

Hatherleigh Community Primary School

South Street, Hatherleigh, Okehampton, EX20 3JB

Inspection dates

27–28 February 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Most pupils attain at above the national average by the age of 11. The great majority of pupils make good progress from their starting points.
- The quality of teaching is mostly good and sometimes outstanding. It is more frequently outstanding in Years 5 and 6.
- Teachers have high expectations and pupils enjoy doing tasks which challenge them to think for themselves.
- Teachers use assessment information well and mark books thoroughly in order to help pupils improve their work.
- Pupils behave well in lessons and around the school. They enjoy coming to school and all feel very safe and well looked after. Pupils are enthusiastic about lessons, the after-school clubs and visits.
- The headteacher checks the quality of teaching and learning regularly and systematically. Other leaders, staff and governors all carry out their responsibilities well, are held accountable for progress and are committed to improving the school further.
- Almost all parents are very positive about all aspects of the school, and are unanimous in recommending the school to others.

It is not yet an outstanding school because

- Teaching does not yet help every pupil to make the best possible progress, especially in mathematics.
- Some disabled pupils and those who have special educational needs do not achieve as well as they might when they are not directly supported by teaching assistants.
- The level of challenge and stimulus for children and pupils particularly in Reception and Years 1 and 2 is not consistent enough for them to make the best possible progress when working away from the teacher.

Information about this inspection

- The inspection team observed 14 lessons, taught by seven teachers. Four of the lessons were observed jointly with the headteacher.
- Meetings were held with the headteacher, subject coordinators and other staff, pupils and three governors. The lead inspector also had a telephone conversation with a representative from the local authority.
- Inspectors took account of 32 responses to the on-line questionnaire (Parent View) and also the responses made in 20 staff questionnaires.
- Inspectors observed the school's work and scrutinised a variety of documentation, including information on pupils' current progress, minutes of governing body meetings, the school improvement plan and records relating to safeguarding.

Inspection team

John Laver, Lead inspector

Additional inspector

Carol Jones

Additional inspector

Full report

Information about this school

- The school is smaller than the average-sized primary school and the great majority of its pupils are of White British heritage.
- The proportion of pupils known to be eligible for the pupil premium, mostly those known to be eligible for free school meals, along with a few pupils from service families, is below average. There are no looked after children in the school.
- The proportion of disabled pupils and those with special educational needs who are supported through school action is below average, but the proportion of pupils supported at school action plus or with a statement of special educational needs is above average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- Children in the Early Years Foundation Stage are taught in the Reception class. Pupils throughout the rest of the school are taught in single-age classes.
- Six months ago the school leadership team was reconstructed, when a deputy headteacher and school business manager were added to the team.
- The school holds the intermediate level International Schools award.

What does the school need to do to improve further?

- Improve teaching, so that more becomes outstanding, by:
 - increasing teachers' effectiveness in meeting the learning needs of disabled pupils and those who have special educational needs when they are not directly supported by teaching assistants in lessons
 - providing more stimulating activities for children and pupils in Reception and Years 1 and 2 so that they make faster progress when working away from the teacher.
- Improve on the good progress in mathematics, so that it more closely matches the very good progress in reading and writing, by developing staff expertise in the subject.

Inspection judgements

The achievement of pupils

is good

- Children join the school with levels of attainment broadly in line with expectations for their age, although this varies from year to year.
- As parents recognise, pupils make good progress throughout the school, many attaining above average standards by the age of 11 and achieving at a faster rate than pupils nationally.
- Although progress in mathematics is improving, it is at a slower rate than in English because some teachers and teaching assistants are less confident in teaching mathematics, and because the school has invested more heavily in improving English. The strategies for improving English have had more opportunity to be secured in everyday classroom practice than is the case with mathematics.
- Girls achieved better than boys in the most recent Year 1 phonics check, and the results were broadly average overall. Inspectors observed good progress by pupils of all abilities in guided reading sessions. Many pupils now read with above-average levels of fluency and accuracy and enjoy talking about their reading habits. Attainment is above average by the end of Year 2.
- Standards in writing have benefited from a strategy of incorporating core skills not just in literacy lessons but also in other topics. For example, pupils produce good written work when studying the topic 'The Romans in Britain'.
- Progress is more consistently good in Years 5 and 6, because there is more outstanding teaching of older pupils.
- Disabled pupils and those who have special educational needs have underachieved in previous years. Their progress has improved as a result of more support both in lessons and in additional intervention groups outside lessons. Consequently, although there are still some variations in their progress, the previous gap in achievement between them and other pupils is rapidly closing.
- Pupils eligible for pupil premium funding, who are mainly those eligible for free school meals but also includes a few pupils from service families, have been targeted for particular support. This includes additional staff support and more learning resources. The results have been very positive, with the average point scores of the pupils known to be eligible for free school meals in both English and mathematics being more than a term ahead of those of many other pupils in the school. The average points of pupils from service families are also more than a term ahead of other pupils in English and mathematics.
- Inspectors saw several examples of good and occasionally outstanding progress in lessons during the inspection. For example, in a mathematics lesson for older pupils the teacher set challenging tasks for all pupils. His high expectations and insistence on the pupils thinking for themselves got an enthusiastic response from those of all abilities, enabling pupils to come up with creative and imaginative solutions in problem-solving exercises.

