

Haytor View Community Primary

Inspection report

Unique Reference Number	133893
Local Authority	Devon
Inspection number	360589
Inspection dates	14–15 October 2010
Reporting inspector	Christine Huard

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	2–11
Gender of pupils	Mixed
Number of pupils on the school roll	159
Appropriate authority	The governing body
Chair	Michael Bennie
Headteacher	Katy Liley
Date of previous school inspection	19 May 2008
School address	Queensway Newton Abbot, Devon TQ12 4BD
Telephone number	01626 203040
Fax number	01626 203042
Email address	admin@haytorview.devon.sch.uk

Age group	2–11
Inspection dates	14–15 October 2010
Inspection number	360589

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 1234 234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 1234 234

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2010

Introduction

This inspection was carried out by three additional inspectors. Fifteen lessons or parts of lessons were observed and eight teachers were seen teaching. Meetings were held with teachers, governors and a group of pupils. Inspectors observed the school's work and looked at and evaluated a range of the school's documentation including the school development plan, monitoring and assessment information, minutes of governing body meetings and teachers' planning. In addition 29 questionnaires returned by parents and carers were analysed as well as those from staff and Key Stage 2 pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- The success of strategies to raise attainment across the school, particularly that of pupils with special educational needs and/or disabilities.
- The impact of new leadership on the provision and learning of children in the Early Years Foundation Stage.
- How successful the school has been in achieving a greater consistency of good teaching and learning across the school.
- How well assessment is used to move pupils forward in the short term through marking and in the longer term through target setting.

Information about the school

Haytor View is slightly smaller than most schools. Almost all of its pupils are White British. The proportion of pupils with special educational needs and/or disabilities is high, as is the proportion of pupils who are known to be eligible for free school meals. It has the Healthy Schools and Devon Active Lifestyle awards. The school operates from two sites which are located close together. The Nursery, Reception and Year 1 classes are housed on one site. This building also has a children's centre which was not part of this inspection. Years 2 to 6 are housed on the other site.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

2

Main findings

Haytor View is a satisfactory and rapidly improving school. The school's emphasis on effective learning is bearing fruit as shown in pupils' rising attainment and good personal development. Good and improving attendance is an indication of how much the pupils enjoy school. They bubble with enthusiasm when talking of their learning and are clearly very proud of their achievements.

Pupils' attainment has improved significantly over the last year because they have made accelerated progress. Despite this, the attainment of pupils at the end of Year 6 in 2010 was low because of previous underachievement. The school's data, which track pupils' progress, show that current attainment is higher and pupils in the current Year 6 are on course to attain broadly average outcomes by the end of the year. Data also show that pupils throughout the school are making good progress. Pupils' achievement is now satisfactory and underachievement has almost been eradicated. Assessment information for pupils with special educational needs and/or disabilities shows that although most make good progress, this is not uniformly so, particularly for some who are on school action because a few pupils' needs have not been assessed precisely enough.

The key to the school's improvement lies in the commitment, drive and vision of the headteacher. There is a vibrancy in the school. Staff demonstrated very clearly, by their uniformly positive responses to the questionnaires, that they share the drive for improvement and are committed to providing the best they can for the pupils. The school's self-evaluation is analytical and demonstrates a very good knowledge and understanding of where the school is currently placed. This, combined with much improved teaching and academic outcomes for pupils, demonstrates that the school has a good capacity for sustained improvement.

Pupils learn effectively because teaching is good. Lessons are lively and interesting and frequently relate to pupils' interests. Pupils make good progress because teachers plan effectively for pupils' individual needs and there are often as many as five target groups working at different levels in each lesson. The practice of moving pupils between tables as they need more re-enforcement or challenge is highly effective and pupils value it. Pupils know how well they are doing. Nevertheless, teaching assistants are not always employed effectively enough, particularly during teachers' input and are not always confident enough in their questioning when supporting pupils in their learning. While oral feedback, targets and success criteria are useful in moving pupils forward, marking does not always give pupils sufficient guidance as to how they can improve their work.

The school's provision for pupils' personal development is good and as a result, pupils' spiritual, moral, social and cultural development is good, as is behaviour, which is an improvement since the last inspection. Pupils understand how to keep themselves safe and know how to maintain a healthy lifestyle. Pupils make a good contribution to the

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

school, local and international communities through participation in a range of events and through their awareness of those less fortunate than themselves. The curriculum is satisfactory. The school is in the process of reviewing and revising this and already some interesting and enjoyable themes are pursued. However, there are not currently sufficient opportunities for pupils to write in all subjects across the curriculum. Pupils and their families benefit from a good range of visits, including 'Time to Think' trips where they can learn together, such as that to Haytor. The school cares well for its pupils and provides good support for them.

What does the school need to do to improve further?

