respond quickly when concerns arise. Staff all play a part in addressing attendance. As a result, attendance is improving and persistent absence is reducing. Leaders challenge attitudes to attendance sensitively. They give parents and carers clear information about why regular attendance matters. Parents appreciate this approach. Leaders share important attendance information in the fortnightly newsletter. They compare attendance with similar schools to support parents' understanding of the importance of regular attendance. Leaders hold regular, individual meetings. They set attendance targets for pupils to support better attendance. As a result, several individual pupils have improved their attendance over time.

Chagford is a calm, purposeful school. All pupils appreciate the school values and act them out in daily life. Pupils say the school is a community and everyone is welcome. They treat one another with kindness and respect. Staff typically have high expectations of pupils' behaviour across the school. Pupils generally live up to these standards. Leaders show determination to help pupils develop their self-discipline. They track behaviour trends and liaise with parents, helping pupils to improve their choices. Pupils understand that bullying, discrimination and other harmful behaviour are unacceptable. When concerns arise, staff deal with them promptly and effectively. As a result, pupils feel safe, behave well and demonstrate positive attitudes to learning.

Curriculum and teaching

Expected standard

Leaders have established an effective curriculum. They have identified the important knowledge they want pupils to know and remember. Leaders have sequenced this learning carefully. They monitor the quality of education closely. As a result, leaders have an accurate understanding of the strengths and areas for development.

Staff teach pupils at the early stages of learning to read through phonics. This helps pupils develop the words, sounds and skills they need to become increasingly confident readers. Teaching is generally effective and teachers ensure that pupils develop essential knowledge and skills in reading, writing and mathematics. Teachers usually check pupils' understanding and use this information to support learning. Thoughtful adaptations help pupils with special educational needs and/or disabilities learn alongside their peers. However, inconsistencies exist in how some teachers deliver the agreed teaching strategies. This means that pupils do not always fulfil the high ambitions that leaders have for them.

Generally, teachers have high expectations of what pupils can achieve, and activities that pupils complete usually help them to make steady progress in their learning. However, some of the work that pupils complete lacks challenge and, at times, tasks are not always precisely matched to pupils' starting points. For example, some pupils finish their work too quickly. As a result, pupils do not always achieve their full potential.

Early years

Expected standard

Leaders have designed a suitable curriculum for the early years. They implement it effectively. The Nursery provides a welcoming and nurturing environment where children quickly feel settled and ready to learn; they feel safe. Children in the Reception Year follow the high expectations and routines. These help them access learning right from the start.

Quality interactions between staff and children help them to develop their language. For example, younger children in Nursery experiment with pouring and mixing liquids. In the Reception Year, adults skilfully use sentence starters so that children expand their vocabulary. Other children investigate shapes while developing their fine motor control.

Children achieve well in the early years provision. Starting in the Nursery Year, children develop an increasingly wide vocabulary that prepares them well to learn to read in the Reception Year. In the Reception Year, staff use their accurate subject knowledge to ensure that children learn the breadth of knowledge they need to be well prepared for key stage 1.

Staff work closely with parents and carers and get to know their children quickly. Parents particularly appreciate staff's warm and nurturing approach.

Inclusion

Expected standard

Leaders swiftly and accurately identify any additional needs that pupils may have, including any special educational needs and/or disabilities (SEND). They have made sure that all staff use the school's strategies to support pupils facing barriers to their learning or wellbeing. The school's systems are becoming more effective at monitoring the impact of interventions and support. This helps pupils make suitable progress in their learning.

Leaders value the voice of pupils, parents and carers. Staff carefully consider transitions between year groups. Staff receive training and advice from leaders and external agencies, such as in speech and language. This helps them to support pupils with SEND. Staff ensure that pupils get the relevant adaptations they need to learn effectively alongside their peers.

For example, 'now and next' cards help pupils build their independence. Staff also break down tasks into manageable chunks and provide practical resources that help pupils learn. Some pupils access the ‘nest’, which is a safe space that provides pastoral support. Here, they can develop their self-regulation skills.

The school receives additional funding for disadvantaged pupils. Leaders use this additional funding purposefully. This ensures that any gaps in disadvantaged pupils' knowledge are closing effectively. These pupils access a broad set of experiences beyond the academic to support their wider development. For example, some pupils access music lessons and additional tutoring.

