

Haydon Wick Primary School

The Brow, Swindon, SN25 1HT

Inspection dates 5–6 March 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Outstanding	1
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school

- Pupils make excellent progress and their achievement is outstanding. Pupils who are eligible for additional funding from the government (the pupil premium), those who are disabled and those with special educational needs also make outstanding achievement. Pupils reach levels of attainment that are well above national averages.
- Teaching is outstanding. Lessons are fast paced and fun, providing challenges for pupils that ensure there are opportunities for all groups to thrive.
- Behaviour is outstanding and this contributes strongly to the way pupils learn. Pupils' attitudes are exceptionally positive and they appreciate how much their school cares for them. Bullying is extremely rare. Parents and carers are highly appreciative of how well their children get on at school.
- Leaders and managers ensure all aspects of the school's work are outstanding. There is a shared ambition for everyone and the expectations of leaders are clearly communicated to both staff and pupils.
- The governing body provides outstanding support, guidance and challenge for the school. Their close involvement helps to develop exciting learning opportunities and to improve teaching, leadership and management. They actively contribute to pupils' outstanding spiritual, moral, social and cultural development.

Information about this inspection

- The inspectors observed 16 lessons taught by 14 teachers. They held meetings with staff, pupils, members of the governing body and a representative of the local authority.
- Inspectors observed the school's work, scrutinised its plans, policies, a range of documents, the arrangements for safeguarding and records of pupils' assessments.
- The inspectors took account of the 24 responses from parents and carers to the online questionnaire, Parent View, in planning and carrying out the inspection.

Inspection team

Carolyn Carnaghan, Lead inspector

Additional inspector

Mark Smith

Additional inspector

George Logan

Additional inspector

Full report

Information about this school

- Haydon Wick is a larger than average-sized primary school. It is federated with Ferndale Community Primary School.
- The proportion of pupils known to be eligible for free school meals is average. Those from minority ethnic groups and with English as a second language form groups that are smaller in proportion than those seen nationally. Most pupils are from a White British heritage.
- The proportion of pupils supported through school action is above average, while it is below average for those supported by school action plus and for those with a statement of special educational needs.
- The proportion of pupils who are eligible for the pupil premium (additional funding for looked after children, pupils known to be eligible for free school meals and those from service families) is average.
- The school meets the current government floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school does not use any alternative provision for its pupils (lessons that take place regularly away from the school).

What does the school need to do to improve further?

- Ensure that teachers' marking always helps pupils to improve their work by:
 - clearly informing pupils how well they are doing and what they need to do next
 - providing opportunities for pupils to respond to the comments made.

Inspection judgements

The achievement of pupils

is outstanding

- Children enter Reception with skills that are slightly below the expected levels for their age and make outstanding progress. They leave at the end of Year 6 having reached above average attainment. This means pupils' achievement is also outstanding, including for those who are disabled, those with special educational needs and those from minority ethnic groups.
- Pupils who receive extra funding also achieve extremely well. Many of these pupils make outstanding strides in their personal development because of the highly targeted support they receive and through the many extra activities this funding affords. The attainment of these pupils has not always been quite as high as for others in school, though still higher than that seen nationally. However, the school's careful tracking of their progress and the imaginative ways used to build basic skills and self-confidence, such as 'fitness club' and residential trips, have closed that gap. These pupils' attainment in English and mathematics is now close to that of their classmates.
- Disabled pupils and those with special educational needs, including those supported by school action, school action plus or with a statement of special educational needs, make excellent progress. The school pays close attention to the particular needs of these pupils, putting in extra support in lessons and for outside activities so that they may enjoy the same chances as others. This means there is no discrimination and everyone has an equal opportunity to enjoy achieving.
- Progress in English and mathematics is consistently above average. There are extensive opportunities for pupils to use reading, writing and mathematical skills across subjects. Pupils' books show clearly how they appreciate the importance of these essential skills. Work is beautifully presented; pupils take great pride in their finished pieces and these are often exhibited around the school as celebrations of achievement and progress.
- Reading is valued by pupils with many saying they have favourite writers and stories. Pupils are confident readers; they talk excitedly about it. One said she loved *Granny Big Boots* because 'It is not about what you think it will be; the book surprised me.' Prizes for reading every day for a month are valued. Attainment in reading is above average at the end of both Key Stages 1 and 2.
- Children enjoy many challenging and lively activities in Reception. Their reading skills are excellent and they make strong progress in numeracy and writing skills too.
- The wide range of play and work activities on offer ensures children learn through adult-led and child-initiated play. They confidently choose whether to work and play indoors or out on the wide range of equipment. Children sing, dance and use drama readily, learning how to get on together and build friendships with others.

The quality of teaching

is outstanding

- The excellent teaching pupils receive comes about through rigorous planning, based on the regular and highly effective checks made on progress. Teachers drive learning in lessons that are fast paced, challenging and fun.
- Teachers have exceptionally high expectations for their pupils, regardless of their individual needs. This helps pupils develop curiosity, to question themselves. Teachers go out of their way to foster good relationships. They challenge pupils to extend their ideas through expert questioning and this generates the highest levels of concentration.
- Teachers have very good subject knowledge, which makes for interesting topics and projects, such as a 'mathematical murder mystery'. Where pupils think their answer is not correct, they go back and explore why, often working collaboratively to further challenge each other.
- Teachers encourage pupils to use their 'robbery books' where they record exciting words they can turn to for inspiration in their writing. They encourage pupils away from stereotypical ideas

about other peoples and places, such as when working on a fair trade project. This supports the development of their social, moral, spiritual and cultural awareness.

