

# Highweek Community Primary and Nursery School

## Inspection report

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<b>Unique Reference Number</b>	113210
<b>Local Authority</b>	Devon
<b>Inspection number</b>	357290
<b>Inspection dates</b>	20–21 January 2011
<b>Reporting inspector</b>	Alexander Baxter

This inspection of the school was carried out under section 5 of the Education Act 2005.

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	317
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	John Payne
<b>Headteacher</b>	Judith Martyn
<b>Date of previous school inspection</b>	29 April 2008
<b>School address</b>	Coronation Road Devon TQ12 1TX
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<b>Email address</b>	admin@highweek-primary.devon.sch.uk

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## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 28 lessons and observed 14 teachers. They observed the school's work and attended an assembly, evaluated break times and before- and after-school activities, and held meetings with representatives of the governing body, staff, pupils, and parents and carers. They looked at plans and policies, records of assessments and the tracking of pupils' progress. The provision and planning for pupils who are potentially vulnerable or have special educational needs and/or disabilities were evaluated. In addition, questionnaires completed by 92 parents and carers, 133 pupils and 37 staff were analysed.

The inspection team reviewed many aspects of the school's work. It looked in detail  at a number of key areas.

- The consistency of teaching and learning, including the use of assessment, in ensuring that pupils' differing needs are met effectively and they are enabled to make good progress.
- The impact of the school's efforts to raise achievement in English and mathematics, and to increase the proportion of pupils across the school attaining and exceeding national expectations.
- The degree to which the relatively new headteacher and other leaders seek to bring about and sustain continuous improvements in pupils' achievements and attendance.

## Information about the school

This is an above average-sized primary and nursery school. The percentage of pupils known to be eligible for free school meals is high. The large majority of pupils are of White British heritage. The proportion of pupils with special educational needs and/or disabilities is also high and includes a higher-than-average proportion of pupils with a statement of special educational needs. Most needs are related to speech, language, behavioural and emotional and specific learning difficulties. The proportion of pupils who join the school other than at the usual times is above that normally expected. Children in the Early Years Foundation Stage are taught in a Nursery class and two Reception classes.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**3**

**The school's capacity for sustained improvement**

**2**

## Main findings

Highweek is a satisfactory school which is improving securely and quickly under the strong leadership of a new headteacher. The school's pupils, across the range of abilities, but containing a high proportion with special educational needs and/or disabilities, make satisfactory progress in relation to their differing starting points. Currently, levels of attainment in Year 6 are low but improving and are closer to average in other year groups across the school. The school sustains a good partnership with parents and strong pastoral care, and these help in the good safeguarding of pupils' welfare and pupils' enjoyment of school. In particular, provision to ensure that vulnerable pupils and those at risk of becoming vulnerable are kept safe and have their needs addressed is very secure. Continuing and existing strengths in the good provision and outcomes for children in the Early Years Foundation Stage and in care, guidance and support ensure that pupils make a good start and enjoy their time at the school.

Instability in staffing, including at a senior level, has for some time constrained the school's ability to rectify inconsistencies in provision, resulting in gaps in pupils' academic learning. However, the school's ability to self-evaluate and to lift pupils' achievements, both personal and academic, has been strengthened since the beginning of the school year by the accurately focused and determined leadership of the headteacher. A strengthened approach to team leadership and management together with more informed and involved governance has re-established a shared and effective commitment to continued improvement. Already, despite the relatively short timescale, good quality self-evaluation is underpinning well-planned actions, which have improved provision, re-established pupils' good behaviour and attitudes and raised and secured average attendance. An increasing amount of good teaching and learning is also accelerating pupils' progress in English and mathematics, as seen, for example, in pupils' more neatly ordered work and handwriting and more expressive use of words. These improvements and the secure and rapid pace of current developments show a good capacity for sustained improvement.

The quality of teaching has improved and is now satisfactory, with a significant proportion that is good. A majority of the lessons observed were of good quality. However, there is still inconsistency in the way assessments of pupils' work are used, for example, to challenge pupils with more ability, and to promote and develop pupils' independent learning skills. The curriculum is enriched by a wide range of extra-curricular clubs and residential opportunities. However, it is not yet implemented to equally good effect in all classes to extend pupils' literacy, numeracy, and information and communication technology skills and to enhance their understanding of other communities in the United Kingdom and abroad.

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## What does the school need to do to improve further?