Leadership and governance

Expected standard

Recent changes in leadership are having a positive impact on the school. The new leadership team is ambitious and has taken effective action to improve the school since the last inspection. It has an accurate view of the school’s strengths and areas for development. For example, an immediate focus on foundational skills, particularly handwriting, across the school is notably making a difference to the quality of pupils’ work. In addition, the revised marking policy has supported staff workload. It helps staff focus on the most vulnerable pupils so that they make progress in every lesson.

Governors and trustees have a secure understanding of the changes that have recently been made. They hold leaders to account with rigour and understanding, determined to ensure that the school's current momentum continues. Trust leaders support the school with strategic focus. Together with governors and trustees, they meet their statutory duties and provide useful support through focused monitoring. Governors and trustees carefully consider the wellbeing of leaders and staff. Trust leaders continue to strengthen leadership at all levels.

Leaders are careful to consider staff wellbeing when considering making changes to the school. They prioritise high-quality professional development for staff to equip them with the required knowledge and skills to build capacity and improve consistency. For example, recent training on the use of safeguarding reporting systems has tightened staff practice. Staff are well supported and appreciate the clarity of direction from leaders.

Parents and the wider community are overwhelmingly positive about the school and its staff. They value the recent improvements to the provision for pupils with special educational needs and/or disabilities. Typical comments from parents mention that their children have 'a strong sense of inclusion and belonging', and talk of staff who are 'kind and passionate'. Parents describe the school as a safe and nurturing environment, which makes the school feel like a community.

Personal development and wellbeing

Expected standard

Leaders have established a broad personal development and wellbeing offer that closely aligns with the school’s values and ethos. Leaders provide effective pastoral support. Staff know pupils well and respond skilfully to their emotional and wellbeing needs. Leaders work closely with local family support services and social care. They arrange additional help when

it is needed. This support helps pupils to thrive.

Teachers carefully sequence the personal, social and health education curriculum to prepare pupils for life beyond the school. Pupils know the dangers posed by local bodies of water. Leaders deliberately train staff to become swimming instructors. At the local pool, pupils learn strategies such as ‘starfish’. They explain that this method keeps you afloat if you get into difficulty in the water. Pupils are developing their understanding of fundamental British values. They articulate this knowledge by describing a world without laws as ‘dangerous’. Pupils consider viewpoints that differ from their own and discuss fairness and equality. They take pride in supporting local and national charities and helping those in need. The school’s connection with a school in Kenya helps pupils appreciate different cultures and traditions.

Staff teach relationships and health education thoughtfully, ensuring pupils understand healthy relationships. Pupils learn how to keep themselves safe when online and know how to share information securely.

Leaders provide a broad range of opportunities that enrich pupils' experiences beyond the academic curriculum. They ensure that disadvantaged pupils can participate fully. Pupils at the school are passionate about the gardening club. They take pride in their surroundings. Pupils appreciate being on the school council. They feel proud that their choices shape the school. The new play equipment is a testament to this democratic process.

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

Pupils describe Chagford as a place where everyone knows one another and where there is a strong sense of community. Staff greet pupils and build warm and trusting relationships. ‘Pocket’, the school dog, meets pupils on arrival. Guided by the school's vision, pupils quickly develop a sense of belonging from the beginning of the early years. Pupils love their school. They want to be in school and they attend well.

Pupils’ behaviour reflects the school's values of ‘community, challenge and care’. They behave well and show care towards one another. Pupils' attitudes to learning are positive. They try to challenge themselves when they find things hard. Older pupils play with younger children during social times. They want them to enjoy school as they do. Pupils understand the importance of fairness and respecting difference. They say bullying is rare and they talk about trusted adults with maturity.

Pupils generally achieve well. They speak positively about their learning and take pride in their achievements. Pupils proudly represent their school in cross-country and hockey. Those who face barriers to learning or wellbeing, including pupils with special educational needs and/or disabilities, participate fully in school life. Pupils are typically well prepared for the next stage of their education.

Pupils benefit from extra-curricular opportunities that enhance the curriculum. Leaders want all pupils to take part in every part of school life, no matter what challenges they face. Visits to local museums and prehistoric caves help pupils to remember key topics they are learning. Older pupils love the different jobs they have responsibility for. Being on the ‘dog

team’ and acting as a ‘school ambassador’ enable pupils to explore new interests and contribute to school life. These experiences help pupils to build their confidence.

