

Haydonleigh Primary School

Haydon Court Drive, Swindon, SN25 1JP

Inspection dates 4–5 June 2015

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
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.

- Attainment is rising and by the end of Key Stage 2 pupils attain above the national average in reading, writing and mathematics.
- Children in the early years do well and a higher proportion than found nationally reach a good level of development. Effective leadership ensures that children make good progress and are well prepared for Year 1.
- Pupils in receipt of additional funding called pupil premium make good progress because dedicated staff ensure that their needs are well met.
- Disabled pupils and those with special educational needs make good progress from their starting points.
- Teachers use a range of activities to ensure that pupils' interest is maintained in their learning. Lessons typically challenge pupils of all abilities. Teaching assistants provide effective support to all groups of pupils.
- Pupils' behaviour throughout the school is good. They work hard in lessons and relish the range of opportunities provided which develop their spiritual, moral, social and cultural development.
- Parents are very complimentary about the school. They value the close links. Parents are very confident that their children are kept safe and secure.
- The headteacher, well supported by other leaders, has ensured that the school has continued to provide a good education for all pupils. This is because the quality of teaching is regularly checked and the progress of each pupil is closely monitored.
- Governors are very knowledgeable and have an accurate view of how well the school is doing when compared to other schools. They challenge the school to improve.

It is not yet an outstanding school because

- Pupils do not have enough chances to practise their writing skills at length across a range of different subjects.
- Pupils are not given enough opportunity to apply their mathematical skills to real-life situations.

Information about this inspection

- Inspectors observed learning in 26 lessons and part lessons. Many were observed jointly with senior leaders. In addition, the inspectors heard pupils reading in Year 2 and Year 6.
- Meetings were held with two groups of pupils and school staff. There was a discussion with the Chair of the Governing Body and six other members. A meeting was held with a representative from the local authority.
- Inspectors took account of the 94 responses to the online questionnaire, Parent View. Other sources of parental views that were considered included a letter from a parent. Discussions with parents were held both during and after school.
- Inspectors observed the school's work and analysed a wide range of documents and policies, including the school's own information on pupils' current progress and documents checking the quality of teaching and learning. They also examined records relating to behaviour, attendance and safeguarding.
- The views of staff were analysed through the 47 responses to the staff questionnaire.

Inspection team

Elizabeth Bowes, Lead inspector

Additional Inspector

David Salisbury

Additional Inspector

Bruno Grzegorzek

Additional Inspector

Full report

Information about this school

- Haydonleigh Primary School is much larger than the average-sized primary school.
- The proportion of disadvantaged pupils known to be eligible for support through the pupil premium is below average. Pupil premium is additional funding provided by the government for pupils known to be eligible for free school meals and looked after children.
- The proportion of disabled pupils and those who have special educational needs is below average.
- The early years provision consists of three full-time Reception classes.
- In 2014, the school met the government's floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school operates a breakfast club.
- Since the last inspection the school has grown considerably in numbers. An extensive new build has just been completed.

What does the school need to do to improve further?

- Improve the overall quality of teaching to outstanding so that pupils always make rapid progress by:
 - providing more opportunities for pupils to write extensively across a range of subjects
 - making sure that pupils have enough chances to apply their mathematical skills to real-life situations.