- By January 2012, raise pupils' attainment in English and mathematics by:
  - ensuring that the large majority of teaching is consistently good or better
  - ensuring that all teachers use assessment information effectively so that learning activities are always well matched to pupils' needs and abilities, especially the more able
  - providing more opportunities in lessons for pupils to develop their independent learning skills.
- Strengthen the quality of the curriculum so that:
  - it provides more opportunities for pupils to use and apply their literacy, numeracy, and information and communication technology skills in other subjects
  - it enhances pupils' understanding of different communities in the United Kingdom and abroad. ♦

## Outcomes for individuals and groups of pupils

<b>3</b>
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From children's low-level skills on entry, teachers are now ensuring that pupils make at least satisfactory progress. Observations of teaching and learning and of pupils' work show continued good progress in Nursery and Reception classes and at least satisfactory and improving progress through Years 1 to 6. Strengthened planning ensures that pupils' differing needs are met with increasing effectiveness through the school. However, inconsistencies remain because more-able pupils do not always make the progress they are capable of. In lessons where pupils receive regular feedback and good adult support during group work, for example as seen in a mathematics lesson in Years 5 and 6, pupils show enjoyment and make good progress. As teachers identify and share clear learning intentions more effectively with the pupils through 'working wall' displays for example, the number of pupils who previously underachieved is reducing and more are making good progress, including in writing. As a result, although pupils' attainment in Year 6 remains low in English and mathematics, it is improving rapidly and securely. As a result of the well-targeted adult support, pupils with special educational needs and/or disabilities make at least satisfactory progress.

Pupils' current learning and progress as seen in lessons are showing secure and quickening improvement. This is particularly the case as, for example, in a Year 5/6 English lesson when pupils were encouraged to talk about and explain the thinking behind their dramatic presentations of the Greek story of Perseus. Such strategies are enabling teachers to target and fill previous gaps in pupils' vocabulary. Similarly in a mathematics lesson in Years 1 and 2, the teacher's sharp identification of clear learning objectives clarified the pupils' thinking, enabling them to sustain concentration and extend their skill in subtracting numbers. At times though, pupils have to sit and listen for too long at the beginning of lessons and this reduces their interest, leaves less time for individual work and slows their progress in using and applying their skills independently.

Pupils enjoy school, feel safe and behave well, and those with behavioural and emotional needs respond positively to caring adults. Pupils have a satisfactory awareness of healthy living and eating. Some engage well with physical activity and are careful with their diet,

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but others maintain that they could sustain their health and fitness better. Pupils accept responsibility diligently, for example, as members of the school council or as 'peer buddies' helping others at playtimes. Even though some pupils lack confidence, their improved and now good attitudes to school life underpin sound contributions to school and community events. Most pupils get on well with each other, with those new to the school settling in particularly quickly. Pupils' spiritual, moral, social and cultural development is satisfactory and improving. Pupils' accelerated progress after a legacy of underachievement means that their future economic well-being is now satisfactory.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	4
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>3</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>3</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>3</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

**How effective is the provision?**

The effective management of pupils' behaviour, rising expectations and the emphasis placed on the need for well-presented work and good handwriting are the most improved areas of the school's work and are the key reasons for pupils' improved progress. These features underpinned the good lessons seen, for example in a writing lesson in Years 1 and 2, when pupils were encouraged to express their feelings. Similarly, when writing stories about an imaginary world, pupils in Years 3 and 4 were challenged well to use adventurous words. However, such development of the pupils' independent learning skills is not yet a consistent feature across all classes. Teachers are aware of the differing needs of their pupils and generally they adapt their planning effectively to take this into account, for example to support group work in class and intervention support out of class.

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Occasionally, during whole class introductions, pupils spend too long listening and work is not matched sharply enough to pupils' abilities and interests and the pace of learning slows.

Pastoral support and safeguarding pupils' welfare are strengths of the school. Staff provide good assistance for pupils with special educational needs and/or disabilities. They value pupils' contributions and respond well to their differing needs. ♦ Families are fully engaged by the school and excellent support is provided for pupils at risk because of vulnerabilities. Teaching assistants make positive contributions, particularly in supporting groups or working with individual pupils, especially those with special educational needs and/or disabilities. ♦ An increasing number of new arrivals, which includes a significant proportion of pupils with learning and emotional needs, are integrated well into lessons.

The broad and balanced curriculum is enhanced by a good range of well-attended additional activities, which include supportive breakfast and after-school clubs. A range of cross-curricular themes and regular residential visits add to pupils' wider experiences and stimulate their interest. Well-planned assemblies widen pupils' cultural understanding and encourage and celebrate the breadth of pupils' achievements, including improvements in behaviour. ♦ However, the curriculum does not provide sufficient opportunities for pupils to practise the basic skills of literacy, numeracy and information and communication technology across all subjects.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

After a period of staffing instability, including at senior level, strong and determined leadership, particularly by the headteacher, has established a shared vision and drive for improvement, which are enabling the school to move forward at a rapid pace. ♦

Procedures for monitoring the achievement of all groups of pupils are rigorous. Self-evaluation is now effective, provides an accurate view of strengths and weaknesses and ensures that strategic planning accurately identifies key areas for improvement. ♦ The impact of leadership on improving the quality of teaching and learning, for example by providing additional small-group and one-to-one support for previously underachieving pupils, is increasingly evident and is accelerating achievement. The school is striving to improve this further by sharing good practice and emphasising the need to develop pupils' learning skills. Successful initiatives, such as promoting writing through discussion, are already working well in Years 3 and 4. However, several initiatives are very new and have

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not been in place long enough to establish consistently good provision across the school and raise pupils' attainment to at least national expectations.

