

Hatherleigh Community Primary School

Inspection report

Unique Reference Number	113251
Local Authority	Devon
Inspection number	357299
Inspection dates	30–31 March 2011
Reporting inspector	Stephen Lake

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	164
Appropriate authority	The governing body
Chair	Ian Strawbridge
Headteacher	Caroline Boother
Date of previous school inspection	5 May 2008
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Introduction

This inspection was carried out by three additional inspectors. They observed 17 lessons, or parts of lessons, seeing eight teachers. Inspectors held meetings with a member of the governing body, members of staff and pupils. They also spoke to some parents and carers. Inspectors observed the school's work and looked at: the most recent school self-evaluation form; the school development plan; the governing body minutes; and the school's assessments of pupils' attainment and progress. Inspectors also looked at the records held on vulnerable pupils and those with special educational needs and/or disabilities, school policies and reports from the School Improvement Partner. Inspectors analysed questionnaires received from pupils, staff and 138 parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The provision for pupils with special educational needs and/or disabilities and for those deemed gifted and talented, to determine if teaching is matched closely enough to their needs.
- The impact of the changing role of senior and middle management in monitoring and evaluating strategies to improve teaching and learning.
- The impact of changes to the curriculum upon achievement in writing.
- The revised induction procedures for the Early Years Foundation Stage.

Information about the school

This is smaller than the average primary school. It serves mainly a rural area immediately around the school. Almost all pupils are of White British heritage. Very few pupils speak English as an additional language and none are at an early stage of speaking English. The proportion of pupils with special educational needs and/or disabilities is above average and the proportion with statements of special educational needs is well above average. The school is slowly increasing in size, so the proportion of pupils joining the school other than at the normal time is slightly above average. The school has recently been awarded Healthy School Plus status.

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****3**

Main findings

This is a satisfactory school. It is improving rapidly because strong leadership from the headteacher and the governing body is bringing about a significant improvement in the quality of teaching. Outstanding care, guidance and support ensure a secure, welcoming environment in which pupils feel safe and have a good understanding of how to stay safe, and keep fit and healthy. Parents and carers are kept very well informed and closely involved in their children's learning. Safeguarding arrangements are good. Pupils' contribution to the community is outstanding, partly due to the excellent strategies for promoting community cohesion. Strong partnerships with external agencies provide valuable additional support for those pupils who face challenging circumstances. Pupils behave well and their spiritual, moral, social and cultural development is good.

Pupils' achievement is satisfactory. Children make good progress in the Early Years Foundation Stage, although occasionally opportunities for independent learning are not linked closely enough to the main activities of the day. Pupils build securely upon this good start to reach broadly average levels of attainment at Year 6. Attainment and progress are improving, particularly in writing due to changes to the curriculum that provides stimulating experiences, and opportunities to promote writing skills. Teaching is satisfactory with much that is good, but the proportion of good or better teaching is not yet quite high enough to improve progress significantly and raise attainment further. Whilst teachers generally plan to meet the needs of learners successfully, this is not yet the case in all lessons, particularly for higher attaining pupils.

Leaders know the school's strengths and weaknesses well. The information gained is used to set out strategies for improvement in the school development plan. A much improved system for recording and analysing data on pupils' attainment and progress is in place. Nevertheless, it is not yet being used to its full potential to provide high-quality information on the comparative performance of groups of pupils. The monitoring of teaching and learning is improving but currently is not sufficiently embedded as part of the role of senior managers and subject leaders. The governing body supports the school well and holds it to account effectively. The strengths of the previous inspection have been maintained and action is already in place to address areas for improvement noted in this report. There is evidence to show improvements in many aspects of the school's work. Nevertheless, the overall effectiveness of the school remains satisfactory as these improvements have not yet been translated into consistently good teaching which is raising pupils' achievement sufficiently throughout the school. This indicates that the school currently has a satisfactory capacity for sustained improvement.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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What does the school need to do to improve further?

- Improve teaching so that by April 2012 at least 75% is good or better, in order to ensure consistently good progress and attainment, by:
 - embedding more securely the improved procedures for using information on pupils' attainment and progress to plan lessons that challenge all pupils, especially the more able
 - ensuring that the monitoring of teaching and learning by senior leaders and subject managers is systematic and robust.
- Use the new procedures for recording pupils' attainment and progress to enable all leaders and governors to compare the school's performance with that found nationally.
- Improve provision in the Early Years Foundation Stage by September 2011 by planning better links between the central themes of lessons and the activities set up to enable independent learning by children.

