

# Haydon Abbey School

Weedon Road, Aylesbury, Buckinghamshire, HP19 9NS

**Inspection dates** 15–16 October 2014

<b>Overall effectiveness</b>	Previous inspection:	Requires improvement	3
	This inspection:	<b>Good</b>	<b>2</b>
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Pupils enjoy learning and, from a low starting point, they make good progress throughout the school.
- The strong leadership has driven improvements in all areas of the school.
- Teaching is good because the senior leaders provide effective feedback on how it can be improved.
- Pupils feel safe and behaviour is good in class and around the school, so a calm and purposeful climate for learning has been established.
- Pupils' progress is regularly monitored, and information is used to quickly address any underachievement.
- The school has been effective at supporting parents in helping their children learn.
- Governors have a good knowledge of the school, and are using their skills to challenge the school to continue to improve.
- The Early Years Foundation Stage is good. Children settle quickly into Nursery and Reception. They make good progress.

### It is not yet an outstanding school because

- Pupils do not always apply their knowledge to new and practical situations.
- Teaching is not yet enabling pupils to make rapid progress in mathematics.

## Information about this inspection

- The inspectors observed teaching and learning in 28 lessons or part lessons. Many teachers were observed twice. Seven lessons were observed jointly with the headteacher or deputy headteacher.
- The inspection included observations of playtime and lunchtime.
- The inspectors looked at pupils' work and heard some pupils read.
- Meetings were held with pupils, the Chair of the Governing Body and two other members, and with senior staff.
- The inspectors had a meeting with a representative from Buckinghamshire Learning Trust, who acts on behalf of the local authority.
- The inspectors took account of the 17 responses to the online questionnaire, Parent View, and the results of a recent parents' survey undertaken by the school. Inspectors also talked to some parents as they dropped their children off at school. An inspector talked to one parent on the telephone.
- The inspectors took account of the 39 responses to the staff questionnaire.
- The school's work was observed and a number of documents considered, including the school's data on pupils' progress, planning and monitoring documentation, records relating to pupils' behaviour, attendance, safeguarding and the performance management of teachers.

## Inspection team

John Taylor, Lead inspector	Additional Inspector
Brenda Iles	Additional Inspector
Glen Goddard	Additional Inspector

## Full report

### Information about this school

- This is a larger-than-average primary school.
- The proportions of pupils from minority ethnic backgrounds, and of those who speak English as an additional language, are above average. The main minority ethnic heritage is Pakistani.
- The proportion of pupils with disabilities and special educational needs identified as requiring extra support through school action is below average. The proportion supported at school action plus or through a statement of special educational needs is also below average.
- The proportion known to be eligible for the pupil premium (additional funding to support children in local authority care and those known to be eligible for free school meals) is above average.
- The Early Years Foundation Stage consists of two Nursery classes, one in the morning and the other in the afternoon, and two full-time Reception classes.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school works in partnership with other local schools to share expertise and to help each other improve teaching and leadership.

### What does the school need to do to improve further?

- Improve teaching so that it is typically outstanding, the rate of pupils' progress speeds up and achievement rises, by:
  - making sure teachers have opportunities to observe the impact of outstanding teaching on learning.
- Improve the pupils' progress in mathematics by making sure:
  - pupils apply their knowledge to new and practical situations.

## Inspection judgements

### The leadership and management are good

- Strong leadership has resulted in improvements in all areas of the school. The quality of teaching has improved because leaders make accurate observations and use these to feed back to teachers on how to improve their teaching.
- The school's self-evaluation is accurate. It is a good basis for the development plan, which addresses the appropriate areas so that the school can continue to improve. The staff responsible for the different actions are identified and the progress is monitored by the leaders and governors.
- The leadership of the Early Years Foundation Stage is good. Children settle into school quickly. The school has been successful in engaging parents and supporting them, so they are involved in helping their children learn.
- Middle leaders are held to account for pupils' achievement in their area. They are involved in checking pupils' progress and the quality of teaching. However, there are insufficient opportunities for teachers to observe outstanding practice in the school.
- The theme-based curriculum is broad and balanced. It maintains the pupils' interest and makes a positive contribution to their successful outcomes. Its wide ranging content and activities promote good behaviour, pupils' knowledge of different cultures and their moral and spiritual values. This prepares the pupils well for life in modern Britain.
- The school places high importance on the promotion of equality of opportunity. There is no discrimination. Pupils' progress is checked at regular meetings. If any pupil is seen to underperform, extra help is arranged to help them catch up, and their progress is frequently monitored.
- The primary school sport funding is used well to successfully raise the awareness and opportunities for pupils to take part in a wide range of sporting activities. It has resulted in a larger number of pupils taking part in sporting events, such as cross-country running.
- The local authority, through the Buckinghamshire Learning Trust, has closely monitored the school and provided effective support to help the improvements. This support is now being reduced as the school demonstrates its ability to sustain the improvements.
- The school has worked effectively with a partnership of local schools to develop its leadership, curriculum and governance.
- There is a robust system of performance management for teachers and support staff. The school has shown how this is linked effectively to improving the quality of teaching and informs identification of appropriate training.
- Parents and staff are very positive about how well the school is managed. They comment on the approachability of the senior leaders, and the useful guidance they give.
- Safeguarding meets statutory requirements, and evidence shows incidents are dealt with swiftly and effectively.
- **The governance of the school:**
  - Governors provide strong leadership. They have a good knowledge of the school's strengths and needs for development. They have a good understanding of assessment information, which they use to provide an increasing level of challenge, and hold senior leaders to account. They check the achievement of disadvantaged and vulnerable pupils closely and are aware of the impact of the pupil premium money. They know about the quality of teaching and are aware of where teachers have underperformed and how this has been addressed. They know that teachers' performance is linked to pay. Governors are aware of their own strengths and areas that need developing, and are receiving appropriate training. They rigorously and frequently check the school's finances. They have ensured safeguarding meets statutory requirements.

