

Hazeldown Primary School

Maudlin Drive, Teignmouth, Devon. TQ14 8SE

Inspection dates 16–17 May 2013

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

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because:

- The overall quality of teaching is not consistently good enough.
- Although recent data suggest that achievement is improving pupils do not always make the progress they are capable of. Some teachers' expectations of what children can achieve are not high enough.
- There are some inconsistencies in the quality of teaching, especially in Key Stage 2, and in teachers' subject knowledge which affect pupils' progress.
- In some lessons pupils' attitudes to their learning are not as focused as they should be.
- The initiatives put in place by the headteacher and the senior leadership team have not yet had sufficient time to ensure consistently good or better teaching across the school.
- Subject and team leaders are not rigorous enough in how they manage their roles to ensure that high standards are achieved in all subjects and year groups.

The school has the following strengths:

- Children settle into the Early Years Foundation Stage quickly and make reasonable and sometimes good progress during their first year at school.
- The overall progress of pupils remains consistent through Key Stage 1.
- Effective systems to monitor pupils' progress are being used to identify improvement priorities.
- The school provides pupils with a caring environment and supports pupils with disabilities and special educational needs well.
- Pupils are polite and courteous to visitors and genuinely enjoy coming to school.
- The curriculum offers a wide range of learning opportunities which meet the pupils' needs and contributes strongly to their spiritual, moral, social and cultural development.

Information about this inspection

- The inspection was carried out over two days with half a day’s notice.
- All full-time teachers were observed teaching. A total of 28 lessons were seen. These included two joint observations with the headteacher.
- The inspectors heard pupils from Years 1, 2, 3 and 4 reading individually and observed the teaching of phonics (letter patterns and the sounds they represent).
- Meetings were held with groups of pupils, members of the governing body, subject and team leaders, the special educational needs coordinator and members of the school leadership team. A telephone conversation was held with the school improvement advisor.
- The inspection team looked at a wide range of evidence which included: the school’s improvement plan, the school’s data for tracking the progress and attainment of individual pupils and specific groups, performance management documentation, the school’s self-evaluation information, curriculum and lesson plans, governing body documentation and the work pupils were doing in their books.
- Inspectors met parents at the beginning of the school day and the 71 responses to the online questionnaire (Parent View) were considered. The school’s own parent survey was also scrutinised. Responses from 36 staff questionnaires were also taken into account.
- During the inspection pupils’ behaviour was observed, both inside and outside of the classroom, and the school’s safeguarding procedures were scrutinised.

Inspection team

Mark Anderson, Lead inspector

Additional Inspector

David Nebesnuick

Additional Inspector

Susan Ivermee

Additional Inspector

Full report

Information about this school

- Hazeldown is a larger than average-sized primary school located on the outskirts of the coastal town of Teignmouth.
- The vast majority of pupils come from White British backgrounds. The remainder come from other white and mixed ethnic backgrounds.
- There are two classes of approximately 30 pupils in every year group, including Reception.
- The proportion of pupils known to be eligible for the pupil premium, which provides additional funding for children in local authority care, children with a parent in the armed services and pupils known to be eligible for free school meals, is below the national average. There is currently one child with a parent in the armed services and three children in local authority care on the school roll.
- The proportion of pupils who are disabled or have special educational needs supported at school action is below the national average. The proportion of children supported at school action plus or through statements of special educational need is in line with the national average.
- The school has met the government's floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Improve the quality of teaching, particularly in Key Stage 2, by:
 - establishing higher expectations for what pupils can achieve
 - providing more challenging work for the more able pupils and appropriate levels of work for less able pupils
 - increasing the pace of lessons
 - giving pupils more responsibility for their learning and improve the attitude to learning of all pupils
 - improving the consistency of the use of assessment in lessons and of written feedback so that they are all of the same high quality seen in some classes
 - developing teachers' subject knowledge, particularly in mathematics.
- Develop the skills, knowledge and understanding of all individuals in leadership roles, especially team and subject leaders.