Outcomes for individuals and groups of pupils

3

Pupils are enthusiastic and enjoy school immensely. Older pupils speak enthusiastically about the changes made by the headteacher since her appointment three years ago. 'Awesome,' said one pupil. Children start school with skills broadly in line with those expected at that age and make satisfactory progress by the time they reach Year 6. Although progress is accelerating, particularly in Years 4 to 6, it is too early to see the full impact of this in pupils' results in national assessments. Progress in Year 6 is now particularly strong and the current cohort is on track to meet challenging targets. A key factor in this is the improved challenge for pupils seen in many lessons. Writing for all pupils is improving, because more opportunities are provided in the curriculum to make writing more exciting and relevant. A particularly vibrant display in the school entrance shows how well pupils were stimulated by writing about dragons. In an outstanding lesson, pupils improved their understanding of biographies and how to write them, because the teacher explained the structure very well. Precise success criteria related to the key elements of a biography helped guide pupils' questioning of one who was acting the role of the character. This stimulating role play focused pupils on the key parts of the character's life and resulted in good quality writing. Similar examples occur in other lessons, but this is a little inconsistent and there are still too many lessons where learning is not of this high quality. In those lessons, pupils, especially the more able, do not make as much progress. Pupils with special educational needs and/or disabilities make good progress against the targets set for them because of the good-quality support they receive.

Pupils say there is a very small amount of bullying but that they trust the adults to deal with this effectively. They demonstrate great maturity in the polite and courteous way they speak with visitors. Pupils make an excellent contribution to school life by taking on a wide range of responsibilities, including as school councillors or contributing ideas on playground design for the school improvement plan. They contribute to the wider community in many ways. Particularly striking is the way pupils organised an event to support the food bank, set up to support families facing hardship in nearby Okehampton after many people recently lost their jobs. Pupils' good understanding of how to stay

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healthy and keep fit is recognised by the recent Healthy School Plus award. It is also evident in the enthusiastic way pupils take advantage of the many opportunities for physical activity in after-school clubs. Pupils have a strong understanding of right and wrong. They show a curiosity about the world around them, and work and play together well. Pupils have a good knowledge and understanding of different cultures and backgrounds nationally and internationally because of the school's excellent strategies for promoting community cohesion. Pupils' satisfactory basic skills, including those in information and communication technology (ICT), prepare them satisfactorily for the next stage of their education.

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	3
The quality of pupils' learning and their progress	3
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	1
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?

Pupils' learning is improving because of the increasing amount of good teaching and the stimulating curriculum that provide them with many highly motivating experiences. Good partnerships enable them to benefit from opportunities such as developing their writing skills through working on play scripts with pupils from other schools, or taking part in inter-school sport. The provision for ensuring pupils' personal development is strong in a variety of ways. The school has developed strong links with Rosemoor Gardens, for example, that enable pupils to take part in a range of creative and outdoor activities that would be difficult to arrange in school.

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Teachers prepare lessons that stimulate pupils to learn. ICT is used well to encourage and motivate them. Many teachers are skilled at asking the right questions to extend pupils' learning as well as assessing what they already know. In most classes, marking makes it clear to pupils how to improve their work. Improved systems for assessing how well pupils are learning are starting to be used effectively to plan challenging lessons that focus on the next steps in learning. Nevertheless, these activities are not consistently present across the school. As a result, in some lessons, some pupils have work that is too hard for them while more-able pupils, in particular, are not challenged enough. Those pupils with special educational needs and/or disabilities have work that is well matched to their needs, and are helped to participate fully in lessons by the capable teaching assistants.

Pastoral care is extremely strong. Extremely thorough procedures for child protection are known and understood by all. The school is particularly vigilant in ensuring the safety of vulnerable pupils and in monitoring their attendance. Close links with the local authority services and the high-quality provision within the school ensure that pupils with additional needs of all types are supported well. Pupils moving into the school other than at the normal time are supported extremely well. Attendance has improved, due to rigorous monitoring by the school and the support given to parents and carers. The needs of pupils deemed gifted and talented are met well. They are identified early and are given many opportunities to develop their skills and talents through strong partnerships with schools in the local learning community.

These are the grades for the quality of provision

The quality of teaching	3
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	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The headteacher provides strong and effective leadership that has developed in all staff and the governing body an ambition to succeed and a drive to improve. She has a good understanding of the quality of teaching and learning. Senior leaders and subject coordinators have an improved and revised role in monitoring learning through activities such as scrutiny of work. Nevertheless, their role monitoring teaching and learning through classroom observation is just beginning to develop. At present, this is not sufficiently systematic or rigorous to ensure accelerated improvement in the quality of teaching.

The governing body supports the school well and has robust systems for checking on the work of the school. It has good systems for ensuring the safety of pupils and, along with other staff, undertakes regular training on safeguarding. Any health and safety issues identified are dealt with robustly and rapidly. Strong and very effective systems are in place to enable the school to seek the views of parents and carers and to take action

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where necessary. Concerted actions to promote equality of opportunity, and to ensure that no pupil is discriminated against, contribute well to the similar progress made by all pupils. The performance of pupils is monitored effectively and regularly at an individual and class level. Nevertheless, data are not yet used in a sophisticated enough way to monitor the performance of different cohorts and groups against the results of national assessments.

