

Eden Park Academy

Address: Eden Park Academy, Forches Avenue, Barnstaple, Devon, EX32 8EF

Unique reference number (URN): 146096

Inspection report: 30 June 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 ●

Inclusion

Strong standard ●

The school exudes a culture of inclusivity. Tenacious leaders and staff work with determination to precisely identify pupils' needs. They quickly develop warm relationships with pupils, understanding them as individuals. Staff's relentless work provides pupils with special educational needs and/or disabilities, disadvantaged pupils and those known or previously known to social care with personalised and timely support. Leaders and staff work tirelessly to reduce pupils' barriers to learning, without lowering ambition for what they can achieve. For example, the 'class on a page' positively informs staff about what they can expect of their pupils.

Leaders' oversight of the high-quality provision for vulnerable pupils helps them to be proactive in fine tuning strategies. Pupils flourish as a result. This is because they receive exactly the right support, when they need it. Pupils develop independence and successfully learn the same ambitious curriculum as their peers. For example, the pinpoint focus on language development allows pupils to use technical vocabulary to describe how tectonic plates work in geography.

For disadvantaged pupils, leaders carefully identify the barriers they face. They ensure that the extra funding makes a tangible difference to these pupils' education and experiences. Pupils develop a deep sense of belonging to their school community, helping them to be successful in their learning and with their next stage of education.

Leadership and governance

Strong standard ●

Leaders work relentlessly in their pursuit of excellence to enrich the education, opportunities and experiences for pupils. They use their detailed and insightful analysis of the school to bring about sustainable and timely changes. For example, the mathematics curriculum has been strengthened to help pupils to recall number facts and times tables rapidly. Leaders, at all levels, model the same care, attention to detail and professionalism to improve provision for pupils. At the heart of this work is a steadfast and well-planned approach to staff's professional learning. Staff value the regular opportunities they receive to deepen their knowledge and expertise. They are fully committed to embedding teaching approaches that make the biggest difference to pupils' learning.

The members of the trust board, alongside local governors, offer rigorous challenge and effective support to school leaders. They enact their statutory duties with precision, while maintaining an important focus on leaders' and staff's workload and wellbeing. Staff feel privileged to work at the school, thriving from the support and investment in their career development. One staff member, representing many, expressed how they feel 'valued and heard'.

The school works closely with parents and carers and the local community. Leaders and staff forge trusting bonds, offering timely support and a listening ear. Parents are effusive about the dedication of staff and the support for them and their children. They describe 'a

calm and welcoming environment where all the staff have the children's best interests at heart'. Leaders demonstrate unwavering high standards in all that they do.

Expected standard

Achievement

Expected standard 

Pupils develop detailed knowledge across the wider curriculum. For example, in art, they intelligently compare Hokusai and Hockney's works on mountains and volcanoes. Pupils talk about their learning using ambitious vocabulary. They typically secure the essential knowledge they need to be able to read and be numerate. In their writing, pupils take pride in their work and are beginning to develop more secure handwriting skills. Over time, pupils are well supported to close any gaps in their learning. Pupils with special educational needs and/or disabilities learn successfully from their starting points.

Pupils broadly learn as well as their peers in reading and mathematics at the end of Year 6. Disadvantaged pupils often learn as well as their school peers and better than their peers nationally in these subjects. In writing, there has been improvement in what pupils can do over time. However, leaders are embedding these skills further so that outcomes at the end of Year 6 continue to improve.

Attendance and behaviour

Expected standard 

Leaders rigorously monitor attendance for pupils, starting with developing good habits in the Nursery Year. They foster enduring relationships with parents and carers, working alongside them to ensure that pupils come to school regularly and on time. Over time, more pupils attend school well because of this continuous focus. Leaders also engage with external agencies to remove any barriers for families. However, leaders recognise there is still more to do to continue to improve attendance further.

Pupils are calm and respectful, both in their learning and at social times. Leaders support staff to develop caring relationships with pupils to help them to make positive choices. 'Reset' time is used thoughtfully to aid those pupils who need to improve their conduct. Pupils know the importance of the school rules to 'be safe' and 'be kind', and they follow these diligently. They engage positively with learning in lessons, showing an eagerness to learn. Leaders carefully track when behaviour may fall below their high expectations. They work sensitively with these pupils to understand their emotions and develop impactful strategies to support improvement. The school carefully educates pupils about bullying and prejudice, which happen rarely and are dealt with quickly and effectively.

