

Hemyock Primary School

Address: Parklands, Hemyock, Cullompton, Cullompton, Devon, EX15 3RY

Unique reference number (URN): 137654

Inspection report: 20 January 2026

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Expected standard

Achievement

Expected standard 

By the time pupils leave Hemyock Primary School, they are mostly well prepared for the next stage of their education. This is reflected in the published outcomes at the end of key stage 2. Pupils with special educational needs and/or disabilities achieve well from their starting points. Their success is supported by the school's consistent approach to securing pupils' foundational skills in handwriting, spelling and number facts.

Pupils speak confidently and enthusiastically about their learning. They explain clearly what they have learned in subjects such as geography and history and can place events accurately within a historical timeline. Older pupils describe how having two mathematics sessions daily strengthens their fluency and deepens their understanding of key concepts.

Leaders recognise that phonics outcomes need to improve. Targeted professional development has resulted in more consistent teaching, which is now helping pupils to achieve well in this area.

Attendance and behaviour

Expected standard 

Pupils' enjoyment of their learning and wider school life is evident in their regular attendance. Their overall attendance is in line with national figures and disadvantaged pupils' attendance has improved notably in the recent past. This is because leaders work resolutely to monitor and address any attendance trends and patterns. They work constructively with external agencies and families to help remove any barriers swiftly.

The school is a calm and orderly environment. Pupils' behaviour in classrooms and around school is of a high standard. Low-level disruption is rare and there are no incidents of bullying. Relationships between staff and pupils are based on mutual respect. Staff apply the school's rules and expectations consistently. This creates a culture where pupils understand what is expected of them. Older pupils act as 'buddies' to children in Reception Year, modelling responsible behaviour and reflecting leaders' high expectations.

Leaders use robust systems to check and analyse behaviour incidents. When concerns arise, they provide timely, tailored support to address any individual needs. Where required, staff provide personalised support for pupils with special educational needs and/or disabilities, as well as those pupils who need help to manage their behaviour or emotions.

Curriculum and teaching

Expected standard 

The curriculum is well constructed. It sets out clearly what pupils should learn well at each stage. Leaders ensure that teachers have secure subject knowledge and that they help pupils embed the important knowledge as well as their foundation skills in reading, writing and mathematics. For example, staff routinely ensure that pupils revisit important number facts and deepen their understanding of number and place value.

Leaders provide well-considered training to ensure that teaching is consistently effective. Staff who support pupils with special educational needs and/or disabilities (SEND) are highly skilled. As a result, the support and resources provided ensure that pupils with SEND continue to learn alongside their peers without missing essential content.

Teachers mainly ensure that pupils discuss their ideas and make links in their work. However, in some subjects, teachers do not check and address pupils' misunderstandings well enough. As a result, some pupils have key gaps in their knowledge and do not achieve as well as they could.

Leaders have a well-informed understanding of the strengths of the curriculum, teaching and next steps. For instance, they are rightly enhancing the teaching of phonics. Their work is beginning to bear fruit. Pupils make steady gains in their early reading skills and are enthusiastic readers.

Inclusion

Expected standard 

Pupils benefit from the warm, trusting relationships staff build with them and their families. The school's effective work with parents and carers helps staff identify pupils' needs quickly and accurately.

Leaders, supported by the trust, ensure that the school provides purposeful support for disadvantaged pupils and those with special educational needs and/or disabilities (SEND). For example, clear systems help leaders identify pupils' individual learning needs and put the right support in place at the right time. Teachers work closely with leaders to design and review any specific support and resources used. This ensures that pupils make progress in all aspects of their learning.

In lessons, pupils who need extra help access work that is adapted appropriately while remaining fully included in the curriculum alongside their peers. Adults are deployed thoughtfully to provide support when it is needed.

In lessons, pupils who need extra help receive work that is suitably adapted so they can take part fully alongside their classmates. Leaders make sure that staff have the skills and expertise they need to help pupils make progress through the curriculum.

School leaders and governors monitor the effectiveness of the pupil premium strategy closely to ensure it continues to improve outcomes.

Leadership and governance

Expected standard 

The school has come through a period of turbulence in recent times. Leaders have worked resolutely and with focus to bring about much needed stability, including in leadership roles and staffing. The trust has provided pivotal support and effective resources during this time. Leaders have acted with urgency and clear purpose to tackle key areas requiring improvement, including early years. Throughout this work, both school and trust leaders have maintained a clear focus on ensuring that actions taken benefit all pupils, particularly those who are disadvantaged or who have special educational needs and/or disabilities. This means that the school is now moving from strength to strength.

