

Inspection of Heathcoat Primary School

Broad Lane, Tiverton, Devon EX16 5HE

Inspection dates: 12 and 13 March 2024

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Requires improvement

Early years provision

Requires improvement

Previous inspection grade

Requires improvement

What is it like to attend this school?

Pupils at Heathcoat Primary School are welcoming and polite. They attend well. The school has made positive improvements to the way pupils behave and their personal development. However, an ambitious curriculum is not yet securely in place. As a result, the quality of education that pupils receive is not yet good.

The school's rules are underpinned by the 'TRAIN' values. These include 'teamwork, respect' and 'independence'. Pupils appreciate the rewards they receive for demonstrating these values. They understand why it is important that they do their best. Relationships among pupils and staff reflect a positive and respectful culture.

Pupils are proud of the responsibilities they hold. School councillors have made decisions that have had an impact. For example, they have been involved with the development of the school environment and the playground. Pupils develop confidence through such leadership positions. They enjoy making positive contributions to their school.

The school ensures there is an equality of opportunity for all to participate in the enrichment activities on offer. The school supports pupils to become active citizens. For example, pupils sing to members of the local community. They develop their cultural understanding through visits to places of interest. Many pupils learn new skills by attending extra-curricular clubs throughout the year. These include coding and singing club.

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

Although the school has taken steps to strengthen the curriculum, it is not yet securely established. In some subjects, the school has considered carefully what it wants pupils to know. However, this important knowledge is not broken down or organised in a way that supports pupils to build their knowledge over time. In other subjects, what is important for pupils to know is not explicit. Consequently, pupils do not develop the breadth or depth of knowledge they require.

Subject leaders have a clear vision, but they do not check that this is fully realised in the way in which the curriculum is taught. In the strongest subjects, teachers regularly check what pupils know and remember. However, this information is not used to inform curriculum planning or to help pupils to catch up swiftly.

Children in Nursery make a strong start. Skilled staff hold high-quality conversations with them. Children listen to adults read the book of the week. This supports children to express themselves clearly and broadens their range of vocabulary. Children develop early mathematical and counting skills. They develop their gross and fine motor skills through the curriculum.

However, children in Reception Year do not build their wider knowledge, because the curriculum is not coherently planned. Children, therefore, are not well prepared for Year 1.

The school has taken steps to develop a love of reading. In all classes, pupils are encouraged to read regularly. Older pupils talk with enthusiasm about the books they read. They enjoy the rewards they receive, which recognise their work in reading. Children read books that match the sounds that they have learned. Pupils who fall behind are identified. However, the support they receive to catch up does not always help them to make rapid progress.

The school works with external agencies to provide support for pupils with special educational needs and/or disabilities (SEND). For example, the 'calm club' is used for reflection and to meet pupils' emotional and social needs. Staff benefit from advice and support on how to adapt the curriculum in ways that help pupils to be successful. A small number of pupils with SEND follow a curriculum which is tailored to meet their needs. Pupils with SEND participate fully in school life.

The curriculum to support pupils' personal development is carefully planned. The school is an environment where everyone feels valued. Staff ensure that pupils learn the importance of equality and diversity. This helps to prepare them for life in modern Britain. Pupils know how to keep themselves safe when online and in the wider world. They are knowledgeable about how to look after their physical and mental health.

Governors share the school's ambitious vision. They have sought external advice to support the school. However, there is still work to do to ensure that governors have a clear picture of the school's strengths and weaknesses. Staff are motivated and positive. They know that their workload and well-being is considered when important decisions are made.

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 subjects, the curriculum does not identify in sufficient detail the important content that pupils need to learn. Consequently, pupils do not develop a secure understanding of key subject concepts and ideas. The school should ensure that the curriculum sets out essential subject content with precision.
- Subject leaders do not have sufficient oversight of their areas of responsibility. This means that the curriculum is not taught consistently well. Where this is the case, pupils do not build their subject knowledge successfully. The school must ensure that the curriculum in all subjects is taught as intended.

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	113343
Local authority	Devon
Inspection number	10297903
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	376
Appropriate authority	The governing body
Chairs of governing body	Andrew Rigamonti and Lucy Bull
Headteacher	Samantha Crook
Website	www.heathcoat.devon.sch.uk
Dates of previous inspection	3 and 4 November 2021, under section 8 of the Education Act 2005

Information about this school

- The school has a nurse school for three- and four-year-old children.
- The school does not use any alternative provision.
- There is a breakfast club and after-school club.

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.
- The inspectors carried out deep dives in early reading, mathematics, music and design and technology. For each deep dive, the inspectors discussed the

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

- The inspectors held discussions with the headteacher, other senior leaders, the special educational needs and/or disabilities coordinator, subject leaders, members of the local governing body, trustees and a representative from the diocese.
- 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 observed pupils' behaviour in lessons and around the school site.
- The inspectors gathered parents' views by considering the responses to Ofsted's online survey, Parent View, and by talking to parents before and after school. The inspectors also evaluated responses to Ofsted's staff and pupil surveys.

Inspection team

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