

Honiton Primary School

Clapper Lane, Honiton, Devon, EX14 1QF

Inspection dates 26–27 February 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Outstanding	1
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school

- Leadership and management are outstanding. The headteacher and senior leaders are united in their commitment to an ambitious vision for the school's future. This has had a very positive impact on the school's overall effectiveness and performance.
- The governors provide an extremely high level of challenge and support and take decisive action when required.
- Achievement is at least good across all year groups and pupils make better than expected progress in English and mathematics from the time they enter the school. Attainment is typically well above average.
- The headteacher, staff and governors have worked very effectively together to significantly improve the quality of teaching and learning since the previous inspection. Much of the teaching is now outstanding and gives pupils a real passion for learning.
- Children settle into the Early Years Foundation Stage extremely quickly and make very good progress during their first year at school.
- Pupils' progress throughout their school career is very accurately monitored and any underperformance is quickly addressed.
- The exceptionally rich curriculum provides a varied and exciting range of learning experiences which meet the needs of all the pupils.
- Pupils feel very safe in school. Their behaviour is exemplary. They get on well together within the school's family atmosphere and demonstrate positive attitudes to their learning.
- Relationships between staff and pupils are very good and are a key strength of the school.
- The school's motto, Good, better, best – Never let it rest until your good is better and your better best, is not just words but sums up the determination of the school to continue raising standards.

Information about this inspection

- The inspection was carried out over two days with half a day’s notice.
- All full-time staff were observed teaching. A total of 28 lessons were seen. This included a joint observation with the headteacher.
- The inspectors heard pupils from Year 1 and 2 read individually and observed the teaching of phonics (pupils learning letter patterns and the sounds they represent).
- Meetings were held with groups of pupils, members of the governing body, the school improvement adviser, subject and key stage leaders, the special needs coordinator and members of the school leadership team.
- The inspection team looked at a wide range of evidence which included the school’s improvement plan, the school’s data for tracking the progress and attainment of individual pupils and specific groups, performance management documentation, the school’s self-evaluation information, minutes of meetings of the governing body, curriculum and lesson plans, governing body documentation, the work pupils were doing in their books and display work.
- Parents were met at the beginning of the school day and the 29 responses to the on-line questionnaire (Parent View) were considered. The school’s own recent (February 2013) parent survey was also scrutinised. Responses from 41 staff questionnaires were also taken into account.
- During the inspection pupils’ behaviour was observed, both inside and outside of the classroom, and the school’s safeguarding procedures were scrutinised.

Inspection team

Mark Anderson, Lead inspector	Additional Inspector
Alan Jones	Additional Inspector
Linda Rafferty	Additional Inspector

Full report

Information about this school

- This is a larger-than-average-sized primary school located close to the centre of Honiton.
- Children in the Early Years Foundation Stage are taught in two early years groups. Year groups in Key Stages 1 and 2 are taught in two parallel forms.
- The vast majority of pupils at Honiton (95%) come from White British backgrounds.
- The proportion of pupils known to be eligible for the pupil premium, which provides additional funding for children in local authority care and pupils known to be eligible for free school meals, is in line with the national average.
- The proportion of pupils who have special educational needs supported at school action, school action plus or statements of special educational need is similar to the national average.
- The school has meets the government's floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school operates a breakfast club and an after-school club which take place on the school site.

What does the school need to do to improve further?

- Improve the range of educational experiences and opportunities for independent learning by developing and extending outdoor learning facilities for all age groups in order to make full use of the extensive outdoor space available to the school.