Inspection judgements

The leadership and management are good

- The headteacher has a clear vision for the school. She is ably supported by senior and middle leaders who ensure that all groups of pupils make good progress. Leaders regularly check the quality of teaching and look at work in pupils' books. Good behaviour is very effectively promoted in the school.
- Middle leaders are very conscientious. They are well trained and have a good knowledge of the progress that pupils make. Middle leaders have ambitious plans to further develop their areas of responsibility through training and close links with other schools.
- Staff morale is high and all say that they are well supported by senior leaders. Teachers are given clear targets for improvement and all are keen to improve their skills and expertise. Pay awards for teachers are closely linked to how well pupils are progressing.
- Staff effectively check the progress of disadvantaged pupils. The pupil premium is spent on providing teaching staff and learning support assistants. They quickly identify and assist those pupils who are not on track to make expected progress. As a result of the close attention to their needs, disadvantaged pupils make the same good progress as others in the school.
- The range of subjects and activities provided is good. While the school places a strong emphasis on reading, writing and mathematics, there are also numerous opportunities for pupils to develop their sporting, artistic and dramatic skills. For example, pupils talked with enthusiasm about the musical festival that they had performed in with other Swindon schools. There is considerable emphasis on environmental awareness: residential trips, eco-club and travel ambassadors promote a more sustainable lifestyle. The successful gardening club gives pupils a good understanding of where food comes from and some of the food grown was enjoyed by all as part of the school lunch.
- The school gives pupils a good understanding of modern British values through, for example, the elections to the school council and visits from a local Member of Parliament. It prepares pupils well for life in modern Britain. Leaders consult pupils on a regular basis, for instance on the range of clubs that pupils would like.
- The school celebrates the ethnic and religious diversity of Britain and promotes tolerance and respect for all. Equality of opportunity is well promoted and discrimination of any kind is not tolerated. Pupils are very proud of the school philosophy that says, 'We are all different but, like fish, we all swim together in this school'. Pupils and parents say that the school fosters good relationships very successfully.
- The local authority has provided a low level of support and challenge to this good school. It has assisted with training and in creating partnerships with other schools.
- Additional funding for the primary physical education and sport premium has been well used. Money has been spent on providing specialist training for staff who work alongside teachers in lessons to increase their subject confidence. The funding has also been spent on linking into a local sports network to provide tournaments. These initiatives have had the impact of enabling pupils to lead healthier lifestyles.
- Staff are well trained and safeguarding meets statutory requirements. There are effective arrangements in place to ensure that children are protected.
- Parents are very supportive of the school. They like the fact that teachers are often available for an informal chat at the end of the day. Many parents reported that they felt that they had ample opportunity to discuss their child's progress.
- **The governance of the school:**
 - The effective governing body supports the school well. Governors have a clear understanding of the school's strengths and areas for development. They use data on pupils' progress and standards to carefully compare how the school is doing against other schools nationally.
 - Governors have a good awareness of the quality of teaching. They understand the strengths in teaching and the link between teachers' performance regarding the progress of the pupils they teach and how they move up the pay scale. Governors know the procedures to follow should they need to tackle any teacher's underperformance.
 - Governors are fully involved in reviewing policies and receive detailed reports from senior leaders about how the school is doing against set priorities.
 - Finances are well managed. Governors know how all additional funding is being spent and they carefully monitor its impact.

The behaviour and safety of pupils are good**Behaviour**

- The behaviour of pupils is good.
- School records show that over time behaviour has been good. There have been very few exclusions.
- All pupils are aware of the high standards that the school sets regarding behaviour. When questioned they said that they had very few concerns about behaviour. Around the school pupils are polite and often hold doors open for adults. In lessons they get on well with their work because most have very positive attitudes to learning. There were a few examples, such as when a task did not match with pupils' abilities, when attitudes to learning were not so strong. This is why behaviour is not outstanding.
- The school helps pupils to have an awareness of others from an early age. The motto, 'I am talented and together we are amazing', is celebrated in every class. For example, in Key Stage 2 pupils can nominate other pupils who have made exceptional effort for a reward. There are numerous opportunities for pupils to take responsibility. This contributes well to their spiritual, moral, social and cultural development. Examples pupils were proud of included, the 'Haydonleigh Heroes' who collect large sums of money for charities. The school develops each pupil's confidence well and, as a result, they are successful in a range of outside clubs and competitions. Pupils in Year 4 were very pleased with their success in the local 'Young Entrepreneur of the Year' award, after their product, 'jellilicious' was voted the winner.
- Attendance at the school is good. It was in the top 20% of schools in 2014. Staff rigorously monitor any absence and this year attendance is on track to be similarly high.
- The breakfast club enables all pupils who attend to have an enjoyable and nutritious start to the day.

Safety

- The school's work to keep pupils safe and secure is good.
- The school site is safe and all visitors are checked.
- All pupils who were spoken to said that they felt extremely safe in the school. Parents are also very happy with how well their children are protected. As one parent said, 'Nothing is too much trouble for the teachers; I know my child is in good hands.'
- Pupils have good opportunities to learn about how to keep themselves safe in a variety of situations, such as when using the roads, railways and public transport. Pupils understand about how to keep safe around water and when using electricity. The school is very conscientious in advising pupils from the earliest age of the importance of staying safe on the internet. Pupils know not to disclose personal information about themselves when online.
- Pupils know about the different forms of bullying, such as cyber-bullying. They say that there are no issues in the school regarding bullying and that if they ever had a concern they would tell their teacher immediately.

