

# Heathcoat Primary School

Broad Lane, Tiverton, Devon, EX16 5HE

**Inspection dates** 7–8 May 2014

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- Pupils' achievement requires improvement as standards reached in English and mathematics have been inconsistent and too low over time.
- The amount of progress pupils make is not rapid enough across the school. Letter sounds and combinations (phonics) are not taught sufficiently well to help pupils make good progress in reading and writing.
- Teachers do not review and modify pupils' learning or provide enough guidance to help increase their progress.
- Teachers do not always challenge the higher ability pupils in their classes or support the learning of those who find the work difficult.
- Pupils do not have enough opportunities to use the guidance given to them by teachers to improve their work or to make the necessary corrections.
- Over the last few years, school leaders, managers and governors have not tackled weaknesses in teaching quickly enough.
- Some activities taught do not always fully motivate pupils' enthusiasm to learn or enable them to use their basic skills in different subjects.
- The governing body has not held the school to account and monitored how well groups of pupils achieve.

### The school has the following strengths

- The pupils' engagement in lessons and their willingness to work together are good.
- The school takes great care in ensuring pupils are well looked after. Pupils feel very safe in school.
- The new headteacher has very quickly identified the aspects of the school's work that require further development. Staff are responding positively to the challenge to improve. As a result, pupils are starting to make better progress.

## Information about this inspection

- The inspectors observed 23 lessons and a whole-school assembly.
- Meetings were held with groups of pupils, a member of the governing body, and senior and middle leaders. The lead inspector also held a telephone conversation with a representative from the local authority.
- The inspectors listened to pupils read and scrutinised samples of pupils' workbooks.
- A wide range of documents were examined, including the school's information on pupils' recent progress, as well as planning and documentation about checks on teaching, and records relating to behaviour, attendance and safeguarding arrangements.
- The inspector also took account of the 28 responses to the online questionnaire (Parent View), three letters from parents and a telephone call to the inspection team. The views of parents who were dropping their children off at school were also noted. The views of staff were considered through the 29 staff questionnaires.

## Inspection team

David Hogg, Lead inspector

Additional Inspector

Marian Marks

Additional Inspector

David Bowles

Additional Inspector

## Full report

### Information about this school

- Heathcoat Primary is much larger than the average-sized primary school.
- Children at the school come mainly from the local area but an increasing number come from further afield.
- There are very few pupils from minority ethnic backgrounds.
- The proportion of pupils supported by the pupil premium (pupils known to be eligible for free school meals or who are in public service care) is in line with the national average. There are no looked after children currently attending the school.
- The proportion of pupils supported at school action is in line with the national average. The proportion of pupils who are supported through school action plus or with a statement of special educational needs is much higher than the national average.
- Last year, the school did not meet the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The headteacher joined the school in September 2013.

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

- Improve the quality of teaching by ensuring teachers:
  - have high expectations for all pupils so activities challenge all learners and accelerate the progress they are making
  - use the information they have on their pupils so that guidance they provide to help them improve is more effective and reviewed regularly
  - give pupils the opportunity to correct and improve their work quickly in response to the feedback they provide in their marking
  - improve the way pupils develop their knowledge and understanding of the sounds that groups of letters make (phonics) so that all groups develop their understanding more quickly.
- Raise pupils' levels of attainment and progress by giving them a wider range of creative and exciting learning activities so they use and apply their literacy and numeracy skills in different ways.
- Improve the effectiveness of leadership and management by making sure that the governing body and senior staff ensure the quality of teaching and pupils' achievement are good. Governors should review information more effectively to ensure that pupils eligible for additional funding through the pupil premium, and those pupils with special educational needs, achieve well.