Governors understand the school's strengths and what still needs to improve further. Regular meetings, supported by clear information from leaders, help governors to offer effective challenge and support. They recognise the benefit of the trust's involvement and can see the positive difference it is making. Clear reporting systems also ensure trustees remain well informed about the school's work.

The trust has put effective systems in place to support leaders. For example, training and focused development opportunities are used well to strengthen leadership skills across the school. Staff are proud to work here and value the way leaders, governors and trustees consider workload and wellbeing when making decisions.

Most parents and carers are very positive about the school. They appreciate the care staff show their children. They are full of praise about the many opportunities leaders provide to bring the community together, such as summer fetes, harvest festivals and class assemblies.

Personal development and wellbeing

Expected standard 

The school's provision for pupils' personal development and wellbeing is thoughtfully designed and reflects the opportunities and challenges of its unique location. Leaders place an emphasis on broadening pupils' horizons and helping them develop an informed understanding of cultures and communities beyond their own. For example, experiences such as the key stage 2 visit to London, deepen pupils' appreciation of life in modern Britain and prepare them well for their next stage of education.

The personal, social and health education (PSHE) curriculum ensures that pupils learn to stay healthy and develop positive citizenship. As a result, pupils build lasting and trusting friendships. In the early years, tools such as 'colour monsters' help children articulate their worries and manage their emotions effectively. Pupils learn how to stay safe, including when online. They speak positively about the regular and meaningful opportunities to reflect and consider the experiences of others and to celebrate their shared values.

Leaders work closely with the local community to ensure after-school clubs complement what is available locally. Pupils access clubs, including running, construction and gymnastics. Along with activities delivered by external partners, including dodgeball competitions and archery, pupils discover and develop their individual skills and talents. Leaders ensure that disadvantaged pupils and those with special educational needs and/or disabilities access the full range of opportunities. They work very well to proactively identify and remove any potential barriers.

Pupils develop a secure understanding of the fundamental British values. They speak with pride about their leadership roles, such as house captains, playground leaders and librarians. Older pupils who act as librarians not only manage the reading resources but also read with younger pupils, helping to strengthen the school's reading culture. These leadership roles build pupils' confidence, nurture responsibility and help them contribute positively to the school community.

Needs attention

Early years

Needs attention 

Most children do not learn as well as they should. In response, leaders have very recently introduced a new curriculum. However, it is not taught consistently and children's experiences vary from one area to another. Too often, staff do not ensure that children develop their language or practise important foundational skills effectively enough. This means that most children do not build the knowledge they need to know well. As a result, children are not well prepared for the next stage of learning.

Leaders are taking the right actions to address these weaknesses. Some early signs of improvement can be seen, including in the provision for two- and three-year-olds. However, the curriculum is still new, and teaching remains variable. This means the intended learning is not yet delivered in a consistent way.

Leaders have ensured that the curriculum includes key vocabulary to help children develop their early language skills and enjoy stories. Staff build positive relationships with children. However, in too many places, they do not help children develop and extend their ideas. Leaders have rightly reviewed how phonics is taught. They make sure that teaching now matches pupils' individual needs more closely. Parents value the school's open-door approach and appreciate that leaders involve them in their children's learning.

What it's like to be a pupil at this school

Children in the early years do not achieve as well as they should. This is because, too often, staff do not help children to develop and embed their communication and language skills effectively enough. In addition, the activities staff provide are not well matched to children's developmental needs. School and trust leaders recognise these weaknesses. Leaders have introduced a revised early years curriculum alongside raised expectations for teaching and learning. However, it is too early to see the full impact on children's learning.

Pupils achieve well at the end of key stage 2. They enjoy coming to school and develop a keen sense of belonging here. This is reinforced by the positive relationships staff form with pupils and their families. Each morning, staff greet pupils warmly and use this opportunity to engage in purposeful dialogue with parents and carers. This proactive communication helps staff to identify and respond quickly to any emerging barriers pupils face.