Curriculum and teaching

Expected standard 

Leaders have developed an ambitious curriculum, enabling pupils to develop curiosity and creativity in their learning. Staff make considered adaptations to the curriculum to empower pupils with additional needs to learn well. The curriculum considers important concepts linked to where pupils live, while broadening their experiences of the wider world. For

example, in history, pupils talk about cities that were targeted in the Second World War and make comparisons. Teaching provides valuable opportunities for pupils to recall and make links in their learning over time.

Spoken language is prioritised through the precise identification of vocabulary and high-quality oracy teaching. Pupils use 'track the speaker' to improve their listening skills. Regular oral rehearsal is securing pupils' understanding of the different tiers of vocabulary, broadening their knowledge over time. For example, in English, pupils explain the concept of bias accurately.

The teaching of reading is precise. From the Reception Year, pupils quickly learn to decode words and read with increasing fluency. They enjoy regular visits to the library, and invite in authors from a local book festival, to share the pleasure of reading. The well-thought-out mathematics curriculum has supported pupils with number fluency, including times tables knowledge. More recently, leaders have strengthened the curriculum and teaching of writing. Pupils enjoy regular sessions to improve their handwriting. Leaders understand there is more to do to further embed expectations of writing across the school.

Early years

Expected standard 

Leaders fully understand the importance of children getting the best start to their education in the early years. The curriculum provides opportunities for children to develop their knowledge and skills across all areas of learning and development. The 'language-led' curriculum carefully considers different levels of vocabulary for children to learn. Staff model high-quality conversations with children so they expand on their knowledge through these skilful adult interactions. This also develops children's pronunciation of more complex words, such as 'helicopter'.

Staff also prioritise pupils' personal, social and emotional development. Through careful teaching and modelling, pupils learn to play kindly and gently with their friends. They are able to take turns in their play and share considerately. Staff develop precise targets for pupils with special educational needs and/or disabilities, which allows them to carefully adapt the environment. These pupils learn effectively and make progress from their starting points.

On the whole, children are well prepared for their next step in education, especially for reading. Leaders recognise the need to improve opportunities for children to engage in early writing activities to further strengthen their preparedness.

Personal development and wellbeing

Expected standard 

Leaders have developed a personal development programme to broaden pupils' horizons, develop their life skills and provide them with cultural opportunities. Pupils also enjoy regular curriculum enrichments. For example, they visit Bristol to explore life in a city, as well as learning more about the work of Banksy as part of their art curriculum. Pupils routinely learn about different world views, developing their own views while understanding the importance of others' opinions. This develops pupils' tolerance and compassion as citizens of the world.

Pupils learn an effective personal, social and health education curriculum. Leaders have carefully tailored this to consider their local context. Pupils understand, through this, how to keep themselves safe, the importance of healthy relationships and concepts such as consent. Staff promote the importance of physical and mental health and exercise so that pupils know how to live a healthy lifestyle. Enrichment visits to a local national park promote this further, alongside developing fieldwork skills in geography. Pupils also learn what they need to know about getting older and developing in maturity. Carefully planned assemblies provide additional opportunities for pupils to develop socially and morally.

Pupils are respectful of adults and their friends. They know that some people may need extra help and take genuine pleasure in their peers' achievements. They also have regular opportunities to develop their sporting, musical and artistic talents. The school is a safe haven where pupils develop a deep sense of belonging and pride in their school. Pupils willingly apply for leadership positions, such as digital ambassadors, to help them grow in confidence and contribute positively to their school community.

Pupils benefit from excellent pastoral care. Staff know pupils and their needs well. Pupils value time and space to talk about their feelings and to learn how to manage their emotions. This helps them to build their resilience when facing problems, such as changes to routines.

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

Pupils receive a warm welcome from dedicated staff. They quickly develop a sense of belonging to their school, the staff who help them and their friends. Pupils feel safe and know that their trusted adults will help them. Pupils are kind and respectful towards others. They understand what makes a good friend, playing harmoniously with others during social times. Pupils say that bullying is rare and swiftly dealt with. They also understand the importance of helping others when they see something is wrong.

Pupils have a thirst to learn, bringing resilience and creativity to all that they do. They typically learn a well-thought-out curriculum that raises their aspirations and helps them to confidently embrace challenges. Pupils quickly develop an expanding bank of vocabulary to engage in learning with growing maturity. For those pupils who find learning more difficult, they receive comprehensive support that helps them to thrive. Therefore, pupils learn well and are prepared for their next stage of education.

