

# Haywood Village Academy

20 Whitney Crescent, Weston-Super-Mare, North Somerset BS24 8ES

## Inspection dates

18–19 June 2019

<b>Overall effectiveness</b>	<b>Outstanding</b>
Effectiveness of leadership and management	<b>Outstanding</b>
Quality of teaching, learning and assessment	<b>Outstanding</b>
Personal development, behaviour and welfare	<b>Outstanding</b>
Outcomes for pupils	<b>Outstanding</b>
Early years provision	<b>Outstanding</b>
Overall effectiveness at previous inspection	Not previously inspected

## Summary of key findings for parents and pupils

### This is an outstanding school

- Leaders' unwavering strategies to teach all pupils to read are highly effective. As a result, pupils tackle their wider learning with confidence, because the essential foundations of learning are built quickly and successfully.
- The curriculum is motivating and interesting. It is often more demanding in reading, writing and mathematics than that set out in the national curriculum. This ensures that pupils can use and apply their skills and achieve highly across a full range of subjects.
- Trustees, senior and middle leaders ensure that pupils thrive academically, emotionally and socially. Pupils make substantial and sustained progress across a full range of subjects, including English and mathematics.
- Teaching is outstanding overall. Teachers and learning partners have excellent subject knowledge. They use their assessments precisely to address misconceptions in learning as soon as these appear. Consequently, pupils make considerable gains in their learning.
- Staff morale is very high. Staff receive comprehensive training and challenge from the trust to ensure that the school continually improves.
- Pupils attend well. Few pupils are persistently absent. The oldest pupils rarely miss a day.
- Pupils with special educational needs and/or disabilities (SEND) and disadvantaged pupils make extremely strong progress.
- Pupils who enter the school with knowledge and skills below those typical for their age get the right support and catch up quickly.
- Teaching is outstanding in the early years. The youngest children in pre-school gain a love of stories, rhymes, music and singing right from the start. Teaching in Reception is precisely targeted and enables children to make exceptionally strong progress. Children are prepared exceptionally well for Year 1.
- Leaders' deliberate action to develop pupils' speaking skills in key stages 1 and 2 enables pupils to become self-assured and bold debaters. However, on occasions, children who have made rapid progress to speak in full sentences during the Reception Year, do not initiate conversations with their peers when working independently.
- Pupils relish deepening their learning. They are resilient and tackle challenges with confidence. Pupils are attentive and demonstrate excellent behaviour. However, just occasionally, their work could be even better presented and organised in mathematics in Year 1.

## Full report

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

- Leaders and teachers should ensure that children in early years who have made strong progress to speak in sentences also gain the confidence to initiate conversations with their peers when learning independently.
- Leaders and teachers should ensure that all pupils organise their learning in mathematics consistently well in Year 1.

## Inspection judgements

### Effectiveness of leadership and management

### Outstanding

- Leaders and trustees have created a culture that enables pupils and staff to excel. They are meticulous in their work and uncompromising in their ambition for all pupils. Staff have high aspirations for every pupil. They work together seamlessly to bring about continuous whole school improvement and ensure that pupils achieve exceptionally well.
- Each component tier of leadership is interconnected, so that the impact of leaders' work is consistently strong over time. The application of leaders' strategic vision is played out on a daily basis with success. Therefore, as the school grows, teaching, learning and assessment and pupils' achievement are going from strength to strength.
- The leadership of reading is a notable strength. Leaders' overt strategy to ensure that pupils read well is highly effective. This ensures that pupils catch up and keep up from the start. Many pupils make very strong progress in their reading thereafter. Consequently, nearly every pupil who has been at the school for a sustained period reads with the accuracy and understanding expected for their age. A large proportion of pupils' reading skills are well beyond what is expected.
- Leaders' strategies to check pupils' progress are highly effective. There are a wide range of leadership systems to hold staff to account for the progress pupils are making week on week. If any pupil's progress stalls, support is put into place straight away. Teachers, subject leaders and senior leaders know precisely what individual pupils can do, know and understand. They identify pupils' next step learning needs accurately, and how the school's bespoke approach to pre-teaching, post teaching and intervention work is helping them achieve their potential.
- Teachers who are new or relatively new to the profession receive leadership training to ensure that they are ready to take on middle leadership roles. They shadow more experienced members of staff and take part in a full range of monitoring activities. As a result, they understand leadership expectations quickly. They gain a strong sense of ownership of their roles to improve pupils' achievement. For example, the school's strategy to deepen pupils' understanding of number bonds and fluency in mathematics is being led very effectively.
- Staff are deeply involved in their own professional development. Staff relish the wide range of feedback they get to improve their teaching. They reflect and debate on the way they teach. Staff use the school's systems to map out their training needs and their next steps. As a result, staff morale is exceptionally high. Staff are proud to be part of the trust.
- Leaders have high expectations. They ensure that teaching consistently deepens pupils' understanding. Pupils with previously low attainment are exposed to challenging work that ensures that they catch up. So, pupils who have SEND, or previously low attainment, have skills and knowledge in line with, or close to, the national average.
- Leaders secure substantial progress for disadvantaged pupils. They deploy the pupil premium fund precisely and this is tracked meticulously. Over time, these pupils do better than other pupils nationally. Where these pupils are relatively new to the school