### The behaviour and safety of pupils are good

#### Behaviour

- The behaviour of pupils is good. Around the school, pupils are polite and courteous. Inspectors saw examples of the older pupils helping younger ones, at the breakfast club and during lunch time. On a few occasions during the lunch break, pupils say that a small number of boys play a little too boisterously in the playground.

- In lessons, pupils have a good attitude to learning. They are attentive, well motivated and persistent in their work. They take a pride in their work, which is usually neat.
- Parents, staff and pupils all agree behaviour is good. It has improved due to the strong leadership. Pupils are eager to get prizes for good work. They have a clear understanding of the rewards and sanctions system which is consistently applied by the staff.
- Pupils know about different types of bullying. On the rare occasions that it occurs, pupils say that the teachers deal with it effectively.
- The support for vulnerable pupils is good; this enables them to make good progress which is carefully checked.
- In the Nursery and Reception classes, children cooperate and interact well with each other and adults. The children's attitudes are very positive and children participate enthusiastically in the different activities. Their behaviour is well managed.
- The school has effectively addressed the historic issue of low attendance. This has improved and it is now approaching the national average. There have been few exclusions in the last three years.

### Safety

- The school's work to keep pupils safe and secure is good.
- Parents, staff and pupils agree that the school is a safe place. Pupils have a thorough knowledge of how to keep safe inside and outside the school, including on the internet.

## The quality of teaching is good

- Pupils learn well from good quality teaching throughout the school. They enjoy their lessons, are eager to learn and they respond well to teachers' instructions. They are willing to answer questions and move purposefully from task to task so that learning moves on at a swift pace.
- The classrooms have a calm and purposeful atmosphere, where most pupils make good progress. However, when pupils study various subjects within a theme, progress is not always as rapid; for example, in literacy, if the work is not always closely matched to pupils' needs.
- Teachers are well skilled at using questions to check pupils' understanding and change the tasks to help pupils make rapid progress. Pupils make good progress in understanding the basic skills, but do not always get the chance to apply these skills to new and practical situations.
- In most year groups, teaching assistants are used well and guide the pupils' learning by good use of questioning. In a few classes they are too ready to tell the pupils the answers, this hinders pupils' learning.
- Marking is regular and of a high quality. It praises success and clearly shows pupils how to improve their work. Pupils readily act on this advice, especially in Key Stage 2.
- The most-able pupils are given challenging work to stretch their thinking.
- Pupils say they enjoy learning, especially in mathematics, and the vast majority of parents who expressed a view are right to think their children are taught well.
- Homework supports pupils' learning and helps pupils make progress. The tasks are not always clearly linked to their targets, and this limits its effectiveness.

## The achievement of pupils is good

- Pupils' achievement is good. School information shows that all groups of pupils are making good progress from their starting points. Their level of attainment, when they leave the school, is rapidly improving.
- Pupils make good progress in reading. Most pupils reach the national average in the national check on phonics (the sounds letters make) at the end of Year 1. This improvement is due to the high quality phonics teaching throughout the Early Years Foundation Stage and Year 1. A high proportion of pupils now achieve this expected level by the end of Year 2.
- Pupils' attainment at the end of Key Stage 1 has improved in reading, writing and mathematics. Work in pupils' books and school information show that, in all three areas last year, pupils' attainment was above the previous year's national average.
- In Key Stage 2, pupils make good progress in reading and writing. This is because teachers plan work that is at the right level of challenge and because pupils respond to the high quality marking which clearly shows them how to improve.
- When inspectors looked at the pupils' books it was evident that the issues, last year, with the progress in mathematics are now being successfully addressed. Pupils are now making at least steady progress.

- Information on the achievement of disabled pupils and those who have special educational needs shows that they are making similar progress to that of their peers, due to the school's well-focused support.
- The rate of progress of the most-able pupils is similar to that of others and they achieve well.
- Effective support means that disabled pupils, those with special educational needs and those new to learning English, progress at a similar rate to other pupils. Pupils from minority ethnic backgrounds are also supported well and so progress at a rate similar to other pupils.
- Preliminary national test results at the end of Year 6 in 2014 show that pupils eligible to additional funding were broadly at the same level in reading, a couple of months in front in writing and less than four months behind in mathematics. Current school information shows that the school's work to support eligible pupils is effective. Any differences in attainment between eligible pupils and others are being reduced by effective teaching and support.

### **The early years provision**

is good

- Children enter the Nursery with levels of development which are typically well below what is expected for their age. They settle in quickly and engage well with the activities and make good progress.
- In Reception, children continue to have a positive attitude to learning. They feel safe and their behaviour is managed well. This helps children to learn quickly. The staff give good oral feedback and ensure the children's good work is celebrated.
- Parents are effectively supported by the school so they become involved and help their children learn.
- Good teaching of phonics (the sounds letters make) tells the children how to make the different sounds accurately through well planned, practical activities. As a result, children from different starting points making good progress in developing their language skills.
- Leadership of the Early Years Foundation Stage is good and is supported by useful training. Effective support is given to disadvantaged and vulnerable children so they do not fall further behind in their learning.
- Safeguarding is good and the staff training is up to date.

## 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

<b>Unique reference number</b>	110276
<b>Local authority</b>	Buckinghamshire
<b>Inspection number</b>	448980

This inspection of the school was carried out under section 5 of the Education Act 2005.

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	438
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Sarah Shepherd
<b>Headteacher</b>	Judith Ejdowski
<b>Date of previous school inspection</b>	7–8 November 2012
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