Pupils are kind, confident and articulate learners. They embody the school's values of 'believe in yourself, be curious, show respect and embrace community' in everyday routines. In lessons, pupils listen respectfully to one another and respond thoughtfully when sharing their ideas. Visits and experiences link closely to the curriculum and deepen pupils' understanding of the world. Younger pupils explore their local village, while older pupils visit beaches, museums and the zoo. Each year, pupils also learn to play a different musical instrument and attend performances, such as live orchestral concerts. These opportunities broaden pupils' horizons and nurture an appreciation of the arts.

Leaders foster a positive ethos of mutual respect. Behaviour is consistently positive and incidents of bullying are unheard of. Pupils feel safe and know they can speak to staff if they have concerns. They trust that staff will help them deal with any issues quickly.

Next steps

- Leaders should ensure that the early years curriculum is delivered effectively by strengthening staff expertise so that children experience high-quality interactions and well-planned activities that build their communication, language and early learning skills.
 - Leaders should ensure that teachers assess pupils' understanding effectively and address misunderstandings promptly so that pupils deepen their learning in all subjects and achieve highly.
-

About this inspection

This school is part of the Harbour Schools Partnership, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Gary Chown, and overseen by a board of trustees, chaired by Sean Mackney.

The chair of the board of governors in this school is Daisy Parker.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the headteacher, the trust education partner, the CEO, subject leaders, the special educational needs and/or disabilities coordinator team, trustees and members of the local governing body.

The school has nursery provision for two- and three-year-olds.

There is a before- and after-school club for pupils who attend the school.

The school does not use any alternative provision.

Headteacher: Chelsea Mann

Lead inspector:

James Gentile, His Majesty's Inspector

Team inspectors:

Jane Dhillon, Ofsted Inspector

Ian Robinson, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 20 January 2026

School and pupil context

Total pupils

225

Close to average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

226

Close to average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

7.14%

Well below average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

3.11%

Close to average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

13.78%

Close to average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

Location deprivation

Below average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	75%	61%	Above
2024/25 (revised)	67%	62%	Close to average
2023/24 (final)	79%	61%	Above
2022/23 (final)	80%	60%	Above

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	91%	74%	Above
2024/25 (revised)	84%	75%	Above
2023/24 (final)	91%	74%	Above
2022/23 (final)	100%	73%	Above

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	80%	72%	Above
2024/25 (revised)	67%	72%	Close to average
2023/24 (final)	88%	72%	Above
2022/23 (final)	83%	71%	Above

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	87%	73%	Above
2024/25 (revised)	77%	74%	Close to average
2023/24 (final)	88%	73%	Above
2022/23 (final)	97%	73%	Above

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	55%	46%	Above
2024/25 (revised)	S	47%	S

Year	This school	National average	Compared with national average
2023/24 (final)	S	46%	S
2022/23 (final)	S	44%	S

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	83%	62%	Above
2024/25 (revised)	67%	63%	Close to average
2023/24 (final)	S	62%	S
2022/23 (final)	S	60%	S

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	64%	59%	Close to average
2024/25 (revised)	S	59%	S
2023/24 (final)	S	58%	S
2022/23 (final)	S	58%	S

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	58%	60%	Close to average
2024/25 (revised)	33%	61%	Below
2023/24 (final)	S	59%	S
2022/23 (final)	S	59%	S

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	55%	68%	-13 pp
2024/25 (revised)	S	69%	S
2023/24 (final)	S	67%	S
2022/23 (final)	S	66%	S

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	83%	80%	4 pp
2024/25 (revised)	67%	81%	-14 pp
2023/24 (final)	S	80%	S
2022/23 (final)	S	78%	S

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	64%	78%	-14 pp
2024/25 (revised)	S	78%	S
2023/24 (final)	S	78%	S
2022/23 (final)	S	77%	S

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	58%	80%	-21 pp
2024/25 (revised)	33%	81%	-47 pp
2023/24 (final)	S	79%	S

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	S	79%	S

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (2 term)	4.8%	5.2%	Close to average
2023/24 (3 term)	4.2%	5.5%	Below
2022/23 (3 term)	4.3%	5.9%	Below

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (2 term)	7.0%	13.3%	Below
2023/24 (3 term)	7.9%	14.6%	Below
2022/23 (3 term)	9.8%	16.2%	Below

Our grades explained

Exceptional 

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard ●

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard ●

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention ●

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement ●

The school needs to make urgent improvements to provide the expected standard of education and/or care.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <https://reports.ofsted.gov.uk>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk



© Crown copyright