An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

## Inspection judgements

### The achievement of pupils

### requires improvement

- Over recent years, pupils' achievement by the end of Year 6 has been too low. It therefore requires improvement. Their attainment has been below the national averages in reading, writing and mathematics. The progress pupils make between Year 2 and Year 6 is too slow and is less than found nationally.
- The attainment of boys has not been consistently as good as that of girls but differences have reduced more recently. The work in pupils' books confirms that there is little difference between boys' and girls' achievement over time.
- In the past, disabled pupils and those with special educational needs have not made as rapid progress as other pupils to close gaps to ensure their attainment compares well with other pupils. The new senior leadership team has begun to address this and pupils are making faster progress as a result, especially in Year 5 and Year 6. There is now a greater focus by teachers on the progress different groups make, so as to enable disabled pupils and those with special educational needs to achieve as well as they can.
- The school has not supported pupils eligible for support through pupil premium funding effectively in the past to help close the gaps in their understanding compared to other groups of pupils. In 2013 pupils known to be eligible for free school meals were about four terms behind in reading and mathematics and about two terms behind in writing. More focused teaching and small group work this year have meant that these gaps are closing across the school and especially for those pupils eligible in Years 5 and 6.
- Children joining the school's Nursery have skills that are well below those seen typically for their age especially in the areas of communication skills and literacy and in their social and emotional development. Through effective teaching and well-chosen activities, children make good progress in the Nursery. This level of progress continues in the Reception class. Although progress is a little slower in Reception, over two thirds of the children made a good level of development in the last year, preparing them well for the beginning of Year 1.
- Recent improvements in the quality of pupils' learning have begun to accelerate the progress pupils make. Current school checks on pupils' progress indicate that those in Year 6 are on track to reverse the recent dip in attainment in the forthcoming national tests.
- Pupils are confident readers by the time they leave. They enjoy reading a range of authors. In 2013, the school saw an improvement in the proportion of pupils achieving the expected level in the national phonics screening check.

### The quality of teaching

### requires improvement

- The quality of teaching requires improvement. It has not been effective enough to enable pupils to achieve at or above national averages over recent years. Teaching does not provide sufficient challenge and high enough expectations as to what different groups of pupils should achieve. Consequently, the progress pupils make is too slow.
- Teachers have not used the information they hold on pupils' progress to provide clear guidance for pupils to achieve and ensure good progress. Staff do not review the guidance regularly, so pupils do not progress as quickly as they should.
- Teachers generally provide pupils with detailed guidance on their work, but pupils do not make the corrections necessary to improve it further and enhance their learning.
- The school recognises that boys have made less progress than girls have over time, especially in reading and writing. Pupils do not practise and apply their literacy and numeracy skills in other subject areas.
- Learning activities in phonics lessons do not always challenge pupils, particularly the higher ability pupils, to move their learning on quickly. The tasks can be either too easy or, for some lower ability pupils, too tricky. As a result, not all pupils learn the sounds groups of letters make

rapidly enough.

- In other subject areas, teachers try to plan learning activities that challenge pupils of different abilities. In a Year 2 mathematics activity, carefully organised tasks catered effectively for the needs of five different ability groups. As a result, all pupils made excellent progress. However, this is not always as effective as it could be. At times, some groups of pupils have work that is either too easy or too hard.
- The school has reviewed the effectiveness of the support for disabled pupils and those with special educational needs. Work completed in the classroom and that done in small groups adjacent to classrooms links together more effectively than previously. Teachers now have greater responsibility and accountability for the progress disabled pupils and those with special educational needs make. The school's information indicates that this is beginning to have an impact on the progress made by disabled pupils and those with special educational needs.
- Classrooms are bright and welcoming with a mixture of learning resources and an increasing amount of good quality work produced by pupils displayed in classrooms and in the corridors.

### **The behaviour and safety of pupils** are good

- The school's work to keep pupils safe and secure is good. Pupils feel safe in school and enjoy being there. Pupils say that everyone is kind to each other and that acts of unkindness are rare. Pupils say that fall-outs do occur, but are resolved quickly and pupils quickly make friends again.
- Around school, pupils are welcoming and polite. Pupils have good manners during lunchtime, which are reinforced by the adults supervising them.
- The pupils have a very good understanding of how to stay safe in different situations. They understand about being careful when using online social media sites and games, particularly what information is safe or unsafe to share with others.
- The behaviour of the pupils is good and contributes well to their learning in class. In a Year 3 science lesson, pupils continued their efforts, without any fuss, to research what plants needed to grow from books rather than the tablet computers, which had stopped working. Pupils typically demonstrate good skills in working together and are confident to share ideas with the whole class.
- The work in pupils' books is generally well presented. Years 3 and 4 pupils talked enthusiastically about their favourite subjects, which was most of them. Older pupils were proud of the successes they have had in the sporting opportunities the school provides.
- Attendance has improved and is now in line with national averages. The school has worked hard with families to raise attendance across the school.

