

Highampton Community Primary School

Church Road, Highampton, Beaworthy, EX21 5LE

Inspection dates 25-26 September 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Outstanding	1
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school because:

- The pupils' outstanding achievement starts from the moment they enter the school where they are inspired and encouraged to excel in everything that they do.
- All pupils are highly motivated, keen to attend school regularly and focus on their learning throughout the day. As a consequence they are making exceptional progress and achieving high standards in all subjects.
- The atmosphere in the school is one that recognises and values the individual and the community. This inclusive ethos is shared and contributed to by everyone involved and has led to the exceptional improvement. This is a school where everyone really does matter.
- The quality of teaching is outstanding. Lessons are expertly planned and delivered by an excellent staff team. They are stimulating, exciting and thoroughly enjoyed, ensuring that the work is set at exactly the right level for individual pupils. However, on a few occasions pupils were not given the opportunity to share their understanding of the work with the rest of the group.
- Pupils' behaviour is exemplary both in lessons and around the school. They are highly respectful, polite, well meaning, confident, hard working and fun. They value their school highly and this can be best seen in the comment made by a pupil who said 'this school is perfect now'.
- The headteacher and her highly committed team have ensured that the school continues to improve and evolve. Their excellent leadership and management have continually focused on improving standards for the pupils in order to improve their future life chances.
- All leaders, including governors, have high expectations and their work to develop outstanding teaching is of exceptionally high quality. This attention to detail ensures that the school is extremely well placed to continue to get even better in the future.

Information about this inspection

- The inspector observed nine lessons with two teachers and some small-group sessions taught by teaching assistants. A lesson taught by a primary liaison teacher from the local community college was also observed. The inspector also made short observations of sessions on the teaching of phonics (pupils learning letter patterns and the sounds they represent to enable them to read).
- The inspector heard some pupils read and had a meeting with pupils from Key Stage 2.
- Other meetings and discussions were held with governors, a representative from the local authority and school staff. The inspector also met with some parents and carers.
- The inspector took account of the eight responses to the on-line questionnaire (Parent View) and responses to the staff questionnaire during the inspection.
- He observed the school's work and looked at a range of documents, including the school improvement plans, priorities for development, achievement data and documents relating to safeguarding children.

Inspection team

John Cavill, Lead inspector

Additional inspector

Full report

Information about this school

- Highampton is a very small rural primary school where most pupils attend from the local community. All pupils are of White British heritage.
- The proportion of disabled pupils and those with special educational needs supported by school action plus or with a statement of special educational needs is below average. The proportion of pupils who are supported through school action is average.
- The proportion of pupils who are known to be eligible for the pupil premium is well below average.
- The school meets the current floor standards, the minimum standards expected by the government for pupils' attainment and progress.
- The school is a member of the Holsworthy Federation of schools and as such governors share responsibility for all of the six schools within the federation.
- The school has a before-school club that operates one day per week on site managed by the governing body.
- A privately managed pre-school, normally located in the village hall, uses the school facilities one day per week but is inspected separately.

What does the school need to do to improve further?

- Develop pupils' independent learning skills further and provide them with more opportunities to peer assess their work and share their understanding with the rest of the group.

Inspection judgements

The achievement of pupils is outstanding

- Children start at the school in the Reception class with knowledge and skills that are similar to what would normally be expected for their age. However, due to the very small numbers, there is variability between different cohorts and the range of abilities is often wide.
- The outstanding teaching in the Early Years Foundation Stage, focusing on individual children's needs ensures that all children make outstanding progress. Consequently, all children attain levels that are well above what would normally be expected when they leave Reception.
- Outstanding progress continues across the rest of the school in communication, reading, writing and mathematics for all pupils, including those who are known to be eligible for the pupil premium and those who are disabled or have special educational needs, many of which are making accelerated progress across the school from their individual starting points. They attain standards at the end of Year 6 that are well above the national average.
- There has been rapid improvement made by the school to successfully close the gap that used to exist between the better progress in reading with that in writing and mathematics. This has been possible by some very clear strategic leadership and improved teaching of the subjects by teachers and teaching assistants. The excellent progress being made by the pupils currently at the school indicates that these improvements are fully embedded.
- Pupils' achievement in reading is well above average due to a consistent approach by all staff to develop reading in all lessons. Supported by very effective phonics teaching, pupils enjoy reading a wide range of texts and their 'Reading Response' books help them to maximise the impact of reading. Examples of this are the Years 3 and 4 pupils using resource cards on Kings and Queens to research facts for their topic work, and the Reception children developing short sentences using the same structure as in their reading books with phonic sounds they had just learnt.
- Progress in lessons is outstanding because teachers plan their lessons with great accuracy and flair. Their understanding of each individual is exceptional and learning is continually modified to meet fully the pupils' changing needs.
- Accurate use of assessment information during the lessons enables pupils to be fully supported as in the Years 3 and 4 mathematics lesson on fractions. When some misunderstanding was identified with pupils linking fractions with decimals, the teacher expertly adjusted the learning, resulting in extremely fast progress being made by pupils on the next task.