- Lessons use a wide range of stimulating resources, such as films and music. For example, pupils were encouraged to imagine what it was like for the population of London during the Great Fire of London in 1666, starting off by listening to the frightening sounds of flames. They explored their emotions through movement and sound. It is not uncommon for pupils to be bursting with enthusiasm in lessons.
- Reception lessons are equally exciting. Children's concentration is developed through explorations such as 'catch a falling dream' where words were formed from the feelings and emotions caused by a stream of bubbles blown across the classroom. Here, the children were in awe, taken by the moment, and this led to some excellent progress made in sounding out difficult words.
- The regular assessment of pupils' work is accurate and underpins much of the activity of the school. Teachers develop and change plans as a result to ensure pupils receive the best chances to succeed.
- Homework is regular and appreciated by pupils as a way of extending understanding or carrying out their own project. Very occasionally teachers' marking does not give opportunities for pupils to respond though; this means they sometimes do not fully understand how to make their work even better.

The behaviour and safety of pupils are outstanding

- The outstanding behaviour of pupils makes the school a happy and harmonious place. Pupils love their school and take responsibility for it. Their enthusiasm for helping senior leaders formulate the anti-bullying policy led to pupils developing a leaflet to explain what bullying is and how best to deal with it, should it ever occur. Pupils say that bullying is extremely rare.
- The school's emphasis on values is fully appreciated by pupils and they say it helps them make sensible choices in their lives. Lessons help promote ethical issues, such as exploring disability in sport. Pupils enjoy leading others, sometimes as paired readers and lunchtime monitors. Parents and carers are confident that the school nurtures pupils' spiritual, moral, social and cultural growth.
- Exceptional behaviour in lessons is one of the reasons pupils work so well in groups. This starts in Reception where courtesy and good manners are encouraged. Challenges set by teachers make sure everyone stays on task. Healthy competition to succeed is evident across many lessons, such as in mathematics when a group was very inquisitive to find out why another was enjoying finding the solution to a difficult problem that they had not been given.
- Pupils are encouraged to take responsibility for their learning and this helps to make them hard working, questioning and enthusiastic.
- Parents and carers have very few concerns about behaviour and report their full support for the way the school ensures their children's safety. Pupils behave safely around school and understand the importance of safety on the internet. There are very few incidents of racist behaviour or exclusions.

The leadership and management are outstanding

- The headteacher leads a team of highly capable and dedicated leaders. This team sets the standard for the staff; they are excellent role models exhibiting high moral values and care for their pupils. The vision of leaders and managers percolates through the school so pupils share the same pride and warmth of feeling for their community and for each other.
- The headteacher's ambitious goals for pupils' achievement and attainment are shared by staff

and rigorous checking on progress underpins the direction of the school. The way teachers work, which classes are taken by particular staff, the choices of topics and the resources used to enliven lessons are all determined by the needs of the pupils, which are so clearly understood.

- Teachers appreciate how responsible they are for the success of their pupils. The regular performance management undertaken by leaders, through checks on their teaching and the outcomes of pupils, leads to timely opportunities for teachers' professional development.
- The local authority provides light touch support for this outstanding school and supports the headteacher in his role in this school and as executive headteacher of another local primary school. The school's self-evaluation is accurate and perceptive, challenging all staff to do better, so ensuring the rising trend in achievement.
- Teachers have built a stimulating curriculum, including the subjects taught and the extra activities provided. Pupils are enabled to use their highly developed basic skills to enhance their learning in all of the subjects they study. Pupils' spiritual, moral, social and cultural development, along with their appreciation of safety, increases through their pursuit of learning about the world.
- The opportunities provided by visitors, such as writers and sportspeople, add further breadth to pupils' educational experiences. The 'parliament' of owls that greet visitors on entering the school are the result of a particularly favoured visit by a group of artists.
- Parents and carers speak highly of the school; their views are regularly canvassed in surveys and questionnaires. They have close links, are encouraged to support their children's learning, and have visits for performances and progress evenings.
- **The governance of the school:**
 - The governing body has developed a very clear understanding of the school, its teaching and pupils' achievement. Members make sure they understand how all pupils in classes are getting on, by examining the results of tests and comparing them with those of pupils nationally.
 - Members appreciate how effective the teaching is at Haydon Wick, understanding how each member of staff is paid according to their performance.
 - Governors understand how the extra government funds for those pupils who are eligible are used, and how successful this has been in terms of raising their achievement and improving life chances.
 - They bring their considerable expertise to bear on issues that cross the whole of the school's work because they know and understand the community so well. The governing body ensures the school meets its statutory safeguarding requirements.
 - Members are well trained and experienced so the challenges they pose to leaders and managers are appropriately rigorous. They hold leaders and managers closely to account as the school expands its positive influence locally through the federation.
 - They look beyond the school gate too, to ensure pupils are ready for the challenges of secondary education when they leave at the end of Year 6.

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	126196
Local authority	Swindon
Inspection number	403594

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	270
Appropriate authority	The governing body
Chair	Lesley Harwood
Headteacher	Simon Cowley
Date of previous school inspection	4–5 February 2008
Telephone number	01793 706606
Fax number	01793 701081
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