

Inspection of Halberton Primary School

Church Path, Halberton, Tiverton, Devon EX16 7AT

Inspection dates: 10 and 11 October 2023

Overall effectiveness **Good**

The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Outstanding
Previous inspection grade	Good

What is it like to attend this school?

Halberton Primary School is at the heart of its community. Pupils are happy and feel safe. They know they are cared for by all staff. The school works closely with families and is ready to offer support when it is needed. All parents who responded to Ofsted Parent View agree that their children do well at this school.

The school has high expectations of how pupils should behave. This means pupils throughout the school behave well. Older pupils appreciate being role models for the younger pupils. They take this responsibility seriously and aim to set a good example.

The school is committed to pupils' personal development. Pupils appreciate the opportunities available to them. They learn to grow vegetables in the school's allotment. Pupils also develop bush craft skills in their own forest school. Experienced pupils lead the school's computer coding club.

Pupils benefit from a range of experiences that enhance the curriculum. They see live orchestras, meet authors of books they are reading and visit local farm shops. Pupils also have first-hand scientific experiences. Every week, pupils enjoy singing in the local church.

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

The school is ambitious for what it wants pupils to learn and achieve. The curriculum is rich in content. From an early age, pupils learn a wide range of ambitious vocabulary linked to the curriculum. Staff throughout the school focus on developing pupils' communication and language at every opportunity. As a result, pupils talk confidently about the subjects they learn.

The school has prioritised reading. Children begin to learn phonics in Nursery. When children struggle, the school is quick to provide extra support. The school has ensured that all staff are well trained to teach reading. This means the implementation of the reading curriculum matches the ambition of the school. Pupils love reading. The books they read are well matched to their ability. Pupils understand the importance of reading a wide range of authors and genres. They liken this to eating a balanced diet.

Children in the early years have an exceptional start to their education. The curriculum is meticulously planned. Children are calm and independent. The activities planned for the children match their abilities and interests. This means that children remain focused and show resilience with the activities they choose. Adults gently challenge children in their learning through the skilful use of questioning. Children show kindness and consideration to each other. They talk animatedly to each other during 'snack time'. The school celebrates children's individualism. As a result, children develop confidence from an early age.

The mathematics curriculum is well planned and sequenced. This means pupils are able to apply new knowledge to what they have previously learned. Pupils of all ages are enthusiastic about mathematics. They use mathematical language to explain what they have learned. Pupils take pride in their achievements.

The wider curriculum incorporates rich knowledge from around the world. For example, in history, pupils learn about the slave trade and the Shang dynasty. The curriculum also includes information linked to the local community. However, teachers do not always use assessment to check pupils' understanding effectively. As a result, pupils develop gaps in their knowledge when assessment is not used well.

The school is proud of the inclusive culture. Pupils with special educational needs and/or disabilities (SEND) achieve well. The school identifies the needs of pupils with SEND early on. This means pupils with SEND are supported from the time they start school. Where appropriate, work is adapted for pupils with SEND. At all times, pupils with SEND learn the curriculum alongside their peers. They also participate in all aspects of school life.

Pupils learn about different religions. They strongly believe that all people should be treated fairly and equally. Pupils also learn about what it means to have healthy and positive relationships. They are polite and respectful to each other. Pupils have positive attitudes to learning. They know that if they struggle, adults will support them. Pupils know what bullying is and agree that it does not happen at their school.

Governors work closely with the school. They know what the school needs to focus on to develop further. Governors offer the school a balance of support and challenge. Governors take the well-being of staff seriously. As a result, staff feel listened to, and they are proud to work at the school.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Assessment, in some subjects, is not as precise as it needs to be. Staff do not always pick up on pupils' misconceptions quickly enough. As a result, pupils develop gaps in their learning. The school needs to ensure that staff develop their use of assessment so that they swiftly identify when pupils need further support to ensure gaps in learning are addressed effectively.

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' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	113338
Local authority	Devon
Inspection number	10288134
Type of school	Primary
School category	Foundation
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	107
Appropriate authority	The governing body
Chair of governing body	Stephanie Packham
Headteacher	Steven Badcott
Website	www.halberton.school
Date of previous inspection	5 December 2017, under section 8 of the Education Act 2005.

Information about this school

- The school has a nursery for two- three- and four-year-old children.
- The school does not use alternative provision.
- The school is part Halberton & Uplowman Federation.

Information about this inspection

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

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and

considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.

- The inspectors met with the headteacher and the head of teaching and learning.
- The inspectors carried out deep dives in these subjects: early reading, mathematics and history. For each deep dive, the 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.
- The inspectors observed pupils' behaviour in lessons and around the school site.
- The inspectors gathered parents' views by considering the responses to Ofsted's online survey, Ofsted Parent View, and by talking to parents before school. The inspectors also evaluated responses to Ofsted's staff and pupil surveys.

Inspection team

James Gentile, lead inspector

His Majesty's Inspector

Caroline Musty

Ofsted Inspector

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