

Haydonleigh Primary School

Inspection report

Unique reference number	126295
Local authority	Swindon
Inspection number	395510
Inspection dates	4–5 July 2012
Lead inspector	Rob Crompton

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	391
Appropriate authority	The governing body
Chair	Helen Fraser
Headteacher	Frances Billinge
Date of previous school inspection	2–3 July 2008
School address	Haydon Court Drive Haydon Wick Swindon SN25 1JP
Telephone number	01793 700443
Fax number	01793 700445
Email address	head@haydonleighschool.co.uk

Age group	4–11
Inspection date(s)	4–5 July 2012
Inspection number	395510



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

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 123 4234, 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 information 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'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012



Introduction

Inspection team

Rob Crompton

Additional inspector

Judith Goodchild

Additional inspector

Shela Rowan

Additional inspector

This inspection was carried out with two days' notice. The inspectors observed 24 lessons taught by 13 different teachers and spent 15 hours in classes. Meetings were held with groups of pupils, governors and staff. Inspectors observed the school's work, and looked at documentation including data on attainment, tracking and monitoring records, school self-evaluation and development planning, pupils' books and safeguarding records. They analysed the responses to questionnaires returned by 129 parents and carers, 105 pupils and 28 members of staff.

Information about the school

Haydonleigh Primary is above average in size, with two classes per year group. Most pupils are of White British heritage. The proportions of pupils known to be eligible for free school meals, who come from minority ethnic backgrounds or who speak English as an additional language are below the national average. The proportion of disabled pupils and those who have special educational needs supported by school action plus or with a statement of special educational needs is also below average. These needs relate mainly to moderate learning difficulties or behavioural difficulties. The school meets the floor standards, which identify the government's minimum expectations of pupils' attainment and progress. The school has the Activemark, the Eco Schools Award and International Schools Award.

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	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	1
Leadership and management	2

Key findings

- Haydonleigh Primary is a good school where pupils achieve well. It is not yet outstanding because achievement in writing at Key Stage 1 is not as good as that in reading or mathematics, and because the quality of teaching, although good, is not consistently outstanding.
- Pupils' overall achievement through the school is good from their starting points. By the end of Year 6, levels of attainment in English and mathematics are above average, and pupils use their communication, language, numeracy and computer skills effectively in their learning across the curriculum.
- As they move through Years 1 and 2, pupils generally build well on the good start made in the Early Years Foundation Stage, although their progress in writing does not keep pace with that in reading and mathematics.
- Teachers establish excellent relationships with pupils and, through skilled questioning and detailed marking, they ensure pupils are clear about how they can improve. Pupils of different abilities are, for the most part, set appropriately challenging work, although sometimes the tasks are not demanding enough for the more-able pupils. The highly skilled teaching assistants come into their own when working with small groups, especially in providing good support for pupils who find learning more difficult. However, their potential contribution in introducing new work to different groups early in lessons is not fully exploited.
- Pupils' outstanding behaviour and highly positive attitudes to their school and work contribute significantly to their learning. Pupils enjoy an extremely safe and nurturing environment. Pupils are friendly and supportive of others, and socialise happily together in the playground.
- Effective leadership is driving improvements well. Senior staff keep careful track of each pupil's progress and whole-school performance. They monitor teaching and learning carefully in order to identify strengths and weaknesses and manage performance effectively.

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

What does the school need to do to improve further?

- By July 2013, narrow the gap between pupils' attainment in reading and writing at Key Stage 1 by:
 - providing further opportunities for pupils to develop their vocabulary and confidence in structuring sentences and sequencing events, through speaking, role play and visual representation
 - encouraging pupils to use more of the vocabulary and literary devices they come across in their reading in their written work.

- Raise the quality of teaching from good to outstanding by:
 - setting tasks for the more-able pupils to tackle independently and ensuring they have sufficient time in lessons to tackle them
 - deploying support staff so that they are engaged with pupils throughout lessons.

Main report**Achievement of pupils**

As children enter Reception, their understanding and skills are a little above those expected. Building well on this secure start, they reach above-average levels in all areas of learning. Due to a systematic programme of teaching letters and sounds (phonics), children make very good headway in early reading and writing. Most make entirely logical attempts at spelling. Looking at a photograph of an Aborigine, for example, one child wrote, 'He is kind and he plais the didreedoo.' Through a wide range of counting and practical activities, children gain a good grounding in number work.

