

Inspection of Honiton Primary School

Clapper Lane, Honiton, Devon EX14 1QF

Inspection dates: 6 and 7 December 2023

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Requires improvement

What is it like to attend this school?

The school's vision of having 'world-ready people' is the heartbeat of everything at Honiton Primary School. The values that underpin this vision permeate the school. Parents feel the school is the anchor of the community. Leaders, at all levels, go above and beyond for the community.

One parent's comment, that summed up the views of many, was: 'I love this school; my children have flourished here. They absolutely love learning and are encouraged by positive, enthusiastic teachers.'

Pupils enjoy coming to school and attend regularly. They feel safe in school. Older pupils are confident that bullying is not tolerated. Pupils learn how to stay safe and know to go to their 'trusted adult' if they have a concern.

Pupils behave well in lessons and during social times. They enjoy the rewards that they earn. Pupils are polite and courteous to adults and to each other. They understand the school's high expectations well. Staff understand and apply the school's approach to managing pupils' behaviour. This helps pupils to learn the curriculum well.

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

Children get off to a flying start. The well-thought-out provision in the early years foundation stage (EYFS) promotes learning effectively. Both Nursery and Reception Years are a hive of activity. There is a strong culture of 'no time wasted for learning'. The curriculum prepares children well for Year 1.

As soon as children in the EYFS are ready to learn to read, they do. Pupils learn phonics in a logical order. The books that pupils read match the sounds that they know. This helps pupils to develop their fluency and become capable readers. Nevertheless, there is more to do to develop the reading curriculum. Once pupils have grasped phonics sounds, the curriculum is not fully thought out. The knowledge and skills that pupils need to know to master more complex reading skills are not sequenced well enough.

The school is in the process of revising some of the curriculum. In most subjects, the curriculum is well planned, broad and ambitious. It makes clear what pupils need to know and understand. Pupils' knowledge and skills build progressively. Effective teaching supports pupils to know more and remember more over time. For example, in physical education (PE), pupils recall what they need to know to throw accurately. In turn, this supports pupils with their tactical knowledge in lacrosse. However, in a small number of subjects, the curriculum is not as well developed. The precise knowledge pupils need to know and remember is not clearly defined. As a result, pupils do not gain a coherent body of knowledge in these subjects.

A central feature of the school is its inclusivity. There is a sharp focus on pupils with special educational needs and/or disabilities. Well-thought-out support plans help pupils to learn the curriculum successfully. These plans are closely monitored and adapted swiftly when necessary. Pupils say that their learning is not disrupted and they are encouraged to focus and work together.

Pupils' personal development is at the forefront of the curriculum. The school supports pupils to develop into responsible citizens. The personal, social and health education curriculum helps pupils to understand local, national and global challenges. Pupils enjoy the wide range of extra-curricular activities on offer. Staff are tenacious in ensuring that all pupils benefit from these opportunities. Pupils are proud to represent the school in the many sporting and academic events. They embrace leadership opportunities, such as being a 'sports captain' or 'library leader'.

Staff morale is high. Staff describe the school as a positive and happy place to work in. They say they are 'one big family'. Staff feel valued and appreciate the ongoing professional development that they receive.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some foundation subjects, the curriculum is not sequenced well enough. This leads to some pupils having gaps in their knowledge. The school should ensure that the precise knowledge and skills pupils need are sequenced in a logical order in all subjects. This will support pupils to achieve well across the curriculum.
- The reading curriculum is not fully planned. The curriculum does not set out what pupils need to learn and when. The school needs to ensure that the reading curriculum is well sequenced, so that pupils master reading beyond phonics.

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	113098
Local authority	Devon
Inspection number	10297891
Type of school	Primary
School category	Maintained
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	401
Appropriate authority	The governing body
Chair of governing body	Dr Janet Lavelle
Headteacher	Christopher Tribble
Website	www.honitonprimary.co.uk
Dates of previous inspection	7 and 8 July 2021, under section 5 of the Education Act 2005

Information about this school

- The school does not use any alternative education provision.
- There is a breakfast and after-school club, which are operated by the school.

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.
- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors held meetings with a representative from the local authority, the headteacher, senior leaders, curriculum leaders and teaching and support staff.
- The lead inspector met with members of the governing body, including the chair.
- Inspectors carried out deep dives in these subjects: early reading, history, PE, music and mathematics. For each deep dive, inspectors met with subject leaders,

looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to pupils about their learning, looked at samples of pupils' work and listened to pupils read.

- The lead inspector examined a range of documentation provided by the school, including leaders' self-evaluation and improvement planning.
- 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.
- Inspectors considered the responses to Ofsted's online survey, Ofsted Parent View. There were no responses to the staff and pupil surveys.

Inspection team

Matt Middlemore, lead inspector	Ofsted Inspector
Matthew Shirley	Ofsted Inspector
Sarah Tustain	Ofsted Inspector

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