Pupils enjoy time each week to share the successes of their peers through celebration assemblies. Those who are selected eagerly await their 'celebration tea', which is a time to talk about their achievements and learning. Pupils also get regular opportunities to explore their interests and talents. They enjoy clubs such as cricket, football, music and choir, taking pride in their performances at a local nursing home. Pupils also appreciate visitors, who help them to think about their future careers or how to keep safe. For example, a carefully planned visit from the armed forces helped them to understand military life, as well as commemorating Remembrance Day.

Next steps

- Leaders should continue to improve attendance and punctuality so more pupils attend school regularly and on time.
 - Leaders should further embed the curriculum and teaching for writing across the school to strengthen outcomes by the end of Year 6.
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About this inspection

This school is part of The Harbour Schools Partnership, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Gary Chown, and overseen by a board of trustees, chaired by Sean Mackney.

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 2 executive co-headteachers, the head of school (who is also the special educational needs coordinator), a trust education partner, the curriculum leader, the early years leader and the mathematics subject leader. Inspectors also spoke with the chair of trustees, the chair of the local governing body and one other governor. They spoke with staff, pupils, parents and carers during the inspection.

The inspectors confirmed the following information about the school:

The school is led by 2 executive co-headteachers and a head of school.

The school currently makes use of one alternative provision, which is unregistered.

The school also, under the same registration, runs nursery provision for 2-, 3- and 4-year-old children.

The school has changed the multi-academy trust it is part of since the last inspection.

The school currently has 119 pupils on roll. There are 92 pupils from the Reception Year to Year 6, and 27 children in the Nursery Year.

The school has 8.7% of pupils with an education, health and care plan.

Executive co-headteachers : Richard Blunt and Samantha Warner

Lead inspector:

Donna Briggs, His Majesty's Inspector

Team inspector:

Angela Folland, 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 30 June 2026

School and pupil context

Total pupils

135

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: 272

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)

52.78%

Well above 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

1.48%

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: 3.5%

Pupils with special educational needs (SEN) support

23.70%

Well above average

What does this mean?

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

National average: 15%

Location deprivation

Well above 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	43%	61%	Below
2024/25 (final)	54%	62%	Below
2023/24 (final)	55%	61%	Close to average
2022/23 (final)	26%	60%	Below

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	70%	74%	Close to average
2024/25 (final)	79%	75%	Close to average
2023/24 (final)	86%	74%	Above
2022/23 (final)	52%	73%	Below

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	56%	72%	Below
2024/25 (final)	58%	72%	Below
2023/24 (final)	64%	72%	Below
2022/23 (final)	48%	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	55%	73%	Below
2024/25 (final)	75%	74%	Close to average
2023/24 (final)	64%	73%	Below
2022/23 (final)	32%	73%	Below

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	37%	46%	Close to average
2024/25 (final)	46%	47%	Close to average

Year	This school	National average	Compared with national average
2023/24 (final)	47%	46%	Close to average
2022/23 (final)	20%	44%	Below

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	70%	62%	Above
2024/25 (final)	77%	63%	Above
2023/24 (final)	80%	62%	Above
2022/23 (final)	53%	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.

Year	This school	National average	Compared with national average
Latest 3 year average	53%	59%	Close to average
2024/25 (final)	54%	59%	Close to average
2023/24 (final)	53%	58%	Close to average
2022/23 (final)	53%	58%	Close to average

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	53%	60%	Close to average
2024/25 (final)	77%	61%	Above
2023/24 (final)	53%	59%	Close to average
2022/23 (final)	33%	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
Latest 3 year average	37%	68%	-30 pp
2024/25 (final)	46%	69%	-23 pp
2023/24 (final)	47%	67%	-21 pp
2022/23 (final)	20%	66%	-46 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
Latest 3 year average	70%	80%	-10 pp
2024/25 (final)	77%	81%	-4 pp
2023/24 (final)	80%	80%	0 pp
2022/23 (final)	53%	78%	-25 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.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	53%	78%	-24 pp
2024/25 (final)	54%	78%	-24 pp
2023/24 (final)	53%	78%	-24 pp
2022/23 (final)	53%	77%	-24 pp

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	53%	80%	-26 pp
2024/25 (final)	77%	81%	-4 pp
2023/24 (final)	53%	79%	-26 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	33%	79%	-46 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.

Year	This school	National average	Compared with national average
2024/25 (3 term)	6.3%	5.2%	Above
2023/24 (3 term)	8.5%	5.5%	Above
2022/23 (3 term)	8.7%	5.9%	Above

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 (3 term)	15.7%	13.0%	Close to average
2023/24 (3 term)	28.3%	14.6%	Above
2022/23 (3 term)	34.1%	16.2%	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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

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