

# Inspection of High Street Primary Academy

High Street, Stonehouse, Plymouth, Devon PL1 3SJ

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Inspection dates: 3 and 4 July 2023

**Overall effectiveness** **Good**

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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	Inadequate

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

Leaders describe their high expectations for pupils' learning and behaviour as 'the High Street way'. Pupils, staff and parents want High Street Primary Academy to be the best that it can be. Pupils speak excitedly about their enjoyment of learning. They show determination to reach leaders' high expectations. All pupils, including those with special educational needs and/or disabilities (SEND), enter school each morning excited to begin learning.

Pupils take responsibility for their behaviour and consider how their actions impact on others. The 'manners curriculum' teaches pupils of all ages how to communicate and interact successfully with others. This is embedded into the school's culture. Pupils greet each other and visitors politely. For example, without prompting, pupils ask questions to check how someone is feeling or if they can help.

All parents who responded to the Parent View survey, shared positive views of the school. They note the dramatic improvements since the previous inspection. Parents say that the school is a special place. They wholeheartedly appreciate leaders' actions to support the needs of pupils and their families. Parents share many examples of leaders going 'above and beyond' to help them to support their child's education.

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

Pupils learn a highly ambitious curriculum. Leaders have thought carefully about what pupils need to know and when. They have also considered what they want pupils to learn about the local area and the wider world. This helps pupils to learn about opportunities that may await them beyond the school's city centre location. Teachers make regular checks on pupils' understanding. They use this to adapt learning to reflect pupils' prior knowledge. This helps pupils to learn well.

Teachers have secure subject knowledge. They break down learning into small steps with success. This ensures that pupils, particularly those with SEND, learn well. Teachers provide pupils with opportunities to revisit prior learning. Although pupils remember their current learning, some remember less of their previous learning. This makes it more difficult for them to build new knowledge as well as they could.

Leaders make sure that pupils with SEND learn the same ambitious curriculum as other pupils. Staff have the expertise to adapt learning to match pupils' individual needs. Leaders monitor the support that pupils receive. They make sure that pupils develop confidence and independence.

Children make rapid progress in the early years from their starting points. They quickly gain the knowledge and skills they need to learn independently. Staff help parents to understand the expectations for children's learning. Parents particularly appreciate the ideas that staff share with them, to support children's learning at home. Staff in the early years have a deep understanding of how children learn.

They are clear about the focus for each learning activity and the vocabulary that children need to know. This helps children to talk with confidence about their learning. Children leave the early years well prepared for the curriculum in Year 1.

Pupils love to read. They describe reading as a 'treat'. Pupils read regularly and enjoy listening to teachers reading aloud. Children in the Nursery enjoy a range of songs and rhymes that introduce them to the sounds that letters make. In Reception, children use their phonics knowledge to write with increasing accuracy. Teachers make sure that pupils read books that contain the sounds they know. Pupils read with confidence and fluency. Teachers provide extra help to pupils who find it hard to read. This helps pupils to catch up quickly.

The pupil parliament has an active role in the development of the school. They meet regularly with leaders and fulfil their roles, such as showing visitors around the school, with pride. Pupils share many examples of how leaders listen to, and act upon their suggestions. For example, pupils can share their talents and interests. Staff use this information to identify opportunities for clubs and visitors into school.

Pupils say that they behave well because it is important to show respect to everyone. Pupils feel they are treated fairly. Pupils know how the school rules keep them safe. They also know how the 'SMART' rules remind them to show excellent attitudes to learning. Pupils are not afraid to remind others if their actions fall short of leaders' high expectations. Pupils' attendance has increased. However, too many pupils continue to miss school too often. When pupils are absent, they miss crucial learning and develop gaps in their understanding.

Staff praise leaders for their consideration of workload. Trust leaders provide support and challenge to school leaders. They have been a crucial part of the school's development.

## **Safeguarding**

The arrangements for safeguarding are effective.

Pupils feel safe. There is a strong culture of safeguarding. Regular and relevant training enables staff to remain vigilant. All staff know that 'it could happen here'. Staff know how to identify, record and report concerns. Leaders take prompt action to secure the help that vulnerable families need.

Leaders check that staff who join the school are suitable to work with children. They record these checks with accuracy.

Pupils learn how to stay safe as part of the curriculum. They have a secure understanding of staying safe online. They know who to report concerns to and not to share personal information with others.

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

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

- Some pupils do not remember enough of their learning over time. When this happens, they find it hard to build new knowledge well. Leaders need to continue to support pupils to recall more of their previous learning. This will enable them to know and remember more.
- Pupils' attendance has increased. However, too many pupils continue to miss school too often. When pupils are absent, they miss crucial learning and have gaps in their understanding. Leaders need to continue to support parents to reduce persistent absence so that more pupils attend regularly.

### 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>	143827
<b>Local authority</b>	Plymouth
<b>Inspection number</b>	10256717
<b>Type of school</b>	Primary
<b>School category</b>	Academy sponsor-led
<b>Age range of pupils</b>	2 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	116
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Marcus Agius CBE
<b>Headteacher</b>	Stephanie Macdonald
<b>Website</b>	<a href="http://www.highstreet.plymouth.sch.uk">www.highstreet.plymouth.sch.uk</a>
<b>Date of previous inspection</b>	31 December 2022, under section 8 of the Education Act 2005

## Information about this school

- The school is part of Reach South multi-academy trust.
- The school is part of a federation with Millbay Academy. Pupils from Nursery to Year 6 from Millbay Academy attend the High Street site, along with High Street pupils.
- The nursery includes provision for two-, three- and four-year-olds.
- Leaders do not use any alternative provision.

## Information about this inspection

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

In accordance with section 13(5) of the Education Act 2005, His Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement.

- This was the second 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 and history. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to pupils about their learning and looked at samples of pupils' work.
- Inspectors spoke with school leaders, subject leaders, parents, pupils and representatives from the trust. They also held a meeting with the chair of governors.
- An inspector listened to pupils read.
- To evaluate safeguarding, inspectors spoke to the designated safeguarding lead. Inspectors also spoke with staff, governors and pupils, and evaluated record-keeping and staff training.
- Inspectors considered responses to Ofsted's Parent View, an online survey for parents, and comments made by parents during the inspection. There were no responses to the staff and pupil surveys.

### **Inspection team**

Jane Dennis, lead inspector

His Majesty's Inspector

Nicola Bray

Ofsted Inspector

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