Inspection judgements

The achievement of pupils

is outstanding

- The majority of children have skills in line with those typical for their age when they join the school, although some have weak language and communication skills. They make good progress and the majority exceed the levels expected nationally as they move into Year 1. The large gains made in social and emotional development reflect the emphasis the school places on the 'whole child'.
- Outstanding progress is maintained throughout Key Stage 1 and the improving levels of attainment in reading are a strong feature of this stage of the pupils' education. This improvement has been strongly supported by the introduction of a commercial scheme to support phonics sessions (letters and the sounds they make) across the year groups.
- The clear trend of improving attainment has been seen across all subjects over the last three years. The very high standards attained in mathematics remain slightly ahead of those in English. However, the proportion of pupils achieving Level 5 in 2012 in English and mathematics was significantly above the national average as was the number of pupils achieving Level 6 in mathematics.
- Pupils have continued to make rapid gains in their progress in mathematics in both key stages. This has followed a close focus on the teaching of mathematics and the use of resources which engage and interest the pupils. The last three years have seen a strong upward trend in all areas of the curriculum and the progress of pupils in English continues to improve rapidly in Key Stage 2, although not quite keeping pace with mathematics.
- Throughout the school the development of writing and reading skills is rapid and pupils are given numerous opportunities to undertake exciting, individual writing and reading tasks which stem from the school's unique emphasis on inspirational story telling.
- Pupils get regular opportunities to read in school and teachers and skilled teaching assistants ensure that their phonics knowledge continues to be reinforced, both during lessons and support sessions.
- There are no significant differences in the progress made by groups of pupils. In English and mathematics the attainment of pupils eligible for the pupil premium is similar to that of other pupils in the school as are their average point scores in both subjects. The impact of well-planned actions is leading to improvement in the achievement of these pupils and the gap has narrowed significantly between their attainment and that of all other pupils, which demonstrates the school's successful promotion of the equality of opportunity.
- Pupils who are disabled or have special educational needs make progress which is line with their peers.
- The school's systems for tracking each individual pupil's level of progress and achievement are exceptionally detailed and accurate. The tracking data are carefully analysed to establish any areas that are in need of strengthening and any individual pupils or groups who require additional support.

The quality of teaching

is outstanding

- The teachers' professionalism, enthusiasm and subject knowledge mean that lessons are well planned and engage and inspire all the pupils. Learning tasks are challenging and thought provoking which means the pupils' attitudes to learning are extremely positive and the pupils' enthusiasm mirrors that of their teachers.
- In lessons teachers ensure that learning runs at an appropriate pace and the teachers' sharp questioning skills keep all pupils on task and involved.
- Staff who teach children in the Early Years Foundation Stage have effectively adapted their planning and observations in line with the new framework for children of this age. Phonics teaching to children in Reception and pupils in Years 1 and 2 is precise and carefully adapted to

suit different ability levels so pupils learn quickly.

- Marking and feedback are highly effective in helping pupils to meet their learning targets. This is particularly evident in Years 5 and 6. Pupils get very clear guidance on the next steps in improving their work and marking and feedback are exceptionally good across all year groups. Teachers frequently check and accurately judge pupils' rates of progress. Pupils know their targets for learning and what is expected for them to achieve at different levels.
- In lessons, activities are extremely well matched to the different abilities of pupils. This results in all pupils making outstanding progress and developing genuine self-esteem and a belief that they can succeed. Pupils talk confidently to adults, accelerating their progress in their personal, social and emotional development.
- The staff work together exceptionally well as a team and are very supportive of each other. This was seen during an outstanding science lesson on micro-organisms taught by staff to the combined Year 6 classes.
- Teaching of information and communication technology skills is reinforced in all areas of the curriculum and older pupils routinely use computers and tablets to complete and extend their learning.
- Teaching assistants are deployed very well to provide extremely effective intervention and support. This support teaching is carefully focused to meet the learning needs of individual pupils.
- All parents who responded to the school's questionnaire, the on-line Parent View questionnaire or spoke to the inspectors considered that their child was taught well and made at least good progress.
- Pupils' learning is powerfully encouraged and reinforced by the vast amount of inspirational, child-centred, three-dimensional displays in every classroom and around every corner! Although the interior of the school resembles an Aladdin's cave of learning, the outside areas do not currently reflect the very high quality of the inside.

The behaviour and safety of pupils are outstanding

- Behaviour in lessons and around school is exemplary. Pupils are thoughtful and polite. This has a positive impact on the quality of learning and contributes to the caring and nurturing ethos which is evident throughout the school.
- Pupils have excellent attitudes towards learning and quickly settle to the tasks they are set with enthusiasm. They respond enthusiastically to questions and requests throughout the school day. This enthusiasm is exemplified at the beginning of every day as pupils and staff 'Wake and Shake' together with real energy and obvious enjoyment, even in the colder weather!
- From when they start school, young children in the Early Years Foundation Stage are taught what is expected regarding good behaviour. These expectations are reinforced to great effect as pupils progress through the school and the older pupils provide very strong models. The contribution and conduct of the 'bullying ambassadors' are a strong example of this.
- Parents have a very positive view of behaviour as expressed by those responding to the on-line questionnaire, Parent View, and to the school's own recent survey. They appreciate that the school is caring, approachable and will deal appropriately with issues.
- Pupils are courteous to staff and visitors. They are taught to show respect and consideration for others. They get on well with each other across the age groups in lessons and on the playground areas where they show a good awareness of each other and how to keep safe.
- Pupils are keen to take an active part in school life and take on a variety of roles and responsibilities such as being members of the environmentally-aware Green Team. The school council provides a pupil voice and the wide range of clubs and activities ensures there is something for everyone.
- Celebrations of good attendance and close home-school working have resulted in clear record of improved, above average attendance over the last three years.
- Pupils say they are well cared for and feel safe at school at all times. They feel able to speak to

