

# Inspection of Highweek Community Primary and Nursery School

Coronation Road, Newton Abbot, Devon TQ12 1TX

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Inspection dates: 21 and 22 March 2023

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Good

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

Highweek Community Primary and Nursery is a friendly and welcoming school. The culture of expectation is high. Staff encourage all pupils to be the best they can be, including those pupils with special educational needs and/or disabilities (SEND). As a result, pupils learn well in this inclusive school.

Pupils take part in a range of planned activities, which broaden their life experiences before they leave school at 11, including having a role of responsibility. For example, pupils gain leadership skills by taking on roles such as mental health advocates, supporting other pupils in the playground and around the school. Pupils say that the school really cares about mental health. Pupils take part in many trips to widen their knowledge. They also take part in sporting and musical after-school clubs, such as futsal and dance.

Pupils form positive relationships with staff and peers. Adults deal with bullying effectively. As a result, bullying is rare, and pupils say they feel safe. They trust staff and have confidence in them. Pupils say that if bullying occurs, adults sort it out quickly.

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

Leaders have designed an ambitious curriculum. Within this, they identify what pupils need to learn carefully. In most subjects pupils learn well. Teaching challenges pupils to think about what they have learned. Precise questioning and high expectations ensure that pupils learn well. Staff make regular checks on what pupils know. For example, in music, pupils can recall what they have learned about musical terms. This helps them learn new topics. However, in a small number of subjects, the curriculum is new. The sequencing of the curriculum is not as fully developed.

Reading is a high priority across the school. Well-trained staff teach phonics using an effective curriculum. Pupils who are falling behind get the help that they need to catch up. Phonics teaching begins as soon as children start in Reception. Books are carefully matched to the sounds pupils know. This helps them become fluent and confident readers.

Leaders have created a culture of reading for pleasure. Pupils enjoy reading and share book recommendations with each other. Pupils act as school librarians, helping staff to run the school library.

In the early years, children learn routines and follow the school rules. They engage well with the activities staff provide. For example, children enjoy finding out about minibeasts in the outside area, recording what they find on clipboards. Leaders have planned the early years curriculum to ensure that children are ready for Year 1. There is a focus on developing language. Pupils learn the language they need to move on to more complex ideas as they move through the school.

Staff support pupils with SEND effectively. Leaders check how well teaching is helping these pupils to be successful. Adults make suitable adaptations to the curriculum. As a result, these pupils achieve well.

Leaders have introduced a new approach to managing behaviour. Staff act on leaders' high expectations and work together to apply the school's positive behaviour policy. Pupils rarely disrupt the learning of others. However, a small minority of parents and carers do not feel fully informed about how the school deals with behaviour.

Leaders provide a range of opportunities to widen pupils' experiences. Pupils who entered a national poetry competition came first and second. The school won a workshop with a well-known children's author, which pupils talked passionately about. Pupils' spiritual, moral, social and cultural development is promoted effectively. Members of local religious groups visit the school to help pupils learn about different cultures and diversity. Pupils gain an understanding of respect, tolerance and the principles of equality. For example, pupils know that it is important that people are treated equally. The school's pastoral team provides high-quality care and support for pupils, including for their emotional health and well-being.

Governors and leaders work well together. Governors are supportive and know the school well. Governors have not shied away from difficult decisions and seek support where necessary. Staff say that leaders, including governors, consider their workload and well-being. Governors visit the school to assure themselves of the impact of leaders' work.

## **Safeguarding**

The arrangements for safeguarding are effective.

The culture of safeguarding at this school is robust. Leaders ensure that all staff complete the necessary training on how to identify when a pupil could be at risk. Staff know pupils and their families well. When safeguarding concerns are identified, staff pass these to leaders and timely action is taken to support pupils to get the help they need. Leaders are tenacious in following up on referrals to external agencies.

Pupils learn how to keep themselves safe when online. They understand how to raise concerns with a trusted adult.

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

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

- In some subjects, the revised curriculum is not yet fully embedded. As a result, pupils do not build on their prior knowledge as well as they could in these

subjects. Leaders need to ensure that the curriculum is implemented as intended so pupils know and can do more.

- Some parents raised concerns that leaders do not communicate with them well enough. As a result, parents do not understand changes and improvements in the school. Leaders need to ensure that they have effective communication with all stakeholders.

## 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>	113210
<b>Local authority</b>	Devon
<b>Inspection number</b>	10256691
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	319
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Christine Candlish
<b>Headteacher</b>	Claire Redwood
<b>Website</b>	<a href="http://www.highweekprimary.co.uk">www.highweekprimary.co.uk</a>
<b>Date of previous inspection</b>	27 June 2017, under section 8 of the Education Act 2005

## Information about this school

- The current headteacher took up their post in 2021.
- The school does not use any alternative provision.
- There are a high proportion of pupils with SEND in the school.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- 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 carried out deep dives in these subjects: early reading, mathematics, geography and music. 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.

- To evaluate safeguarding, inspectors spoke with staff, governors and pupils, and looked at the school's safeguarding records.
- Inspectors considered responses to Ofsted Parent View, Ofsted's online survey for parents, including free-text responses. They also evaluated the responses to Ofsted's staff and pupil surveys.

### **Inspection team**

Gavin Summerfield, lead inspector	His Majesty's Inspector
Lizzy Meadows	Ofsted Inspector
Julie Fox	Ofsted Inspector

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