

Haydon Wick Primary School

Inspection report

Unique Reference Number	126196
Local Authority	Swindon
Inspection number	315436
Inspection dates	4–5 February 2008
Reporting inspector	Peter Clifton

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 on roll	
School	281
Appropriate authority	The governing body
Chair	Mark Edwards
Headteacher	Simon Cowley
Date of previous school inspection	26 April 2004
School address	The Brow Haydon Wick Swindon SN25 1HT
Telephone number	01793 706606
Fax number	01793 701081

Age group	4–11
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

The school is situated to the north of the centre of the town. It is larger than most primary schools. Attainment on entry to the school is slightly above that expected. Most pupils are White British. The proportion of pupils with learning difficulties and/or disabilities is above average. Reception children are taught in two classes, one of which is a mixture of Reception and Year 1 pupils. The headteacher has been at the school for just over one term. The school has gained the Healthy School Award.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

This is a good school that is very strongly supported by its parents. Pupils enjoy their time here, their behaviour is outstanding and they attend very regularly. The headteacher is providing a very strong lead based on robust self-evaluation. Standards are above average and achievement is good. Improvement is being made in several areas. Leaders have recognised that the way the school measures progress and uses targets to help boost pupils' achievement is not good enough. They are taking firm steps to rectify this. Parents make many positive comments about the school. One typical comment that summed the school up well said, 'The school has a lovely welcoming atmosphere and all the staff are very friendly and approachable.' Pupils are complimentary about the school and say they feel very safe and that their teachers are 'helpful and fair and they listen to you'.

Children come into school with skills and abilities that are in line with expectations across most areas of learning. However, children's personal and social development is better than that expected and they have good listening skills. Provision in Reception is satisfactory and children settle quickly in class. Whilst the children make satisfactory progress, it is sometimes less than it might be because the teaching and the curriculum for them are not always sufficiently different from those for the Year 1 pupils. In Years 1 to 6, pupils make good progress. This is largely as a result of pupils' exceptionally positive attitudes and good teaching. They concentrate well for extended periods in individual activities and group work. Teachers create a friendly and positive atmosphere for learning and pupils are keen to show what they know and understand. Pupils respond well to questions in lessons, and often give detailed responses to explain their thinking. However, more-able pupils are not always consistently challenged to do as well as they can.

The effective programme to support pupils' personal and social needs ensures that they are confident individuals. Pupils have a clear voice in the school and are keen to contribute to school life through taking on additional responsibilities. Pupils say they enjoy sport and have a good understanding about being healthy. By the time they leave school, they have very mature attitudes. This, together with good basic skills in literacy and numeracy, prepares them well for their next stage of learning. However, whilst standards in English and mathematics are above average, they are not as high in science because pupils' scientific investigation skills and understanding are not sufficiently well developed.

Good leadership from the headteacher and governors has resulted in successful teamwork. Leaders have a good understanding about those areas that need to be improved and these are identified in the school plan for improvement. Current developments are well chosen and have been carefully planned and are already having a positive effect. The school has good capacity for further improvement.

Effectiveness of the Foundation Stage

Grade: 3

Children settle quickly and happily in Reception because the school has forged good links with parents and pre-schools. The secure and well-resourced learning environment helps the children to learn and to grow in confidence. The areas of learning are suitably covered. However, there are occasions when the teaching and curriculum provided are not sufficiently distinct from those for the older pupils, especially in the class with Reception and Year 1 pupils, with too

few opportunities for the children to choose activities for themselves. Overall, they make satisfactory progress.

What the school should do to improve further

- Improve the tracking of individual pupils across the school to give a clearer picture of their progress and to help to set more appropriate targets for the future, especially for the more able pupils.
- Improve provision in Reception so that teaching and the curriculum have a clearer focus on the children's needs.
- Provide better opportunities for pupils to develop their scientific investigation skills and understanding.

Achievement and standards

Grade: 2

Standards are above average and achievement is good. In the Reception Year, children make satisfactory progress and, by the time they enter Year 1, the majority of them are working securely within the goals expected for their age. Pupils reached above-average standards in the 2007 Year 2 tests. Standards in writing were better than those in reading and mathematics. Standards in Year 6 have been consistently above average for the past five years. Year 6 results in 2007 show that standards were above average in English and mathematics and were broadly average in science. Standards in science are not as high because of weaknesses in the provision for scientific investigation. The current picture in Year 2 and Year 6 shows a high proportion of pupils reaching the expected levels but not enough pupils consistently reaching the higher levels. Pupils with learning difficulties and/or disabilities make good progress in relation to their individual learning targets.

Personal development and well-being

Grade: 2

Pupils are very happy in school and they are respectful of each other. They show a strong sense of responsibility and are keen to take on additional responsibilities such as being library monitors or playground leaders. They learn teamwork and to care about their own well-being, and they are ready to contribute to that of others. They say, for example, 'I never feel unsafe, school is too cool!' Most enjoy coming to school to learn and they talk about their school with pride. In assembly they sing, 'All of us belong – all of us are just as important as the other one' with enthusiasm.

