

# Inspection of a good school: Higham-on-the-Hill Church of England Primary School

Main Street, Higham-on-the-Hill, Nuneaton, Warwickshire CV13 6AJ

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Inspection date:

31 January 2023

## **Outcome**

Higham-on-the-Hill Church of England Primary School continues to be a good school.

## **What is it like to attend this school?**

Higham-on-the-Hill Church of England Primary School is an inclusive and caring school. Pupils say they are happy at school and enjoy learning. They say that teachers always help them if they get stuck with their work. Many pupils say that their teachers are kind and that the school is 'amazing'.

Leaders have high expectations of pupils' conduct. Pupils behave well in lessons and at break and lunchtimes. Classrooms are calm. Pupils have positive attitudes to learning. They say that teachers are fair and use the behaviour policy consistently. Children in Reception are well cared for. Children enjoy learning in a settled environment. They follow clear routines. Pupils say that bullying never happens. They know that if it did happen, staff would deal with it well.

There are many clubs and extra-curricular activities that pupils can access. Most pupils enjoy taking part in these. For example, pupils go to forest school, arts and craft club, choir and sports club. Many pupils also enjoy taking on extra responsibilities. They can be anti-bullying ambassadors or house captains, and help organise and lead collective worship.

## **What does the school do well and what does it need to do better?**

Leaders are ambitious for what pupils can achieve. They have worked well to improve all areas of the school. Leaders have ensured that there is a well-sequenced curriculum in place for all subjects. The curriculum in Reception is equally ambitious. Leaders have considered the knowledge, skills and vocabulary they want pupils to learn. Leaders have also detailed the order they want pupils to learn content. The curriculum meets the needs of all pupils, including those with special educational needs and/or disabilities (SEND). Teachers say that curriculum plans help them to deliver the curriculum well.

Teachers have good subject knowledge. They have high expectations of what pupils can achieve. Teachers explain new content clearly. Learning activities are well chosen. Teachers use questioning well to check that pupils understand what they have learned. Leaders have ensured that assessment identifies misconceptions and gaps in pupils' knowledge. Pupils then get precise support, so they do not fall behind. As a result, pupils build on what they already know. They achieve well.

Leaders identify the needs of pupils with SEND well. Some pupils are 'pre-taught' content before lessons to prepare them for learning. Teachers adapt teaching well to support pupils with SEND. This means that pupils with SEND access the same curriculum and achieve well.

Leaders have prioritised reading. Staff are well trained to deliver the phonics programme. In Reception, children begin learning phonics straight away. They use their phonics knowledge well to read simple words. Books are well matched to the sounds children know. Teachers in Reception also develop children's language through role play and story time.

Pupils who need help with reading get extra phonics sessions every day. Pupils become confident, fluent readers. Pupils enjoy the many opportunities they get to read. They enjoy learning poems every day. Regular story times and reading class texts further develop their love of reading.

Leaders are clear about how they want pupils to behave in lessons. Teachers help pupils meet these expectations. They reward pupils well. As a result, there are positive relationships between pupils and staff. Lessons are orderly and purposeful. Pupils say that the 'talk rules' help them talk to others well, use manners and take turns. In Reception children engage well with activities.

The curriculum to promote pupils' personal development is well planned. Pupils learn how to stay safe and how to make healthy choices. This work starts in Reception, where children learn about basic hygiene. Pupils learn about different faiths and cultures. Trips to different centres of faith support pupils' understanding of different religions. Pupils learn about celebrating differences. They know to be respectful to those who are different. Some pupils do not have a secure understanding of fundamental British values. The school has recently started to teach about these more formally.

The school promotes its Christian values, which are central to the school's ethos. The daily act of worship helps to embed these values. Pupils say that the values help them make 'right choices'.

The school is well led and managed. Staff are proud to work at the school. Leaders take staff workload into account. Governors and trustees know the school well. They provide effective support and challenge. The trust has comprehensive professional development in place for all staff. Staff are positive about this support.

## Safeguarding

The arrangements for safeguarding are effective.

Pupils say they feel safe in school. They know who to speak to if they have a concern. Pupils learn about online safety and road safety. They learn how to keep themselves safe.

Leaders have ensured there is a strong culture of safeguarding. Staff are well trained and know how to report concerns. Leaders know their families and pupils well. They work well with external agencies to ensure that pupils get the help they need. The single central record is well managed.

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

### (Information for the school and appropriate authority)

- Leaders have recently adopted a new curriculum for teaching personal, social and health education. Some parts of the curriculum are not as embedded as they could be. This means that some pupils do not fully understand fundamental British values. Leaders must ensure that the curriculum enables pupils to develop a secure understanding of British values.

## Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the predecessor school, of the same name, to be good in March 2013.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	141468
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	10254928
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	80
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Stephen Adshead
<b>Headteacher</b>	Rebecca Dolby-Molson (executive headteacher)
<b>Website</b>	<a href="http://www.higham-on-the-hill.leics.sch.uk">www.higham-on-the-hill.leics.sch.uk</a>
<b>Date of previous inspection</b>	14 November 2017, under section 8 of the Education Act 2005

## Information about this school

- Since the last inspection, a new executive headteacher and head of school have been appointed.
- There have been significant changes to the teaching staff since the last inspection.

## Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors held meetings with the executive headteacher and other leaders in school.
- The lead inspector met with representatives of the trust.
- The lead inspector met with the chair of trustees and the chair of the governance cluster committee.

- The lead inspector evaluated the effectiveness of safeguarding by meeting with the designated safeguarding lead and reviewing a range of documents, including the school's single central record.
- Deep dives were carried out in the following subjects: early reading, mathematics and geography. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors considered the responses of parents, pupils and staff through discussions during the inspection and the Ofsted surveys.
- The inspector reviewed a range of documentation relating to safeguarding, the school's self-evaluation, behaviour and governance.

### **Inspection team**

Paul Halcro, lead inspector

His Majesty's Inspector

Ben O'Connell

Ofsted Inspector

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