Inspection judgements

The achievement of pupils

requires improvement

- The majority of the children have skills in line with those typical for their age when they join the school having come from a number of different feeder pre-schools and nurseries. They settle quickly and make reasonable and sometimes good progress, reaching the levels expected nationally by the time they move into Year 1.
- Steady progress continues through Key Stage 1 and the improving standard of writing is a key feature of this stage of the pupils' learning. The consistent levels of attainment are seen in almost all subjects, although attainment in mathematics is not at quite as high as in reading and writing. Attainment is in line with national standards at the end of Key Stage 1.
- The progress of many of the pupils who achieve higher levels at the end of Key Stage 1 is not always maintained and built upon during Key Stage 2, although the most recent data collected by the school indicate that progress of the more-able pupils is improving.
- Despite the solid start provided in Key Stage 1 the overall progress from Year 3 to Year 6 is only average and this reflects the variations in the quality of teaching in different classes. In 2012 at the end of Year 6 pupils' attainment in English was in line with the national average but below in mathematics.
- The school has identified this gap and put in place a 'Maths Action' plan to address any existing and past weaknesses. Recent data suggest that this initiative is already having a positive impact upon pupils' current progress in mathematics.
- Pupils get regular opportunities to read in school and teachers and learning assistants ensure that their phonics knowledge continues to be reinforced during both lessons and support sessions. The quality of reading has significantly improved since the introduction of the 'Accelerated Reader' programme.
- There are no significant differences in the progress made by groups of pupils, including those from minority ethnic backgrounds. In English and mathematics the attainment of pupils eligible for the pupil premium is similar to that of other pupils in the school. The impact of well-planned actions is leading to improvement in the achievement of pupils with special educational needs and has successfully narrowed the gap between their attainment and that of all other pupils. This improvement demonstrates the school's successful promotion of equality of opportunity.
- The school's systems for tracking each pupil's level of progress and achievement are very detailed and accurate. The tracking data are carefully analysed to establish any areas that are in need of strengthening and any individual pupils or groups who require additional support.

The quality of teaching

requires improvement

- The overall quality of teaching and teachers' levels of expectations require improvement as pupils are not making consistently good progress over time. However recent initiatives implemented by the school are beginning to raise the quality of teaching.
- The work pupils are asked to complete in lessons is not always well matched to pupils' different abilities. In several lessons observed pupils commented that the tasks they were asked to complete were either too hard or too easy. This affected their attitudes to learning and some pupils became passive learners so they did not make the progress they were capable of. Some lessons lack urgency and time is not always used effectively.
- In contrast, some teaching observed during the inspection was of a good standard, especially in Key Stage 1 and in the Early Years Foundation Stage. An example of this was observed in a stimulating numeracy lesson for Year 2 pupils. The teacher used a variety of teaching methods to keep pupils thoroughly engaged in learning at all times, and as a result, they enjoyed the lesson, worked hard and developed well their understanding of number bonds.
- Teachers' relationships with pupils are good. Pupils say teachers are friendly and approachable. Class teachers work closely with teaching assistants to ensure that those pupils requiring extra

help with their learning receive the support they need in order to make similar progress to all other pupils.

- Phonics teaching to children in Reception and pupils in Year 1 and 2 is effective and adapted to suit different ability levels so pupils learn well. The pupils achieved a score above the national average in the Year 1 phonics screening check.
- The quality of teachers' marking varies throughout the school. Some is of a good standard and helps pupil improve their work. However there are occasions when pupils are not given clear comments on the quality of their work and how to improve it.
- Teachers sometimes spend too much or too little time introducing lessons leaving insufficient time for pupils to get to grips with new concepts and ideas or not preparing pupils well enough to undertake independent learning activities.
- Teachers' subject expertise varies and the school has recognised the need to improve this area, especially in mathematics to ensure improvement in pupils' attainment.
- The large majority of parents who responded to the questionnaire or spoke to the inspectors considered that their children were taught well and made good progress but a small minority expressed concerns that their children were not making expected progress.