Pupils' progress in reading and mathematics moves on apace through Key Stage 1 and attainment is above average in these areas by the end of Year 2. Pupils read to inspectors fluently and expressively, and were adept at using the content and index of non-fiction books to find information. A secure knowledge of basic number facts and the five times table enabled pupils during a Year 2 lesson to make good attempts at solving mathematical problems. Pupils' well-honed reading skills are sometimes reflected in their written work, but the proportion working at above-average levels in writing does not match that in reading.

By the end of Year 6, pupils' attainment in reading, writing and mathematics is above average. Pupils lower down the junior phase have already developed considerable expertise. A Year 5 pupil spoke of her love of books and read with complete fluency and accuracy, using excellent expression. A pupil in Year 4 rose to the challenge of writing an opening paragraph to grab the reader's attention. She showed a mature understanding of literacy devices including the narrator's voice and rhetorical questions, with:

` "Please, please, PLEASE dad! If you buy me a new phone I will never be bullied or teased again in my whole life...But I'm turning ten next week and thought perhaps..."

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

“Enough! Now go to school!” Poor Annabelle, all she wanted was not to be bullied. I mean, wouldn’t you?’

Above-expected attainment in mathematics was evident, for example in pupils’ understanding of the relationships between fractions, percentages and decimals. Pupils readily identify which mathematical operations are needed to unravel fairly complex mathematical problems and adopt a systematic approach to solving them.

Pupils develop a good degree of confidence when using their key skills across the curriculum. For example, during a science investigation, they had created continuous variable graphs to record changes in water temperature tracked by computer sensors. Disabled pupils and those with special educational needs achieve as well as other pupils. They engage in learning well in daily lessons and benefit from additional support within lessons or in small withdrawal groups.

Quality of teaching

In Reception, a strong focus on children’s social and language development means pupils develop considerable independence and confidence in communicating with one another and with adults. A wealth of stimulating activities indoors and outdoors, fully engages children. A good balance between activities led by adults and those chosen or initiated by the children ensures children build on their prior learning. During one typical session, pictures prompted children to respond with all five senses as they made beef extract sandwiches. There was lots of fun and excitement as children took turns to play the didgeridoo, while others sustained their concentration as they meticulously created Aboriginal paintings using cotton buds.

Teachers and support staff are skilled in helping pupils in Years 1 and 2 to acquire essential phonic and number skills. Writing is taught systematically but, for those who are less confident, the current approach is not always effective. The school is promoting the use of activities such as role play and telling stories through pictures and actions in order to extend pupils’ vocabulary and provide a starting point for written work. On the other hand, sights are sometimes set too low for the more-able readers. Teachers do not always encourage pupils to reflect on their reading, collect words and phrases they come across and incorporate some of these in their own writing. As a result, pupils sometimes produce written work which belies their capabilities.

Teachers across the school are skilled in explaining not only what pupils are to do in lessons but what they are meant to be learning. Pupils become increasingly proficient at reviewing their own work and that of their classmates. Working walls, to which pupils add ideas and their work in progress, support learning effectively. When planning lessons, teachers ensure a good level of challenge and support for disabled pupils and those with special educational needs. At the same time, they routinely include ‘should’, ‘could’ and ‘challenge’ tasks which they assign or the pupils themselves choose. While this is generally effective, more-able pupils sometimes

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

have too few opportunities to pursue open-ended tasks which place further demands on their thinking and ability to work independently.

Teaching assistants play a significant role in pupils' learning, supporting pupils across the ability range and providing strong support for those with emotional or behavioural difficulties. During lesson introductions to the whole class, their skills and expertise are not always used to best effect as some pupils do not need to cover old ground before getting started on new work. Teaching promotes pupils' social, moral, spiritual and cultural development very effectively.