or have skills and knowledge well below their age on arrival, they make excellent progress and catch up well.

- The leadership of SEND is excellent. Pupils receive strong teaching and the right resources to help them learn. Consequently, these pupils learn exceptionally well.
- Leaders' curriculum design as the school grows into key stage 2 is effective. Pupils benefit from a wide range of subjects. The curriculum is often demanding and requires pupils to think deeply and ask questions.
- Leadership is distributed throughout the trust and the school. Whether staff are in the early stages of teaching or in a significant leadership role, their place is valued by the trust and their skills are enhanced.
- Leaders are quick to address any minor weaknesses in teaching or the school's performance. Newly qualified teachers receive a wide range of staff training and development. Leaders' tenacious approach to checking the impact of staff training ensures that teachers and learning partners gain strong subject knowledge quickly and adhere to the school's high expectations.
- Fundamental British values are fostered well through a wide range of activities. Pupils' spiritual, moral, social and cultural development is strong.
- The vast majority of parents and carers would recommend the school. However, a small minority would welcome better communication from teachers and leaders.

### **Governance of the school**

- Trustees are unwavering in holding leaders to account. The trust has ensured that pupils make strong and substantial progress and attain highly since the school opened.
- Trustees are forward thinking and take succession planning seriously. Because of their actions, staff have grown into middle leadership roles well and the school is expanding successfully.
- The local academy council draws upon training received from trust leaders exceptionally well to challenge school leaders about current initiatives. They are not afraid to revisit issues and stubbornly persevere on issues that need attention.
- Routine internal support by central trust staff is relentless. As a result, they have created leaders who strive for excellence in all their work.
- Trustees have been proactive in commissioning parental surveys to check satisfaction as the school grows. They know that they must support leaders to ensure that their communication to parents is consistently strong and parents feel heard.

### **Safeguarding**

- The arrangements for safeguarding are effective. Staff vetting checks are in line with national requirements. Policies, procedures and training relating to safeguarding are up to date and in line with current legislation.
- New staff induction is thorough. As a result, staff are able to apply their training quickly to reduce the risk of harm to pupils.
- Safeguarding records are meticulously kept. Designated leaders of safeguarding make

timely referrals and work closely with external agencies to ensure that pupils get the right support.

- Pupils feel safe and have confidence in school staff to address any worries or concerns they have. They have a good understanding of how to keep safe.

## Quality of teaching, learning and assessment

## Outstanding

- Teaching results in pupils' outstanding achievement over time. Learning partners provide dedicated high-quality teaching so that any gaps in pupils' knowledge and skills are remedied very successfully. This, along with strong teaching over time in classes, results in pupils making strong and substantial progress across a wide range of subjects, including, reading, writing and mathematics.
- The teaching of reading is highly effective. The multi-layered approach to teaching phonics as quickly as possible so pupils can read well and spell accurately is highly effective. Because of high-quality teaching, pupils go on to read for understanding and meaning effectively. Those pupils who find reading tricky initially, receive timely and extensive high-quality support so that they catch up and achieve well.
- The teaching of writing is strong. Pupils are expected to use ambitious vocabulary and structure their writing well. The teaching of spelling is a strength.
- The teaching of mathematics enables pupils to achieve exceptionally well. A solid focus on fluency, explaining, and reasoning ensures that many pupils have skills and knowledge beyond those expected for their age.
- Teaching goes well beyond the sequences of lessons pupils experience. There is a strong, coordinated approach to ensuring that pupils keep up from the start of their schooling. Pupils who have gaps in their knowledge on arrival to the school invariably make significant gains in their learning. Consequently, pupils' morale and confidence to try are high.
- Teachers and learning partners have strong subject knowledge. They use their assessments precisely to ensure that pupils' learning needs are met exactly.
- Teaching is appropriately demanding for all pupils, from their different starting points. Teachers question pupils skilfully. They think carefully about how to teach concepts. Pupils have plenty of opportunity to consolidate and practise their learning. As a result, pupils achieve exceptionally well.
- Teaching across the curriculum is strong. Teachers have sufficient subject knowledge and so plan out sequences of work thoughtfully. Some subjects, such as Spanish and music, are taught by specialists. Pupils retain the knowledge taught well.