Pupils develop good spiritual, social and moral attitudes. They build up confidence through performing and understand the importance of contributing to the school and wider community, eagerly participating in fundraising. They express their opinions very clearly but also listen to each other's views. Pupils are thoughtful and reflective in lessons and assemblies, for example, when celebrating Remembrance Day. Aspects of cultural development, such as their understanding of growing up in a multi-ethnic Britain, are less well developed. Pupils have a good knowledge of how to stay safe and chatter eagerly about the advantages of pursuing a healthy lifestyle. They eat fruit at break times and many take up the additional sporting opportunities. Pupils are well prepared for their futures lives, with excellent attitudes to learning and a clear work ethos.

Quality of provision

Teaching and learning

Grade: 2

Teachers promote very strong relationships and the pupils work together enthusiastically in pairs or groups. Pupils are strongly independent in their learning and this can be seen in the way they concentrate well for long periods, often engrossed in their work. In most classes, pupils are keen to answer questions or give their opinions. Pupils' speaking and listening skills are well developed and they often explain their thinking clearly, giving lengthy answers. Lessons are usually planned well, catering for the needs of different pupils, with previous learning being carefully reviewed. However, on a few occasions, work is not sufficiently challenging, especially for the more able pupils. When this happens, the pace of learning slows. On a few other occasions, learning is not moved on quickly enough because explanations are too long or too much time is spent covering basic work. Teaching assistants make a valuable contribution supporting pupils with learning difficulties and/or disabilities, especially in helping improve basic literacy and numeracy skills.

Curriculum and other activities

Grade: 3

Personal and social education is strong and provides sensitively for pupils' needs. Pupils say they enjoy most of the activities they do, especially information and communication technology (ICT) in the school's new suite. However, the use of ICT in different subjects is insufficient. Provision for pupils with learning difficulties and/or disabilities is good because of the additional support they receive. The school is particularly successful in engaging the pupils in writing because all activities have a clear purpose and the pupils collaborate well together. In science, leaders have made some progress in developing opportunities for investigation across the school but they recognise that more needs to be done to improve skills and understanding. In Reception, the spacious outdoor area is under-used.

There is a wide range of extra-curricular activities and uptake of these by the pupils is good. Opportunities for pupils to enhance their learning through trips and visits are satisfactory. However, this is an area that pupils think should be improved.

Care, guidance and support

Grade: 2

Pupils and parents rightly speak very highly of the school's welcoming nature and friendly atmosphere. Staff are good role models, treating the pupils with respect and having high expectations about behaviour. The school has robust procedures in place to promote pupil welfare and senior managers ensure that procedures are implemented and monitored. Pupils say they trust the adults in the school and have great faith in them. The provision for the promotion of personal development is good.

Pupils have individual learning targets and many pupils know these and use them to help with their work. Marking often provides good encouragement but does not consistently identify the next steps to guide pupils in their learning. Where it does, the pupils frequently read the comments and try to use these to help them improve. Leaders recognise that pupils should be more involved in setting themselves targets for improvement.

Leadership and management

Grade: 2

The headteacher has made an impressive start in the school. Areas that need to be improved are clearly identified and action is being taken to improve standards. The school's plan for development is clearly written and is rooted in a good evaluation of the school's strengths and weaknesses. There is a strong consensus between staff and governors about what needs to be done to drive up standards. Subject leaders are rapidly developing their work and effectiveness through changes introduced by the headteacher. Good links with parents are being promoted strongly through evening workshops and newsletters.

Currently, tracking is not sufficiently robust to show how well the pupils are making progress or to set appropriate targets for the future. Therefore, teachers are not quickly identifying when pupils are not making sufficient progress so that they can provide extra challenge, help and support. This is particularly the case for the most able pupils. The governors are very active in the school and very ready to challenge leaders. They are well informed about issues in the school and this has enabled them to provide a good level of support.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	3
The capacity to make any necessary improvements	2

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	2
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	2

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

6 February 2008

Dear Pupils Inspection of Haydon Wick Primary School, Swindon SN25 1HT

Thank you for the very warm welcome you gave us when we visited your school. We enjoyed talking to you and were very impressed with your friendliness and confidence. The valuable information you gave us was a great help. We think your school gives you a good education. The teaching and the care and support you are given are good and you are making good progress. The curriculum is satisfactory. Leadership of your school is good. Leaders have a very clear understanding of what needs to be improved.

What we most liked about your school

- Your headteacher has made some important changes that are helping you to do better.
- You enjoy school a lot, have very positive attitudes to learning and your behaviour is outstanding.
- Teachers plan well, are always helpful and this helps you to learn well.
- You work very well together and on your own.
- The school ensures you are very safe and secure.
- You settle quickly in Reception because of the good communication with your parents.

We have asked your headteacher and others to do these things

- Improve how the school measures your progress and sets you targets to make sure you do not fall behind.
- Ensure the children in Reception have opportunities to direct their own learning.
- Provide you with better opportunities to develop your scientific investigation skills and understanding.

With your hard work and help, we think that your school will continue to improve.

Yours faithfully

Peter Clifton Lead Inspector

Annex B

6 February 2008



Dear Pupils

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Peter Clifton
Lead Inspector