The school has conducted a high-quality audit of the background of pupils and used this very effectively to plan strategies to promote community cohesion. Strong links with schools in other countries and an inner-city multicultural school support pupils' understanding of cultural diversity very well. The school is proactive and has introduced opportunities that pupils would not normally have, such as video-conferencing with schools in other countries. The impact of all these strategies is monitored effectively and the information is used well to further improve provision.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
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	1
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	1
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Close and positive relationships with the local pre-school groups as well as with parents and carers ensure that children settle quickly and happily. Their progress in personal and social development is particularly good. Children display positive attitudes and learn to relate well to others. The good partnership between children and adults, and a high focus on praise, ensure good behaviour. High-quality care helps children to feel secure and confident, and welfare needs are met very well.

Children make good progress and enter Year 1 well prepared for learning, with skills that are above age-related expectations. A welcoming and stimulating environment is provided for children. All areas of learning are covered appropriately. Adults generally ensure a good balance between teacher-directed and self-chosen activities, which helps children to

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develop as confident learners. Nevertheless, occasionally, children do not get enough opportunity to choose between working inside or outside on the same activities during independent learning sessions.

Good-quality systems for checking on children's progress are used effectively to plan work that challenges children to achieve well. Children with special educational needs and/or disabilities are identified at an early stage, enabling highly effective support to be provided. The school makes particularly good use of the local environment to engage children and make learning interesting. The school has identified that those who join the school in September make better progress, and is changing its induction procedures to enable all children to start at the same time. To support this, a well-planned programme of home visits is being developed to further ease the transition into school for the youngest children.

These are the grades for the Early Years Foundation Stage

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

Views of parents and carers

The proportion of parents and carers who completed questionnaires is well above average and the response is overwhelmingly positive. A minority of those responding also added comments. Most of the comments were very positive. Typical of the comments received is: 'Hatherleigh school is a friendly and nourishing place for my children, their learning is inspired in so many different ways.' There were no common issues on which a significant proportion of parents or carers expressed concern, although a few were concerned with the progress made by pupils. Inspectors endorse the positive comments made. Inspection evidence shows that, although progress is improving rapidly, there is still more to do to make sure all pupils achieve as well as they can.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Hatherleigh 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 138 completed questionnaires by the end of the on-site inspection. In total, there are 164 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	86	62	49	36	3	2	0	0
The school keeps my child safe	88	64	49	36	1	1	0	0
My school informs me about my child's progress	77	56	58	42	3	2	0	0
My child is making enough progress at this school	70	51	59	43	6	4	0	0
The teaching is good at this school	79	57	56	41	1	1	0	0
The school helps me to support my child's learning	76	55	56	41	5	4	0	0
The school helps my child to have a healthy lifestyle	74	54	60	43	3	2	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)	69	50	58	42	1	1	0	0
The school meets my child's particular needs	64	46	66	48	4	3	0	0
The school deals effectively with unacceptable behaviour	46	33	81	59	8	6	3	2
The school takes account of my suggestions and concerns	53	38	80	58	4	3	0	0
The school is led and managed effectively	74	54	57	41	1	1	0	0
Overall, I am happy with my child's experience at this school	81	59	38	52	5	4	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

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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.



4 April 2011

Dear Pupils

Inspection of Hatherleigh Community Primary School, Hatherleigh EX20 3JB

Thank you for making us welcome when we came to visit you. We enjoyed talking with you about your school and particularly noted how you behave and look after each other well.

Yours is a satisfactory school that is improving, and you reach broadly average standards by the time you leave in Year 6. Here are some of the things that we liked about your school.

- The school looks after you very well, and makes sure that you are safe and have a good understanding of how to keep yourselves safe.
- You make an excellent contribution to the community because of the way in which the school helps you understand how to get on with others.
- You have a good understanding of how to stay fit and healthy.
- Those of you who find learning more difficult make good progress because you are supported well.
- There are excellent links with your parents and carers, and good links with other schools and organisations, which all help your learning.

To help your school continue improving, this is what we have asked the headteacher and governors to do.

- Make all lessons as good as the best ones so that you all learn as well as you can. We have asked that teachers use the information that they have about you to plan work that really challenges all of you. You can help by telling your teachers how hard or easy you find the work set for you.
- Use this information to compare how well you are doing against other schools, and share it with all the school leaders.
- Make sure that, for those of you in Reception, the activities planned for you to choose yourself are linked closely to what you are learning about in the other parts of your lessons.

Yours sincerely

Stephen Lake
Lead inspector

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