an adult if they have a problem or need to confide in someone. They show a clear understanding of what constitutes bullying, including physical, emotional and cyber bullying, and commented that the adults always dealt with any instances of inappropriate behaviour quickly, fairly and firmly.

- The school's breakfast club and after-school club are well organised and well attended. They provide a welcoming start and relaxed end to the school day.

The leadership and management is outstanding

- The school's leadership team, which consists of the headteacher and four assistant headteachers, is extremely ambitious for the school's development. It is a closely-knit team who has a united vision for the school and has been relentless in its pursuit of the highest possible standards. The school's leaders have a good understanding of its strengths and how to improve further.
- Teachers and parents all consider that the senior leaders provide strong and effective leadership and management across all areas of the school.
- The leadership of teaching has become increasingly rigorous and effective performance management has served to eliminate any previous weaknesses. This is well supported by the strong teamwork and morale of the teachers and their desire and commitment to keep the school moving forward. The 41 staff questionnaires submitted show that all staff hold positive views about the school. 'I am fortunate to be teaching here,' was a typical comment.
- Leaders and managers rigorously collect data on pupils' attainment and progress. The information is analysed accurately and pupil progress meetings are scheduled every six weeks in order to identify those pupils falling behind or not making expected progress and take appropriate action.
- The school's self-evaluation is detailed and accurate and the school improvement plan is clearly focused through success criteria, targets and timelines.
- Substantial improvements to pupil outcomes, attendance and the quality of teaching during the last three years reflect a strong capacity to maintain improvement.
- Safeguarding arrangements comply with statutory regulations. Leaders and managers are extremely well equipped to ensure that all staff recruited are checked rigorously. The leadership identifies and responds very well to any concerns regarding child welfare.
- Senior leaders observe teachers' work and make accurate judgements relating to the quality of their practice and the progress their pupils make. These findings are used appropriately to decide teachers' pay and internal promotion within the school. There is a strong link between performance, appraisal and pay progression.
- The school places a high priority on professional training for the staff and developing their teaching skills and knowledge, and there are many opportunities for teachers to share best practice.
- The range of subjects and topics taught is extensive, and well matched to the needs of pupils. There are a very wide variety of activities and clubs available for pupils to participate in including a puppet club, martial arts, High 5 netball, and football, as well as opportunities to learn a variety of musical instruments. Examples of the breadth of the curriculum were seen in the recent trips to Old Trafford in Manchester and to the SS Great Britain in Bristol, as well as the forthcoming visit to the Natural History Museum and the London Eye.
- There are numerous opportunities for the development of the pupils' spiritual, moral, social and cultural awareness and understanding. This is highlighted by events such as the Dazzle days, which focus on themes such as Diwali, and the links with a school in Ethiopia which have helped to raise the pupils' awareness of being a global citizen.
- The local authority provides very effective light touch support for this outstanding school.
- **The governance of the school:**
 - Governors know the school well, are determined to improve it further and hold leaders to account for the effectiveness of the school. They have a clear understanding of the school's strengths and how well it performs in comparison with other similar schools. They understand

the areas for development and work closely with the school to refine and implement the school improvement plan. They are regular visitors to the school and are individually 'attached' to specific classes. They understand well the links between teachers' performance and progression through the pay scales and how underperformance is tackled. The governing body has an effective committee structure and individual governors' expertise is used well, for example to ensure that the school's finances are carefully audited and well managed. The governors have a clear understanding of how the pupil premium funding is allocated and its impact in improving levels of pupil attainment. Governors are kept well informed by the school's leadership and also attend regular training so that they can fulfil their roles more effectively. They ensure that the school meets all statutory obligations, particularly those related to safeguarding and the safe recruitment of staff.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	113098
Local authority	Devon
Inspection number	401340

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	325
Appropriate authority	The governing body
Chair	Michelle Perryman
Headteacher	Andrea Brown
Date of previous school inspection	10–11 March 2010
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