- Ensure pupils with special educational needs and/or disabilities, particularly those at school action, make good progress by defining their individual needs more closely and making more focused provision for them.
- Ensure that opportunities to improve pupils' writing are firmly established within the school's developing creative curriculum.
- Improve the quality of marking so that this consistently informs pupils of what they can do to improve their work and move forward in their learning.
- Ensure that teaching assistants are effectively deployed in lessons and they are confident in their role of helping pupils to improve their skills and understanding.

Outcomes for individuals and groups of pupils**3**

Attainment throughout the school has greatly improved; this is because teachers try hard to motivate pupils and make their work real to them. This was particularly so in Year 6 where their teacher took the class to the finish of the 'Tour of Britain' cycle race. This engendered a great deal of work across a range of subjects, but particularly in writing, and pupils said it gave them a 'picture in the mind' to imagine. Progress in mathematics, too, shows marked improvement. This is because there is a great emphasis on pupils carrying out regular problem-solving activities. They are effectively built into the curriculum and are not just used as a 'bolt on' and, consequently, pupils are accomplished at applying their skills and understanding. This was emphasised in a Year 6 lesson where pupils were beginning a series of lessons about factors and multiples. Pupils were given a sequence of short-burst challenges with a series of prompts at different levels according to ability, and had to come up with a definition of 'factor' and 'multiple' as an end product. In this they were all successful and all pupils fully understood what factors and multiples were by the end of the input. Pupils with special educational needs and/or disabilities benefit from the support they are given. However, some pupils on school action have not had their needs defined accurately enough; consequently, the support provided does not always enable them to make enough progress. Pupils are gaining competence at using information and communication technology (ICT). This, together with their rapidly improving academic progress and personal development, ensures they are prepared appropriately for their future lives.

Pupils are very good ambassadors for their school. They exude enthusiasm and excitement for their learning. They explain why their progress has improved so much in the last year. They eagerly take on responsibilities in school and explain how they have to

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

apply in writing for some posts such as prefects. They are thoughtful and reflective. They have a strong sense of right and wrong and look after each other well.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	4
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

The great majority of teaching is good and some is outstanding. This is the key to pupils' effective learning. The headteacher firmly explained that 'for the pupils to make the progress they need, they must receive consistently good teaching'. Tasks are generally interesting and exciting and pupils have good opportunities to share ideas with each other or in small groups. This sustains their interest and increases the pace of their work. Teaching assistants often work well with small groups, although sometimes they are underused during the teacher's input. Pupils are beginning to develop independence though opportunities to check and assess their own work. Since the previous inspection, assessment systems have been much improved and there is more information available as to how much progress pupils are making. Teachers use this information effectively to ensure that pupils are challenged or supported well in lessons and in setting targets for improvement over time. Marking is not used effectively enough to move pupils forward.

The school is currently reviewing and developing the curriculum to make it more creative and more relevant to the pupils' needs and interests. Pupils have ample opportunities to consolidate their basic skills across the curriculum, particularly through opportunities to develop their problem-solving skills in mathematics. The school has yet to identify the

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

range of opportunities for writing which can be exploited within the new themes. The school has established a number of partnerships and links which enhance pupils' experiences. Out-of-school clubs are supported well, although these are still a little limited.

The quality of care and support for pupils is good. A wide range of links with outside agencies ensures that most pupils with special educational needs and/or disabilities and other vulnerable groups receive good or better support which enables them to make good progress in their personal development and, for most, good progress in lessons. Pupils joining the school are welcomed and transition into and out of the school is effectively managed to make it as smooth as possible.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

This school is a happy and secure place for pupils to be. This is due to the headteacher and her team who are very well focused on improving attainment and accelerating progress at the same time as ensuring that pupils' personal and emotional needs are met. All leaders are involved well in monitoring the quality of their areas of responsibility by examining planning and pupils' work as well as carrying out lesson observations. They effectively identify where pupils are in their learning and take appropriate action to address possible weaknesses before they become concerns. Initiatives taken are working very well and are having a highly positive impact on pupils' attainment.

The school works closely with parents. Flexibility in starting times enables many to accompany their children into school giving a calm and purposeful start to the day. It also enables parents to share any problems or concerns with the Parent Support Adviser. 'Time to think' trips help parents to engage with their children's learning and open evenings enable them to follow their children's progress. The school has a wide range of partnerships and links with outside agencies which help and support pupils' learning and well being.