The behaviour and safety of pupils

require improvement

- The aspects of behaviour and safety that require improvement are to do with the way pupils work in lessons. Where pupils are taught well, behaviour is good; where teaching requires improvement, pupils can become a little restless and inattentive. In good lessons pupils are independent and work quietly, but in lessons which require improvement they sometimes lose their focus, become talkative and do not get on with their work independently.
- Most parents have a positive view of behaviour in the school as expressed by those responding to the on-line questionnaire, Parent View, and to the school's own survey, although a small minority have concerns.
- Pupils are respectful towards staff and welcoming towards visitors. They are taught to show respect and consideration for others and follow the school's 'Social Bond'. The great majority get on well with each other across the age groups in lessons and on the playground areas where they show a good awareness of each other and how to keep safe.
- Pupils are keen to take an active role in school life and take on a variety of responsibilities including acting as play leaders and lunchtime monitors. The wide range of clubs, activities and trips provide many different learning opportunities for all age groups. These include swimming and residential visits from Year 2 upwards.
- Pupils who spoke to inspectors say they are well cared for and feel safe at school at all times. They feel able to speak to adults if they have a problem or need to confide in someone. They show a clear understanding of what constitutes bullying, including physical, emotional and cyber bullying and commented that the teachers always sort out any problems quickly.
- The school has effective systems to record poor or inappropriate behaviour as well as extensive reward systems to celebrate good behaviour. Behaviour policies and procedures are consistently applied across all year groups and this supports Hazeldown's positive ethos and underpins good relationships.
- Celebrations of good individual and whole class attendance and effective home-school working links have resulted in improved attendance.

The leadership and management

require improvement

- The leadership of teaching is not yet rigorous enough. An improved performance management system has served to address some previous weaknesses but is not yet having enough impact on improving the quality of teaching of some teachers, particularly in their use of assessment and how the quality of their marking.

- The headteacher and senior leaders are ambitious for the school's development and have a sound understanding of its strengths and appropriate areas for improvement. The school's self-evaluation is accurate and the school's improvement plan has identified areas in need of improvement.
- School leaders regularly collect data on pupils' attainment and progress. The information is analysed accurately and pupil progress meetings are scheduled every half term in order to identify those pupils falling behind or not making expected progress. The local authority has provided light touch for this school.
- The leadership of the Early Years Foundation Stage and Key Stage 1 are strong. All staff do their jobs well and consequently pupils enter Key Stage 2 well-prepared for this next stage. However at present the leadership of Key Stage 2 is not rigorous enough to achieve improvements in classroom practice across all senior year groups. More robust and regular classroom observation is required to instil higher standards of classroom practice.
- Safeguarding arrangements comply with statutory regulations. The leaders identify and respond appropriately to any concerns regarding child welfare.
- Senior leaders observe teachers' work and make judgements relating to the quality of their practice and the progress their pupils make. These findings are used appropriately to decide teachers' pay and internal promotion within the school. There are clear links between performance, appraisal and pay progression.
- The majority of teachers and parents consider that the senior leaders provide effective leadership and management across all areas of the school.
- Provision for disabled pupils and those who have special educational needs is very well managed. Pupils make good progress when they are taught in groups or individually, with teaching outcomes effectively monitored by the special educational needs coordinator.
- A strength of the school is the way all pupils are treated equally by staff and every effort is made to include all pupils in lessons. The successful integration of pupils with a range of behavioural and educational needs reflects the school's principles on inclusion and equality.
- A small minority of parents are unhappy with some aspects of the school's work, including the school's communication with parents, and do not feel that their views are taken into account.
- The range of subjects and topics taught is extensive, and well matched to the needs of pupils. There is a very wide variety of activities available for pupils. An example of the breadth of opportunity can be seen in the annual residential trips for all Key Stage 2 pupils.
- There are many opportunities for the development of the pupils' spiritual, moral, social and cultural awareness and understanding following the revision of the school's curriculum which now includes 'Our Diverse World' as one of its key principles.

■ **The governance of the school:**

- Governors have a good knowledge of the school and are keen to secure further improvement. The headteacher and senior leaders are held to account for the school's performance in all areas. The governors have a good grasp of the school's strengths and a good understanding of the data relating to pupil progress and attainment, as well as how the school's academic performance compares with that of similar schools. They have a clear insight into the quality of teaching and are fully involved in the performance management system and how it is being used to reward good teaching and address underperformance. They have a good knowledge of the areas for development and work with the school to develop the school improvement plan. The governing body has a well-organised and effective committee structure, within which individual governors' skills and experience are well utilised. Governors have an accurate understanding of the school's financial management, including how the pupil premium funding is spent and its impact in improving pupil attainment. The headteacher and senior staff ensure that the governors are kept well-informed at regular full board and committee meetings. Governors attend training so that they can become more effective in their role. The governors make sure that the school meets all statutory safeguarding obligations, including those relating to safer staff recruitment.

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	113224
Local authority	Devon
Inspection number	413087

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	411
Appropriate authority	The governing body
Chair	Michael Riley
Headteacher	Stuart Ludford
Date of previous school inspection	16–17 March 2010
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