The quality of teaching is outstanding

- The excellent quality of teaching throughout the school has secured outstanding levels of achievement for all pupils, including those who are known to be eligible for the pupil premium and those who are disabled or have special educational needs. This is secured with highly effective intervention activities that have been used to match the pupils' individual needs.
- Skilled teachers and experienced teaching assistants plan lessons as a team to ensure that as pupils move between groups they can follow their learning with ease. Tasks are innovative and challenging, ensuring that pupils are fully engaged.
- Teachers are so intuitive and responsive to the pupils' needs that every opportunity is used to extend their learning. The use of questioning at the end of the 'Take Ten' skipping activity enabled the pupils to see how taking a risk and having a go at something may lead to personal achievement.
- There is an extremely positive climate for learning and relationships are strong. Classrooms are full of exceptionally well-behaved children who are focused, working together and eager to do well.

- There is unanimous agreement from parents and carers that their children are taught outstandingly well and make excellent progress at the school, a view also shared by the pupils themselves.
- The teaching of reading, writing, mathematics and communication is outstanding and fully interwoven into all of the activities to ensure that all learning opportunities are maximised. Using a shopping catalogue in a Years 5 and 6 mathematics lesson to solve two-part written calculations allowed pupils to see the real-life context of the work, and 'The Iron Man' by Ted Hughes was used to exemplify the use of exciting text to pupils in Years 3 and 4. Reading widely is a regular and popular feature of school life.
- Teaching in the Reception class is superb. Following a recent visit to Exeter Cathedral, children eagerly constructed a model of a cathedral out of building blocks and were able to identify and make features of the building that they had been shown explaining their reasons in response to very effective questioning.
- There is a consistent approach to the assessment of pupils' work. Stickers are used to identify targets and learning objectives, which are fully understood by the pupils. They enjoy self-assessing their work and check each other's while working in groups, demonstrating high levels of independence. However, sometimes teachers' miss extra opportunities for pupils to peer assess work, and support their learning further, by not using them to explain their understanding to the rest of the group.

The behaviour and safety of pupils are outstanding

- Pupils come to school ready to learn and keen to start working. Pupils thoroughly enjoy the before-school club. In lessons they contribute fully and are highly respectful. Their behaviour in lessons and around the school is exemplary.
- All pupils, including children in the Early Years Foundation Stage, feel safe and very secure. All parents and carers agree with these findings and recognise that the pupils are kept very safe and that they are very well behaved. Pupils report that they are confident that adults at the school will deal with any problems that they may have quickly and effectively.
- Pupils are fully aware of what constitutes bullying but said that there is no bullying of any kind, including physical, emotional or cyber bullying. The inspection supports this view and found that there are no records of any bullying at the school.
- Pupils are keen to come to school and are very punctual. Attendance is above average and the school is working hard to ensure that there are no pupils who are persistently absent, as this has a negative impact on their progress. There have been no exclusions for the last three years.
- The systems at the school to manage behaviour are very well understood by both staff and pupils. However, the procedures are hardly ever required as pupils are very able and willing to manage their own behaviour, understanding the difference between right and wrong and demonstrating their strong moral code.
- Pupils are very keen to do well and take a full part in all activities within the school. Visits are undertaken regularly as a school and the older children ensure that the younger ones are looked after as a matter of course. The weekly attendance of children from the local playgroup sees children from the ages of two to 11 playing and learning together with ease.
- The school council provides all pupils with the opportunity to take an active role in their school that they feel so passionately about, organising activities such as charity fund raising events.

The leadership and management are outstanding

- The headteacher provides this outstanding school with inspirational and visionary leadership. Supported by her excellent team she has ensured the rapid improvement seen at the school since the last inspection.
- All leaders, including governors, share a common purpose, determination and focus on sustaining the improvements that have been secured. High expectations and a consistency

of approach are ensuring that the school continues to move forward.

- The culture at the school is one where everyone is valued equally and discrimination of any kind is not tolerated. There is a relentless quest to continue the improvement in performance across all areas of the school. Leaders ensure that areas for development are supported and robust systems to monitor performance alongside a strong emphasis on professional development and working and learning with other schools in the federation maintain the focus on the constant drive to improve outcomes. Where high expectations are the norm and staff are driven by a desire to improve pupils' life chances, it is not surprising that leaders have secured and maintained the highest quality of teaching.
- The curriculum is exciting, imaginative and fully reflects the changing needs of pupils within this small school. Plans are adapted to meet the needs of all pupils, ensuring equality of opportunity. Regular visits and themed events capture the imagination and provide pupils with real memorable experiences that they will treasure in the future. Pupils were so excited to talk about 'Captain Scott's dog' in the display at the museum and how they had recently studied Scott's trip to the South Pole in school.
- Pupils' spiritual, moral, social and cultural development is skilfully mapped against the curriculum ensuring that pupils enrich their lives with a wide range of experiences.
- Leaders have secured rapid and sustained improvements at the school since the last inspection, most notably in teaching, behaviour and pupils' achievement, which are now outstanding and providing an excellent quality of education for the pupils.
- All statutory requirements relating to safeguarding are met.
- The local authority provides very light touch support for this outstanding school.
- **The governance of the school:**
 - has contributed some outstanding strategic leadership and direction in partnership with leaders at the school
 - is self-evaluative and challenges senior leaders to sustain improvements that have a significant impact directly on the achievement of pupils
 - has a clear understanding of the school's strengths and areas for improvement, and is fully involved in the school's evaluation and planning.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupil's needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupil's needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	113117
Local authority	Devon
Inspection number	402793

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Community
Age range of pupils	4-11
Gender of pupils	Mixed
Number of pupils on the school roll	25
Appropriate authority	The governing body
Chair	Lee Rose
Headteacher	Sandra Barnett
Date of previous school inspection	29–30 September 2009
Telephone number	01409 231339
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