



OFSTED ACTION PLAN FOR THE ERME PRIMARY SCHOOL

June 2026

Context:

The Erme Primary School has a long tradition of providing education for the children in the village and has good links with its community, including the local church and nursing homes. The school has undertaken significant staffing changes since it was judged to be good by Ofsted in January 2022, and has undergone a significant improvement journey since then. The Erme joined the Exe Valley Federation in January 2025 to increase leadership capacity and raise standards.

Previous inspection

The school was inspected 11th January 2022 where all inspection judgements were 'good', leading to an overall judgement of 'good'. The development point identified in the inspection was as follows:

- Subject leaders have not planned the content and organisation of the curriculum well enough in a minority of subjects. Therefore, pupils have some gaps in their knowledge. Leaders must refine and improve curriculum plans so that the essential knowledge they want pupils to learn is made clear.

This development point was incorporated into an action plan and considerable work took place to ensure it was addressed over the following four years.

This was monitored by the School Improvement Team through regular School Reviews and improvements were noted. This was validated by this inspection where it was noted that leaders have taken decisive actions to improve the curriculum and that the ambitious curriculum considers the essential knowledge for pupils to master.

Current inspection

A new Ofsted Inspection Framework was introduced in September 2025 with different focus areas and grading system. The school was inspected on 31st March and 1st April 2026 under Section 5 of the Education Act 2005. The inspection was led by Donna Briggs, HMI, and Suzannah Teagle. Two inspection areas were judged to be at the expected standard and five inspection areas were judged to need attention. There is no longer a single overall judgement.

Headlines:

Safeguarding standards were met and inclusion and personal development were judged to be at the expected standard. The remaining five areas were judged to be needs attention which was broadly in line with leaders' self-evaluation. The inspectors found that pupils experience of the school was positive and that "staff quickly get to know pupils and provide swift help to reduce any barriers to their learning and wellbeing. Pupils with special educational needs and/or disabilities settle quickly and make progress from their starting points. Pupils, including those who are disadvantaged, trust that adults will support them and this helps them to feel safe. Pupils say that staff 'really care'."

Area for development:

- Leaders should continue to take action to improve the quality of teaching across the school, embedding effective teaching approaches that support pupils to learn effectively.
- Leaders should support staff to raise their expectations of pupils' engagement within lessons so that pupils display pride in their work and have positive attitudes to learning.
- Leaders need to effectively address the gaps in older pupils' foundational knowledge so that they achieve as well as their peers nationally.
- Leaders should continue to increase the rigour and pace to bring about the improvements required so that pupils consistently benefit from a high-quality education.

Follow up:

Ofsted have indicated that schools that have any evaluation area as 'needs attention' may receive monitoring visits focus on the relevant areas. It is unclear what the time scale for this is, and what support may be available to schools. However, continued support for the school will be provided by EVMF's School Improvement Team through regular monitoring visits.

POST OFSTED ACTION PLAN			
What needs to improve further?	What is the context?	What are we going to do and when?	What it will look like when it's done?
Improving the quality of teaching by embedding effective teaching approaches that support pupils to learn effectively.	High staff turnover has compromised quality of teaching approaches.	- Professional development focusing on pedagogical skills, including task design, cognitive load and appropriate adaptation. - Peer to peer support from EVMF teachers with similar classes, sharing good practice. <i>To be completed during 2026-27</i>	School reviews will demonstrate that effective teaching approaches that support pupils to learn effectively are embedded, improving the quality of teaching across the school.
Supporting staff to raise expectations of pupils' engagement within lessons so that pupils display pride in their work and have a positive attitude to learning.	Some older children did not show pride in their work, or a positive attitude to learning. There were incidents of children being off task in lessons.	- Leaders will agree a list of non-negotiables with teachers which then be shared with children. - Peer to peer support from EVMF teachers with similar classes, sharing good practice. <i>To be completed during 2026-27</i>	School reviews demonstrate that pupils are well-engaged within lessons, as a result of high expectations and refined teaching approaches. Child conferencing and book looks will demonstrate that pupils display pride in their work and have a positive attitude to learning.
Addressing gaps in older pupils' foundational knowledge so that they achieve as well as their peers nationally.	High staff turnover and inconsistencies in quality of teaching have led to gaps in foundational knowledge for older pupils.	- Maths Lead Teacher to identify gaps in pupils' learning and provide strategies for appropriate interventions. - Continuing to focus on teaching transcription skills in writing, applied across the curriculum. - Continuing to focus on spelling strategies and targeted interventions where needed. - Deliver the planned curriculum consistently to ensure that children build on prior knowledge across the curriculum. <i>Writing CPD on 26.6.26.</i> <i>To be completed during 2026-27</i>	Identified gaps in mathematical fluency and knowledge are addressed through targeted teaching, resulting in maths outcomes in line with national average by 2028. Transcription and spelling skills are improved through targeted teaching, resulting in outcomes in reading and writing being in line with national average by 2028. Children's foundational knowledge across the curriculum is secure and transcription and spelling skills are used effectively in all lessons.
Continuing to increase the rigour and pace to bring about improvements required so that pupils consistently benefit from a high-quality education.	Significant improvements have been in place since September 2025 and progress needs to be sustained in order to secure high-quality education.	- Continue to work with EVMF senior leaders, inclusion leads and subject leaders to sustain the momentum of school improvement. - Continue cycle of robust school reviews and monitoring visits focusing on areas for development and progress towards them.	School reviews demonstrate that the progress identified by the inspection has been sustained and built upon. At the next inspection, areas previously identified as needing attention will be judged to be at the expected standard.