Next steps

- Leaders should continue to support staff to consistently make effective and ambitious choices about what to teach and how to teach it, in the context of the subject, phase and pupils' needs.
- Leaders should sharpen agreed teaching approaches so that there is more consistency across the school, leading to higher expectations of pupils and higher outcomes.
- Leaders should continue to develop subject leadership roles within the school, so that pupils are supported to make as much progress as possible across all areas of the curriculum.

About this inspection

This school is part of Dartmoor Multi-Academy 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), Rachel Shaw, and overseen by a board of trustees, chaired by Jessica Hardie.

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

This inspection took place on 20 and 21 October 2026.

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 special educational needs coordinator, the trust's director of school improvement for primary, staff and pupils during the inspection. In addition, the lead inspector met with the trust's CEO, the chair of the board of trustees, some local governors, including the chair of governors, and a representative from the Diocese of Exeter.

The inspectors gathered parents’ views by considering the responses to Ofsted Parent View and by talking with parents and carers.

There is a before- and after-school club for pupils who attend the school.

This school is registered as having a Church of England character. The last section 48 inspection took place in January 2024.

The inspectors confirmed the following information about the school:

The school currently uses no alternative provision.

Headteacher: James Green

Lead inspector:
Thomas Brewer, His Majesty's Inspector

Team inspector:
Sarah Jane Tustain, Ofsted Inspector

Facts and figures used on inspection

This was the data available at the time of the full inspection, taken from different sources. More recent data may have been published since the full inspection took place.

The inspector(s) used this data during the full inspection on 20 October 2026

School and pupil context

Total pupils

137
Below 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: 268

School capacity

210
Below 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)

13.39%
Below average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last 6 years.

National average: 26.5%

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

2.19%
Below 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: 4.1%

Pupils with special educational needs (SEN) support

12.41%
Close to average

What does this mean?

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

National average: 15%

Location deprivation

Close to 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.

Year	This school	National average	Compared with national average
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	87%	62%	Above
2023/24 (final)	56%	61%	Close to average

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	100%	75%	Above
2023/24 (final)	75%	74%	Close to average

Pupils reaching the expected standard in teacher-assessed writing

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

Year	This school	National average	Compared with national average
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	87%	72%	Above
2023/24 (final)	63%	72%	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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	100%	74%	Above
2023/24 (final)	61%	73%	Below

The Key Stage 2 data we used for this inspection has not yet been published; therefore, we have not provided it alongside this school's report card. ‘R’ in the table indicates that the data is not yet available. We will update the table when the Department for Education publishes the data for the latest academic year.

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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	S	47%	S
2023/24 (final)	S	46%	S

Disadvantaged pupils reaching the expected standard in reading

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

Year	This school	National average	Compared with national average
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	S	63%	S
2023/24 (final)	S	62%	S

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

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

Year	This school	National average	Compared with national average
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R

Year	This school	National average	Compared with national average
2024/25 (final)	S	59%	S
2023/24 (final)	S	58%	S

Disadvantaged pupils reaching the expected standard in mathematics

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

Year	This school	National average	Compared with national average
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	S	61%	S
2023/24 (final)	S	59%	S

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‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

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
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	S	69%	S
2023/24 (final)	S	67%	S

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
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	S	81%	S
2023/24 (final)	S	80%	S

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.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	R	R	R

Year	This school	National non-disadvantaged score	School disadvantage gap
2025/26 (provisional)	R	R	R
2024/25 (final)	S	78%	S
2023/24 (final)	S	78%	S

Disadvantaged pupils reaching the expected standard in mathematics

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

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	S	81%	S
2023/24 (final)	S	79%	S

The Key Stage 2 data we used for this inspection has not yet been published; therefore, we have not provided it alongside this school's report card. ‘R’ in the table indicates that the data is not yet available. We will update the table when the Department for Education publishes the data for the latest academic year.

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

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.

Year	This school	National average	Compared with national average
2025/26 (1 term)	5.4%	5.1%	Close to average
2024/25 (3 term)	5.9%	5.2%	Close to average
2023/24 (3 term)	6.0%	5.5%	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
2025/26 (1 term)	11.2%	14.4%	Close to average
2024/25 (3 term)	10.8%	13.0%	Close to average
2023/24 (3 term)	19.7%	14.6%	Above

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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