## Personal development, behaviour and welfare

## Outstanding

## Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- Leaders' whole school strategy to ensure that pupils are resilient learners is highly successful. Pupils are confident and reflective. They show determination when faced with challenges.
- Pupils feel safe and they have an excellent understanding of how to keep safe online. Pupils understand how to keep themselves and others safe in different situations and settings. For example, the school's programmes on 'lorry safety' and 'water safety' are appropriate for pupils growing up in a rapidly expanding housing development close to channels and streams.
- Pupils benefit from learning about careers to explore the jobs that people do.
- The curriculum offer provides ample opportunities for pupils to debate issues in a considered way. They show respect for one another's views and show a politeness in discussion, while successfully getting their points across to the audience. This is particularly the case when they learn in small groups across the full age range during 'team talk'.
- Breakfast club and after school club provide a safe and pleasant time. Pupils enjoy attending and make the most of activities on offer.

## Behaviour

- The behaviour of pupils is outstanding. Pupils are unvaryingly attentive. Pupils are rarely passive. They understand the importance of teamwork and learning from their peers. Pupils' strong attitudes to learning have a very positive impact on their progress.
- Pupils' attendance has been at least in line with the national average since the school has opened. Pupils' attendance in Year 3 is exceptionally high. Better systems are in place to challenge poor attendance this year. As a result, the proportion of pupils who are persistently absent is below the national average.
- Pupils' exclusions are rare. Pupils who have been at risk of exclusion in the past have sustained improvement in their behaviour. As a result, these pupils do exceptionally well emotionally and academically.
- Any deviation from excellent behaviour in class and at social times is atypical and rare. Pupils' positive conduct reflects the school's effective strategies to promote high standards of behaviour. Pupils are self-disciplined and work hard.

### Outcomes for pupils

### Outstanding

- Many pupils join the school at times other than the usual transition points. There are no end of key stage 2 published outcomes, because the primary age range is not yet complete.
- Almost every pupil who has been in the school from the start of their schooling leaves key stage 1 with the knowledge and skills that are expected for their age. Very many of these pupils exceed the standards that are expected. Pupils who join part way through

a key stage make substantial gains in their learning and catch up well from their different starting points over time.

- Pupils read widely and often across subjects to a high standard, with fluency and comprehension appropriate to their age. Pupils in Year 1 achieve highly in the national phonics check. Pupils who have previously struggled to read consistently make excellent progress and catch up. Pupils do not fall behind at Haywood Village, because, as soon as a weakness in pupils' knowledge is identified, leaders act and address it.
- The attainment of almost all groups of pupils is at least in line with national averages in reading, writing and mathematics. Pupils' progress is sustained well from their entry points. Disadvantaged pupils make strong progress in their academic achievement. Disadvantaged pupils who have attended the school over a considerable period do as well as other pupils nationally. Others are catching up noticeably.
- Pupils with SEND do exceptionally well, because of the strong teaching they receive over time. Precise identification, teaching and assessments of what pupils can do, know and understand ensure that many of these pupils catch up and reach the academic standards that are expected for their age.
- The proportions of children who meet the 'good level of development', the standards that are expected at the end of Reception, are well above the national average. Proportions of children exceeding the standards that are expected in reading, writing and mathematics are well above those seen nationally.
- Pupils gain strong knowledge in a full range of subjects. Pupils can recall and explain their understanding well in science, humanities and the arts.
- Beyond formal subject disciplines, pupils make connections and talk with confidence about big ideas about equality and topical issues. They are confident debaters. They listen well and speak out with their views.