Governors are very supportive and have a very good understanding of the school's strengths and areas for development. They make a strong contribution to its self-evaluation and development. They have ensured that all safeguarding procedures are robust. They monitor this rigorously and regular health and safety checks are carried out taking into account the views of both parents and pupils. Leaders endeavour to ensure that pupils, whatever their ethnic or cultural background, are valued and free from discrimination. They monitor closely the performance of different groups of pupils and ensure, for example, that pupils who join the school receive the support they need. A comprehensive audit has been carried out to evaluate the effectiveness of the school's

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

community cohesion policy and an action plan is fully in place. The pupils have a very good understanding of the range of religious, ethnic and cultural diversity in the United Kingdom because of good links with schools in very different parts of the country.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Children enter the Nursery with skills that are very low in relation to those typically expected for their ages. The focus on developing personal and social skills so that children are ready to begin their learning is a priority and the provision is geared towards this very well, giving children good opportunities to share and take turns and teaching them to listen carefully. Of particularly good quality is the emphasis on developing children's communication skills. When going on an 'adventure' in the school grounds, children were eagerly identifying their 'finds', and starting to express them using full sentences; for example, 'I can seea scary spider'. Although children enter Reception at below-average levels they have made good progress in all areas of learning.

Children in Reception make satisfactory progress. Children thoroughly enjoy making up and drawing their own stories. They are learning to play well together. 'Small world' and role-play areas enable children to develop their limited imaginative and language skills. More structured activities, such as learning letter sounds, enable them to improve their speaking and early reading skills. There is a lively outside area where a broad range of equipment provides experiences across all areas. Nevertheless, there is, occasionally, a lack of consistency in the quality of provision across the two classes, which means that learning does not always match the learning needs of the children sufficiently closely.

The leader has analysed and evaluated practice in the Early Years Foundation Stage and used the results to identify key areas for improvement. This shows a very good knowledge of the needs of the young children and identifies how things can be made better. She has

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

already taken steps to develop the roles of teaching assistants and colleagues and this means that observations are becoming more evaluative and provide good information about children's learning and what their next steps are. She is developing planning so there is more consistency across the two classes and has drawn up a monitoring programme to ensure that provision across both rooms becomes of uniformly good quality.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

Parents and carers are confident that their children enjoy school, and are well cared for. The vast majority who returned the questionnaire consider the teaching to be good and say the school helps them to support their children's learning. The overwhelming majority are happy with the experiences their children are receiving. A few parents expressed reservations. A very small minority have concerns over whether the school keeps their children safe. Inspectors reviewed this rigorously and found the school's procedures to keep pupils safe are robust. A few said the school did not respond to their cares and concerns. Inspectors are confident that the school tackles this well, involving the assistance and advice of outside agencies where appropriate. A very small minority are concerned that they do not receive enough information about the progress their children are making. Inspectors found that the school makes every effort to provide this information for parents through meetings and reports.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Haytor View Community Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 29 completed questionnaires by the end of the on-site inspection. In total, there are 159 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	11	38	16	55	2	7	0	0
The school keeps my child safe	17	59	9	31	3	10	0	0
My school informs me about my child's progress	6	21	18	62	3	10	0	0
My child is making enough progress at this school	10	34	15	52	2	7	0	0
The teaching is good at this school	17	59	11	38	1	3	0	0
The school helps me to support my child's learning	10	34	18	62	1	3	0	0
The school helps my child to have a healthy lifestyle	11	38	17	59	1	3	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	10	34	14	48	1	3	0	0
The school meets my child's particular needs	9	31	17	59	1	3	0	0
The school deals effectively with unacceptable behaviour	6	21	189	66	2	7	0	0
The school takes account of my suggestions and concerns	8	28	15	52	3	10	1	3
The school is led and managed effectively	10	34	15	52	2	7	0	0
Overall, I am happy with my child's experience at this school	13	45	14	48	1	3	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



18 October 2010

Dear Pupils

Inspection of Haytor View Community Primary School, Newton Abbott TQ12 4BD

Thank you for making us so welcome when we visited your school. You were really polite and friendly and helped us to learn a lot about what you do and what you enjoy. Your school gives you a satisfactory education and is rapidly improving.

What we found about your school

- It is a very friendly and happy place in which to work and play.
- You enjoy coming to school and behave well.
- You are very close now to achieving the standards you should in English and mathematics, which is a huge improvement.
- You show a good understanding of how to live healthily and how to stay safe.
- Your teachers plan interesting lessons which really interest and excite you. I thought the work Year 6 did after their visit to the Tour of Britain was really interesting.
- Your school looks after you well.
- Your headteacher and teachers are working very hard to help you do better.

What we have asked your school to do now

- Your writing is much improved but we have asked the teachers to make sure that you have plenty of opportunities to write within your new exciting curriculum.
- We have asked teachers to make sure that those of you who find it more difficult to learn have the right kind of support to help you do as well as you can.
- We would like your work to be marked more carefully and for staff to tell you what you can do to improve.
- We have asked your teachers to make sure that the teaching assistants know exactly what to do in lessons to help you move forward in your learning.

We are sure that you will do all you can to help all adults who work with you to make your school even better. You can do this by trying as hard as you can in lessons.

Yours sincerely

Christine Huard

Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 1234 234, or email enquiries@ofsted.gov.uk.