Governance continues to contribute well to the school's thorough safeguarding arrangements and good care, guidance and support, but has only recently begun to challenge the school's leadership on pupils' achievement. School leaders promote good links with parents and over the past term have reviewed and updated all the necessary safeguarding checks, policies and procedures to ensure that pupils' welfare is secured well. The school promotes equality of opportunity satisfactorily and does not tolerate any form of discrimination. Provision and outcomes for all groups of pupils are satisfactory and where there was underachievement the school has already identified it and is tackling it. The school is a cohesive community and promotes community cohesion adequately through local events and cross-curricular topics. However, the school recognises that national and international aspects are not fully developed.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>3</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

Staff safeguard children's welfare effectively and sensitively support their emotional needs as they move through the Early Years Foundation Stage. Staff nurture the children's personal needs further, especially their social development and self-confidence, by promoting very positive relationships with their parents and carers and with the adjacent children's centre. As a result, parents and carers are extremely appreciative and by working supportively with the staff, assist in making sure that children settle happily and feel secure at school. Children achieve well as a result of consistently good teaching supported by effective assessment from the time children enter the Nursery. Children make especially good progress in their personal and social development which helps them to develop their independence and make informed choices in relation to new learning



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opportunities. Children enjoy nourishing snacks and social interaction during caf  time in the Nursery and happily and very skillfully share computers and make gingerbread men in the Reception classes. Good leadership and management ensure that the accommodation, both indoors and outside, is organised well to provide stimulating practical learning opportunities. Very occasionally however, children's individual learning choices, for example when pedalling large wheeled toys or playing with water and sand, are not supported as effectively as the sharply focused, language rich, adult-led activities, such as talking about and making 'snowballs' out of dough.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

There was a broadly average response to the questionnaire by parents and carers. The overwhelming majority of the parents and carers who responded to the questionnaire and the small number of parents interviewed by an inspector expressed the view that their children enjoy school and are kept safe at school. Several parents and carers also wrote very appreciatively about these aspects and in particular about the care and support from staff for vulnerable families. One parent typically wrote, 'I think the school is doing a good job and I am so pleased with all their help and support.' Inspection findings endorse these views. A small minority of parents and carers indicated some disagreement, particularly with how the school deals with unacceptable behaviour and takes account of their opinions. Inspectors examined the parents' concerns and found that parents' views are carefully considered and that after much improvement over the past six months, pupils are supported effectively and now behave well. However, the findings of the inspection also show that while pupils' attainment is improving, as a few parents rightly state, some pupils should do better.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Highweek Community Primary and Nursery School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 92 completed questionnaires by the end of the on-site inspection. In total, there are 317 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	55	60	35	38	0	0	0	0
The school keeps my child safe	58	63	34	37	0	0	0	0
My school informs me about my child's progress	33	36	44	48	10	11	3	3
My child is making enough progress at this school	31	34	51	55	8	9	2	2
The teaching is good at this school	39	42	50	54	2	2	1	1
The school helps me to support my child's learning	33	36	49	53	9	10	1	1
The school helps my child to have a healthy lifestyle	33	36	50	54	5	5	1	1
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	36	39	40	43	13	14	1	1
The school meets my child's particular needs	33	36	47	51	5	5	1	1
The school deals effectively with unacceptable behaviour	27	29	44	48	10	11	6	7
The school takes account of my suggestions and concerns	27	29	46	50	8	9	3	3
The school is led and managed effectively	31	34	49	53	7	8	2	2
Overall, I am happy with my child's experience at this school	43	47	42	46	5	5	1	1

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



22 January 2011



Dear Pupils



**Inspection of Highweek Community Primary and Nursery School, Newton Abbot  
TQ12 1TX**



Thank you for welcoming us to your school, and particularly to those of you who took the time to speak to us or tell us your views through the pupil questionnaires. Yours is a satisfactory school. It is showing some signs of rapid improvement. Your attainment in English and mathematics remains low but is now rapidly rising by the end of Year 6. Your progress across the school is satisfactory.

These are the other main things we found.

- You enjoy school and behave well and your improving attitudes to learning are helping many of you to do better.
- Teaching and learning are satisfactory overall, but there is an increasing amount of good teaching which helps you to make faster progress.
- The headteacher, senior staff and governors work well together and are helping you to make better progress than you have made previously.
- Staff work well with your parents and provide good care for you, especially those of you with special educational needs and/or disabilities.



To make sure that your school continues to improve, we have asked the headteacher, governing body and staff to help you to raise your attainment in English and mathematics so that it reaches at least national expectations by next year. We have also asked the school to ensure that most teaching is good or better to enable you to make even better progress. ◆ In addition, we have asked the school to give you more opportunities in lessons to practise your literacy, numeracy and information and communication technology skills. This will help to prepare you better for high school.

You can help by making sure that when you follow the teachers' guidance you think carefully about what you have to do and really try hard to improve your work.

Yours sincerely



Alex Baxter  
Lead inspector

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