### Early years provision

### Outstanding

- Leaders and teachers have an acute understanding of the quality of education that the school provides. They are meticulous in their actions to ensure that continual improvement is a central feature of the provision. Trustees have been proactive in expanding the pre-school provision this year. These youngest children gain a love of stories, rhymes, music and singing right from the start. Children are settled, enjoy activities on offer and show high levels of self-control and cooperation with others.
- Leaders' and teachers' evaluation of the impact of staff's practice leads to highly focused professional development. As a result, support staff and teachers have excellent subject knowledge in early reading, phonics and developing children's language development.
- Teachers and adults have consistently high expectations of what children can achieve. Children are proud of their accomplishments and enjoy talking about their learning.
- Children benefit significantly from the wealth of activities presented to them in the indoor and outdoor environment. This helps them to practise and consolidate their learning in pre-school and Reception.
- Teachers' assessments are based on high-quality first-hand evidence. Teaching is

planned meticulously, across all areas of learning. Teachers and adults use their sharply focused assessments to ensure that children undertake activities that challenge them.

- Leaders and teachers pinpoint where children have gaps in their knowledge on entry. They make sure that children receive well-targeted extra help when they need it. As a result, gaps in children's knowledge are addressed and they catch up successfully.
- High-quality teaching and provision result in children being exceptionally well prepared academically, socially and emotionally for their next stage. Almost all children, including those with SEND, disadvantaged, and the most able, are making substantial and sustained progress from their starting points.
- Children concentrate on activities for a sustained period. They are highly responsive to adults and peers. They do not distract others or become easily distracted themselves.
- Parents and children are involved in learning. For example, children devise enquiry questions for the themes they cover.
- Much successful work has been undertaken to develop children's speaking skills. Many children who demonstrated poor speaking skills on entry are now confident in holding conversations with adults and engage in role play activities successfully. Adults' current work to ensure that these children sustain peer-to-peer conversations in full sentences is ongoing.



## School details

Unique reference number	140216
Local authority	North Somerset
Inspection number	10088268

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

Type of school	Primary
School category	Academy free school
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	247
Appropriate authority	Board of trustees
Chair	Jane Harrington
Principal	Craig Jones
Telephone number	01934 312720
Website	<a href="http://www.haywoodvillageacademy.org.uk">www.haywoodvillageacademy.org.uk</a>
Email address	<a href="mailto:enquiries@haywoodvillageacademy.org.uk">enquiries@haywoodvillageacademy.org.uk</a>
Date of previous inspection	Not previously inspected

## Information about this school

- The school opened three years ago. It currently has classes in pre-school, Reception and Years 1, 2 and 3. Key stage 2 will be completed in 2021. A large number of pupils join the school at times other than the usual entry points.
- Haywood Village academy is part of the Cabot Learning Federation. This is a multi-academy trust of 18 schools in the South West.
- The school is led by the principal. An executive principal provides oversight on behalf of the trust.
- The school has enhanced its leadership structure as it grows. There is now an assistant principal, vice principal, and leaders of core subjects and phases.
- The proportions of disadvantaged pupils and those with English as an additional language are broadly in line with the national averages.
- The proportion of pupils with SEND is lower than the national average.

## Information about this inspection

- Inspectors worked closely with school leaders throughout the inspection. They observed pupils' learning in visits to lessons across the school, including in the early years. Inspectors reviewed pupils' work across a range of subjects. The inspection team worked in close partnership with school leaders to review pupils' progress and provision over time.
- Inspectors talked with a group of pupils to seek their views about the school and check their understanding and retention of concepts taught. Inspectors listened to pupils in lessons and during planning intervention sessions across the school.
- Inspectors held meetings with the chair of trustees, CEO, two members of the local academy council and the executive principal. Inspectors also met with members of the extended leadership team.
- Inspectors scrutinised a number of school documents, including the school's improvement plans and subject action plans and the school's view of its own performance. Inspectors also looked at pupils' performance information and documents relating to school governance. Inspectors reviewed records relating to behaviour, leaders' monitoring checks, pupils' attendance information and a range of safeguarding records.
- Inspectors observed pupils' behaviour in lessons, at social times and around the school.
- Inspectors considered 106 responses to the online survey Parent View, and free-text comments. An inspector reviewed the school's recent Parent survey. An inspector also talked with parents during the inspection to seek their views of the school and of the education their children receive. Inspectors also took into account the staff online survey and held a meeting with some members of staff.

## Inspection team

Julie Carrington, lead inspector

Her Majesty's Inspector

Lizzy Meadows

Ofsted Inspector

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