Behaviour and safety of pupils

The behaviour and safety of pupils are outstanding over time. The views of parents and carers that pupils behave extremely well, are well looked after and feel safe are confirmed by inspection evidence. All teachers share and pass on to pupils the school's consistently high expectations for their behaviour and the impact of this is evident at every turn. Lessons proceed calmly and smoothly. Pupils are very willing learners and can readily be trusted to guide their own learning. In the playground they are lively and fun loving, show awareness of others, and support younger children. Pupils are extremely polite and courteous, and welcome visitors warmly. They talked enthusiastically about the recent visit of Sir Steve Redgrave and linked this with the school's motto, 'I am talented, together we are amazing'. Pupils willingly take on responsibilities, such as play leaders or 'munch monitors' during lunch. They have a strong voice in the way the school operates and know their views are taken seriously. Pupils who responded to the questionnaire and those who spoke to inspectors said they felt extremely safe in school. Pupils are very clear about the potential difficulties posed by bullying in differing forms, such as cyber-bullying, physical bullying or persistent name calling. They are also sure that bullying in their school is rare and that any incidences would be dealt with quickly and effectively. Pupils' attendance is consistently above average, and their punctuality is good.

Leadership and management

School leaders share a strong ambition and determination to ensure all pupils do as well as they can. They provide very good role models in their own teaching and are quick to identify good practice. They provide useful advice to colleagues and organise additional training which helps staff to hone their skills. Members of the governing body keep a sharp eye on the school's performance by close analysis of assessment data. Also, they gain insights into its day-to-day life by regularly volunteering to help, for example by hearing pupils read. The school's drive and determination have ensured that the school has consolidated its strengths and has a strong capacity to continue to improve.

A flexible and creative approach to the curriculum engages pupils well. Typical of parents' and carers' comments were, 'My children have made excellent progress and are challenged and supported in all areas of the curriculum.' Full advantage was being taken of pupils' interest in the forthcoming Olympic Games. For example,

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

children in the Early Years Foundation Stage were finding out about different countries, Year 1 pupils were thinking about the origins and pattern of the five ring symbol, while pupils in Years 5 and 6 were studying the Ancient Greeks. Such activities contribute to the school's successful promotion of pupils' spiritual, moral, social and cultural development. Commenting on the five ring symbol, one pupil said, 'They remind me of the colours in the Olympic torch.' Older pupils reflected on how frightened the mercenary soldiers in Athens must have felt with simple slings as weapons. The school is reviewing the way writing is taught in Years 1 and 2, encouraging a more flexible approach. A focus on promoting links between reading and writing is underway, although not fully established.

Pupils know that the school does not tolerate racist behaviour and harassment, or any other discrimination. The rigour with which school leaders addressed and successfully closed a recent gap between pupils' attainment in English and mathematics at Key Stage 2 indicates how well equal opportunities are promoted. The close attention given to pupils' safety by members of the governing body, and all staff, ensures that safeguarding procedures fully meet statutory requirements.

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	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Floor standards	the national minimum expectation of attainment and progression measures.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.



7 July 2012

Dear Pupils

Inspection of Haydonleigh Primary School, Swindon, SW25 1JP

Thank you for helping my colleagues and me to feel welcome in your school and for contributing to the inspection by completing the questionnaire and talking to us. I am writing to tell you about what we found out. You go to a good school. You make good progress and reach higher standards than most eleven-year-olds. Your response to the questionnaire told us that you agree with our findings. Children in the Reception classes have a great start in their busy and lively area of the school. Most teaching in the school is good and some is even better. Your outstanding behaviour and highly positive attitudes contribute a lot to your learning. You told us you feel very safe in school and we could see how well you all get on with one another.

To make your school even better we have asked the leaders and staff to help those of you in Key Stage 1 to do as well in writing as you do in reading. We saw how you enjoy acting out stories and drawing 'story mountains', and we think some of you could do more of this. We have also suggested that you could collect words and phrases you come across in your reading and see if you could use them in your own written work.

The teaching is good and some is outstanding. In some of the very best lessons, the teaching assistants take small groups from the start. This enables more of you to 'hit the ground running' rather than go over things you already know. We have suggested that this happens more often. It was good to see how sensibly you choose tasks from the 'should', 'could' or 'challenge' trays. We saw that some of you could tackle even harder work and we have suggested that a little more of the 'challenge' work would not go amiss. You are so good at working independently, we are sure you would find some more investigative work interesting and rewarding.

You can help the school improve further by continuing to work hard and helping one another. We wish you all the best for the future, especially those of you going on to secondary school next term.

Yours sincerely

Rob Crompton
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 123 4234, or email enquiries@ofsted.gov.uk.**