The quality of teaching

is good

- Teaching has improved since the previous inspection, as the school's own records indicate. Occasionally it is outstanding, especially in Years 5 and 6, although the inspection showed that there are occasional variations in quality.
- The teaching of phonics (how to link letters and sounds) is good, giving pupils a good basis for their progress in reading and writing.
- Typical strengths in teaching include high quality assessment. Teachers mark pupils' work thoroughly, showing pupils how well they have done and how they can improve their work. Pupils are expected to respond to teachers' comments. Pupils mostly have a good understanding of their individual targets for improvement and told inspectors that they found them useful in helping them to learn.

- Teaching assistants provide good support, especially for disabled pupils and those who have special educational needs. Occasionally these pupils do not achieve so well when the teaching assistant is not with them, because some class teachers are less confident in planning to meet their individual learning needs.
- Teachers usually have high expectations, and pupils respond well, learning rapidly as a result. Teachers typically encourage pupils to think for themselves, for example getting them to set problems for each other to solve. Teachers also give pupils the confidence to explain their ideas at length and with confidence and clarity.
- Teachers throughout the school have good knowledge and hold pupils' interest and attention well. They question pupils effectively about their learning. However, in Reception and Years 1 and 2, learning is less rapid when children are working away from the teacher on a range of activities such as art, play activities or computer programmes. In these situations, staff sometimes miss opportunities to ask searching questions or suggest approaches which would encourage children and younger pupils to develop their skills, ideas and knowledge more effectively.
- Both pupils and parents confirm what the inspectors found, that teaching is good most of the time, and leads to what pupils refer to as 'interesting' and 'fun' lessons.

The behaviour and safety of pupils are good

- The school's records, parents' and pupils' views and the evidence of the inspection all confirm that behaviour is good and often outstanding in lessons.
- Behaviour is not outstanding overall because, occasionally, there is some silly behaviour in the playground during the long lunch break. However, pupils do not see this as a major issue. They understand that bullying can take various forms, such as name calling and physical threats, but believe that the school is a very happy place. Pupils all feel very safe and well cared for.
- Pupils are very positive about wanting to learn, and this is a significant factor in their good progress. They enjoy all aspects of school life, and are particularly enthusiastic about the classroom topics and the several clubs and visits, including the residential visits for older pupils.
- Pupils like taking on responsibility. They value their school council, although they do not manage it completely themselves. They also enjoy helping younger children, for example reading to them and acting as buddies. Pupils appreciate activities, such as the choir, which take them out into the local community.
- Although there is almost no persistent absenteeism, attendance has been just below or close to average for some time. It is not higher mainly due to medical reasons affecting a few pupils.

The leadership and management are good

- There has been a substantial restructuring of the senior leadership team since the previous inspection, including the appointment of a deputy headteacher and a business manager. This has been very beneficial for the headteacher, particularly in helping her to check the quality of teaching and learning more systematically and regularly in order to raise achievement and improve the quality of teaching successfully.
- Other staff share the headteacher's commitment to improvement. Subject coordinators have a greater role in leadership and management, being more accountable for progress and more involved in checking teaching and learning in their subject areas. They are also key people in improving literacy and numeracy by making links across the various topics.
- The leadership evaluates the school's strengths and weaknesses very accurately and this means that strategic planning is focused on the right priorities to take the school forwards. This focus and the leadership's success in improving key areas such as achievement and teaching since the previous inspection show that the school has the capacity for continued improvement.

- Another success has been the more systematic use of assessment to identify those pupils in danger of underachieving and then giving them appropriate support. All staff and governors now have a better understanding of progress information.
- The local authority has provided good support for the school since the previous inspection, for example providing additional expertise to help improve achievement.
- The headteacher manages staff performance well. Responsibilities have been restructured during the past two years so that those staff with particular roles are held to account, and pay allowances are clearly linked to pupils' progress.
- The leadership makes sure that pupil premium funding has a positive impact on progress. Those pupils eligible for funding have improved their achievement through additional staff support and other resources. Leaders have closely monitored the results.
- Pupils benefit from particular strengths such as sport and music provision. For example, all pupils in Years 3 and 4 learn to play the trumpet.
- The school has a high profile within the local schools' partnership, which provides good opportunities for staff training and also benefits pupils. For example, the school hosts workshops for pupils particularly gifted in mathematics, and pupils enjoy sports festivals organised through the Okehampton Learning Community. There are good arrangements to help pupils move smoothly to their next school at the age of 11.
- The school promotes pupils' spiritual, moral, social and cultural development well. Issues of belief and values were observed being dealt with very effectively in an assembly. They are also evident in pupils' work. The school has achieved its International Schools award through activities such as a successful link with a French school. Pupils develop their knowledge of the wider world through visits, such as those made to a synagogue in Exeter.
- The school makes sure that all pupils have equal opportunities. Where there have been a very few incidents, for example of racist language, they have been dealt with promptly and effectively.
- The school meets all safeguarding requirements. Staff are regularly trained in their responsibilities, and pupils are taught how to keep safe.
- **The governance of the school:**
 - Governors are active in school and hold the leadership to account well. They receive reports and action plans from subject coordinators and have a say in the strategic direction of the school. Governors are confident in doing this because they have a good understanding of the strengths in teaching and progress information and the school's performance generally. They monitor and fully understand the impact of the pupil premium and how the school compares with the overall performance of other schools. Governors efficiently carry out their role of checking the link between teachers' pay, targets and performance, as well as being closely involved in seeing how well the school is doing. They know what the school is doing to reward good teaching and to tackle underperformance.

What inspection judgements mean

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

School details

Unique reference number	113251
Local authority	Devon
Inspection number	405460

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	169
Appropriate authority	The governing body
Chair	Ian Strawbridge
Headteacher	Caroline Boother
Date of previous school inspection	30–31 March 2011
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