

Inspection of a good school: Haylands Primary School

Bettesworth Road, Ryde, Isle of Wight PO33 3HA

Inspection dates:

12 and 13 September 2023

Outcome

Haylands Primary School continues to be a good school.

What is it like to attend this school?

Pupils are proud of their friendly school. They celebrate diversity and difference, showing acceptance and empathy towards others. The school's highly inclusive culture is felt by all, with one pupil saying, 'Everyone is so welcome here.'

There are clear and high expectations for how pupils should behave. Pupils live up to these expectations. This results in a calm and respectful atmosphere across the school. Pupils are keen and enthusiastic in their lessons. There is rarely any interruption to learning. Pupils want to learn, and they value the feedback and rewards they receive. At break- and lunchtimes, pupils play happily together. They know that their trusted adults keep them safe and help them if they have any worries.

Following a period of considerable change, there is now a settled leadership and staff team who are highly ambitious for the school. There is a palpable air of excitement about recent curriculum changes which parents welcome. Pupils achieve well and benefit from wider opportunities and experiences. They delight in meeting visitors to the school and in the information they learn in their assembly programme. They enjoy learning about their local area, for example through trips to Carisbrooke Castle and Amazon World Zoo.

What does the school do well and what does it need to do better?

There have been recent widespread curriculum changes based on careful thought about what pupils need to be successful. There are high aspirations for all pupils to achieve well and to enjoy learning a curriculum which is relevant to them. In all subjects, learning is clearly sequenced from pre-school through to Year 6. Staff feel well supported in adapting to these recent changes and welcome their development and training opportunities. However, there are some subjects where whole-school assessment systems have yet to be established. This means that some curriculum leaders do not have an overview of how well pupils are achieving in their subject area.

The teaching of reading is at the heart of the curriculum. As a result, pupils read with

increasing fluency as they move up through the school. A love for reading is developed from the moment children start in the pre-school. For example, they enjoy listening to stories about 'Elmer the Patchwork Elephant' and then, like him, finding blackberries to pick. Across the school, all staff are trained in how to teach pupils to read using the school's phonics programme. Pupils know their reading routines. They have reading books which match the sounds they are learning. They enjoy the thrill of making their way through stories and information books. Older pupils who need extra support with their reading receive it through a tailored catch-up programme.

Teachers have strong subject knowledge. They expect pupils to use subject-specific vocabulary. In lessons, teachers address any misconceptions and identify pupils who need additional help. Entry and exit tasks give teachers valuable information about how well pupils are learning. They help pupils to remember what they learned previously and make links with their current study. For example, in history when pupils consider inventions, they use their prior learning about ancient Egypt and the sketches of Leonardo da Vinci.

Pupils with special educational needs and/or disabilities (SEND) are well supported. This is because there are robust systems in place to identify these pupils and include them fully in the life of the school. Adults provide pupils with focused support, making appropriate adaptations to how the curriculum is taught in response to pupils' needs. All pupils have access to a wide range of resources and use them well. The early years environment allows children to independently access the equipment they need. Pupils across the school confidently use mathematical resources to represent their learning in different ways.

The school's curriculum includes the development of pupils' character and learning behaviours. Pupils understand the concept of equality and have a strong sense of right and wrong. They know why racist behaviour is unacceptable through their learning about the 'Show Racism the Red Card' campaign. Pupils are encouraged to be resilient learners and face new challenges with confidence. They show no fear of making mistakes and recognise this as a valuable part of their learning process.

Pupils' wider development is well considered. They enjoy the responsibilities which come with leadership positions. House captains and school councillors are sought-after roles and give pupils a voice as they represent their peers. Pupils are proud to represent the school at many sporting fixtures where they compete against other local schools. Those pupils who are disadvantaged or have SEND are fully included in all opportunities. These include the highly popular activities with the Isle of Wight's UK sailing academy.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, consistent assessment processes have not been fully established. This means that there is no clear oversight of how well pupils are learning in these

subjects. The school should ensure that useful assessment systems are in place that enable leaders to check how well pupils are learning the curriculum.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good in January 2018.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	118168
Local authority	Isle of Wight
Inspection number	10256530
Type of school	Primary
School category	Community
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	363
Appropriate authority	The governing body
Chair of governing body	Simon Richards
Headteacher	Katrina Shaer
Website	www.haylands.iow.sch.uk
Dates of previous inspection	17 and 18 January 2018, under section 5 of the Education Act 2005

Information about this school

- The school includes a pre-school which has places for two-, three- and four-year-olds.
- The school uses two alternative providers – one which is registered and one which is not.
- The proportion of disadvantaged pupils eligible for the pupil premium is above the national average.
- The school has had significant staff changes since the last inspection. The headteacher was appointed in January 2023.

Information about this inspection

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in their evaluation of the school.
- The inspector carried out deep dives in these subjects: early reading, mathematics and history. For each deep dive, the inspector discussed the curriculum with the subject

leader, visited a sample of lessons, spoke to teachers, spoke to pupils about their learning and looked at a sample of pupils' work.

- Pupils across the school were observed reading to a familiar adult by the inspector.
- To evaluate the effectiveness of safeguarding, the inspector reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspector took account of parents' responses to Ofsted Parent View and parents' written comments. She also talked with groups of parents on the morning of the second day of the inspection.
- The inspector met with a range of staff to gather their views about the school and took account of staff's responses to Ofsted's confidential staff questionnaire.
- Meetings were held with the headteacher, senior school leaders and members of the governing body. The inspector had a call with a representative from the local authority.

Inspection team

Kate Fripp, lead inspector

His Majesty's Inspector

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