### **The leadership and management** requires improvement

- In the recent past, leadership at all levels in the school has not ensured that teaching is effective enough and consequently the achievement of pupils has not been good. The rates of progress made by pupils in both Key Stages 1 and 2 have slowed over the last two years and pupils have left the school with skills that generally are below those expected at the end of Year 6. Leadership and management therefore require improvement.
- The new headteacher has quickly identified key areas for improvement and has provided robust leadership to staff in her efforts to address pupils' underachievement. Expectations of what pupils should achieve are now clearer to teachers. The information that the school holds on the pupils' progress indicates that the work of senior and middle leaders is beginning to have an impact in raising standards. There are now clearer links between pupils' outcomes and staff salary progression.
- The roles and responsibilities of senior and middle leaders are more sharply defined. This has led

to middle leaders (those responsible for subjects, aspects or year groups) taking greater responsibility for the work of other teachers and teaching assistants in their teams. Closer monitoring of planning and pupils' work is helping staff to check and judge progress more accurately. This closer focus on judging how well pupils make progress over time is still developing, but is beginning to remedy pupils' underachievement.

- The local authority has identified weaker aspects of the school's effectiveness in order to support the governing body and senior leaders in seeking to improve the quality of teaching and pupils' achievement. The school's self-assessment is now more rigorous, and senior leaders, the governors and the local authority work together to track the school's improvement.
- The school provides a wide range of learning opportunities within the classroom. Senior leaders are currently reviewing the effectiveness of these activities. This is to ensure lessons are more exciting and creative and that pupils practise skills across different subjects. The school offers a number of memorable learning experiences through visits to places of significance. Currently, staff and governors are seeking ways to make greater use of the impressive school grounds.
- The school has used the additional primary sports funding to good effect and has seen a rise in participation rates in after-school activities. Over 50% of all the children are involved in one or more of the 26 clubs that have run since September. Specialist staff and training provided by the local authority and nearby secondary school are helping to improve staff skills in teaching physical education.
- The school promotes the development of pupils' social, moral, spiritual and cultural skills and awareness very well. Through this work, the school challenges discrimination and promotes kindness and inclusion.
- Child protection arrangements and safeguarding procedures are effective and meet statutory requirements. The school works closely with parents to ensure the pupils are supported, especially those most vulnerable pupils.
- **The governance of the school:**
  - Governors acknowledge they have not held the school to account closely enough in the past to maintain its effectiveness. They have looked at the range of skills that governors have and have benefited from training by the local authority, for example in developing their understanding of the school compared with others using national and school information on performance. The governors are part of the ongoing school review process so now have a better understanding of how effective the support and training have been in improving the quality of teaching. They understand the link between pupils' achievement and the salary awarded to teachers. Information from the headteacher is providing a clearer picture of how groups of pupils make progress. They recognise, however, this is not yet done thoroughly, particularly for those pupils eligible for additional support through the pupil premium funding. The governors monitor the financial position of the school closely, including, for example, through the additional primary sports funding. They carefully review safeguarding arrangements to ensure pupils are safe in school.

## 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

<b>Unique reference number</b>	113343
<b>Local authority</b>	Devon
<b>Inspection number</b>	439699

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

<b>Type of school</b>	Primary
<b>School category</b>	Maintained
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	441
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Vera Southcombe
<b>Headteacher</b>	Jayne Callard
<b>Date of previous school inspection</b>	8–9 May 2011
<b>Telephone number</b>	01884 252445
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