The quality of teaching is good

- Teaching over time is typically good. This is because teachers provide a range of interesting activities that motivate pupils to do well. As one pupil said, 'Our teachers are very friendly, enthusiastic and passionate about what they do. They make our learning exciting.'
- Teachers regularly assess how well pupils are doing. Good use is made of that information to plan lessons that closely match the needs of all groups of pupils.
- Learning support assistants are very experienced and ensure that those pupils of lower and higher ability are fully challenged in the sessions that they run.
- Teachers encourage pupils to present their work neatly and to take pride in what they have produced. This also includes home learning, such as the large models that pupils had made of the solar system.
- Throughout the school, pupils enjoy reading. Teachers encourage pupils to read a range of different books, both fiction and non-fiction. Reading records show that in every class pupils are encouraged to record briefly what they had been reading and the reasons why they liked the book or not. Parents are very supportive in helping their children to read well.
- Pupils enjoy writing and in 2014 a significantly greater proportion than found nationally gained the higher Level 5 at the end of Key Stage 2. However, inspectors found that throughout the school pupils do not get enough chances to write more extensively in other subjects of the curriculum.
- In mathematics, teachers provide pupils with good skills in the calculation of mathematical operations.

However, they do not give pupils sufficient opportunities to apply the skills they have learnt to real-life situations.

- Pupils receive high quality feedback and marking from their teachers. As a result, pupils know what they have done well and how they can improve the next piece of work. Many pupils expressed supportive views when they marked each other's work, often pointing out positive aspects of the work before providing some useful hints on how to improve it.
- Good progress is evident in pupils' books in every year group. Classroom displays are well used to assist pupils in their learning.

The achievement of pupils

is good

- From starting points below what is typical, pupils attain above the national average at the end of Key Stage 2. There is a trend of improvement in standards. In 2014, pupils' skills in English grammar, punctuation and spelling were well above average. Good achievement is due in part to the effective use of tracking systems that staff use to identify quickly any group of pupils identified as falling behind. Evidence seen in pupils' books shows that throughout the school progress is good in every year group.
- Disabled pupils and those who have special educational needs are quickly identified and their needs are effectively assessed. Support provided either in small-group work or one-to-one sessions ensures that these pupils make good progress. In some cases they make better progress than their classmates, for example in writing in Years 3 and 4 and in mathematics in Year 3.
- In Year 6 in 2014, the attainment of disadvantaged pupils in mathematics was in line with other pupils in the school and with other pupils nationally. In writing, pupils were half a term ahead of other pupils in the school and over two terms ahead of other pupils nationally. In reading, disadvantaged pupils were two terms behind other pupils in the school and other pupils nationally. Evidence seen during the inspection shows that disadvantaged pupils are making good progress in all year groups. In some year groups disadvantaged pupils are making better progress than their classmates, for example in Year 3 and Year 6 in reading and writing and in Year 3 in mathematics.
- Those who are most able typically achieve well. This is because they are usually given tasks that interest them and challenge them appropriately. In 2014 in Key Stage 2, the percentage of pupils who achieved the higher levels of attainment was greater than the national average in reading, writing and mathematics.
- The successful teaching of phonics (the sounds that letters represent) is having a positive impact on pupils' reading and writing skills. In the Year 1 phonics reading check pupils attained above the national average in 2014.

The early years provision

is good

- Leadership in the early years is good. All staff carefully plan learning opportunities that excite children's interest and imagination. Staff regularly track each child's progress and act quickly to ensure that they make the progress that they are capable of. Last year leaders made sure that children had more chances to write. Children's books now show good progress as a result of the fact that they write regularly. Leaders ensure that all staff in the early years know how well each child is doing and what they should be learning next.
- From starting points that are often below those found typically for their age, particularly in listening and attention and self-confidence, children make good progress. The majority reach a good level of development by the end of Reception. As a result, children are well prepared to move into Year 1.
- Children behave well in the early years provision. They enjoy the various activities, such as when they made sandwiches using cress they had grown themselves. The arrangements for keeping children safe are effective. Parents all agreed that the school does all it can to keep their children safe. Parents were also very complimentary about how well the school keeps them informed about their child's learning.
- Teaching is good and teachers ensure that children develop good routines for learning. Staff provide a wide range of activities designed to develop children's skills in all areas of learning.

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	126295
Local authority	Swindon
Inspection number	461794

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	493
Appropriate authority	The governing body
Chair	Helen Fraser
Headteacher	Frances Billinge
Date of previous school inspection	4 July 2012
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