

Haydonleigh Primary School

Inspection report

Unique Reference Number	126295
Local Authority	Swindon
Inspection number	315481
Inspection dates	2–3 July 2008
Reporting inspector	Stephen Lake

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	332
Appropriate authority	The governing body
Chair	Jane Rees
Headteacher	Lilian Stevens
Date of previous school inspection	4 May 2004
School address	Haydon Court Drive Haydon Wick Swindon SN25 1JP
Telephone number	01793 700443
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Age group	4–11
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

This is a large school which serves an area of almost exclusively privately owned housing. The proportion of pupils entitled to free school meals is below average. The proportion of pupils with learning difficulties and/or disabilities, which are mainly moderate learning difficulties, is below average. However, most of these pupils are in Year 6, which is an atypical year. Year 6 includes a well above average proportion of pupils with a statement of special education needs, some with quite complex educational needs. The proportion of pupils with English as an additional language is below average and none of these is at an early stage of English language acquisition. An acting headteacher has been in place since September 2006.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

This is an outstanding school. Many parents wrote in support of the school and praised the excellent leadership of the acting headteacher. Typical of the comments was, 'It is now a fantastic example of what a primary school can and should be.' The outstanding leadership and management is based upon close teamwork and a vision shared between all staff and the excellent governing body. This has created a powerful team dedicated to ensuring consistently high standards in all aspects of the school's work.

Pupils' achievement is outstanding. Children enter the school with skills above those normally expected for their age and by the time they leave the school at age eleven, pupils are attaining exceptionally high standards overall. However, although standards in mathematics are above average, they are not as good as those in English and science. Pupils with learning difficulties and/or disabilities and those with English as an additional language make excellent progress.

All parts of this school work well. Pupils enjoy school so much because the rich and stimulating curriculum is taught in a motivating way. The consistently first-rate teaching ensures excellent learning. Robust and rigorous procedures for checking pupils' progress are used very effectively to support pupils and guide them in improving their work. Teachers and teaching assistants are very skilled at linking subjects so that pupils understand the purpose of what they are learning. This is very evident in such projects as the Business Enterprise scheme where pupils run successful small businesses selling products such as healthy snacks or Christmas cards.

Pupils' outstanding personal development and well-being is due to the excellent provision in the curriculum and the very high quality care, support and guidance that pupils receive. The school looks after the pupils very well. They know how to stay safe because of the very good guidance. The many opportunities for sport and the excellent focus on 'garden to table', where produce grown in the school garden is used in school meals, mean that pupils have an excellent understanding of how to stay fit and healthy. Pupils make a very strong contribution to the community through the school council and the many opportunities for taking responsibility around the school. The skills developed through this, combined with the high standards attained and the above average information and communication technology (ICT) skills, make an outstanding contribution to pupils' future economic well-being.

Very good systems for checking on the work of the school give an accurate picture of school effectiveness. High quality procedures for checking on how well pupils are achieving are used effectively to guide the production of the good quality school development plan. Nevertheless, the school has recognised that this information is not presented in a clear enough way to enable governors to check on whole-school or cohort performance. Given the many and significant improvements that have taken place recently, the school is very well placed to improve further.

Effectiveness of the Foundation Stage

Grade: 1

Children get a very good start in this school. The environment in the Reception classes and the high quality outdoor area is stimulating and exciting. The excellent teamwork between teachers and teaching assistants ensures that the needs of the children are met consistently. Teachers are skilled at ensuring a good balance between direct teaching and opportunities for children to learn through purposeful play. The expertise and skill of the adults and the rigorous systems for checking on progress mean that all individuals are gently but effectively challenged to

achieve their best. This sets the tone for the rest of the school. A parent of a child in Reception summed this up by saying, 'The school strives for excellence.' Children are motivated to learn. They engage fully in activities and are eager to talk about what they are doing. The excellent teaching ensures that children start Year 1 very well prepared for learning and with above average levels of skills.

What the school should do to improve further

- Raise standards and achievement in mathematics to match those in English and science.
- Improve the way information on pupil progress is presented to create a clearer overview of whole-school and cohort performance.

Achievement and standards

Grade: 1

Children start school with skills that are above those expected for their age. They make excellent progress through Reception and Years 1 and 2 due to the high quality teaching and, by the age of seven, standards are significantly above average. In Years 3 to 6, the excellent teaching ensures that pupils maintain and improve these high standards. By the time they leave at the end of Year 6, pupils' achievement is outstanding. The school has exceeded the challenging targets set for this year. Standards are exceptionally high in English and science. Although standards in mathematics are high, they are not as good as in English and science and achievement in mathematics is only good. Standards in English have improved a good deal as a result of the school's focus on writing. Pupils with learning difficulties and/or disabilities make excellent progress in relation to the targets set for them. Standards in many subjects such as art and design, geography and ICT are above average due to the way in which the school focuses on achieving high standards across the curriculum.

Personal development and well-being

Grade: 1

Pupils are overwhelmingly positive about the exciting opportunities offered by the school. This explains their high attendance. Pupils understand very well how to stay fit and healthy. They enjoy working with parents and grandparents in the productive school garden and can identify the improvement these vegetables make to their healthy school meals. Extensive opportunities for vigorous activities help to keep them fit, and the school sports teams participate successfully in local competitions.

Pupils' spiritual, moral, social and cultural development is outstanding. They communicate well and reflect on their actions. Pupils have a high degree of self-respect. Behaviour is excellent because they are fully engaged in meaningful and challenging activities. Pupils feel valued and know that their view matters. 'The school invites you in, it opens up to you,' said a perceptive pupil. Pupils make a very strong contribution to the community through their many roles and responsibilities and work closely with members of the local community developing their organic garden. The school council helps to interview new staff, they choose new playground equipment and spend their budget wisely. The skills gained through this activity, together with the high standards attained, enable them to be extremely well prepared for their future economic well-being.

Quality of provision

Teaching and learning

Grade: 1

Teaching and learning are of a consistently high quality. Teachers and teaching assistants skilfully support, stretch and challenge all pupils. They set appropriately high expectations, appreciate pupils' opinions and encourage their independence as learners. As a result, pupils of all abilities and needs work together well, feel valued, know what is expected, and engage wholeheartedly with their work. As one pupil said: 'It's great here; there's so much going on!' Pupils learn exceptionally well because teachers are so successful in promoting pupils' personal qualities as effectively as their academic skills.

Teachers have been particularly effective this school year in lifting standards in writing, precisely because pupils have so many interesting things to write about. Assessment is frequent, regular and rigorous, with numerous opportunities for pupils to evaluate their own learning and that of others. Information gained is used very well to plan for the differing needs of pupils. Pupils know their individual targets and are clear on how to improve their future learning. Parents comment enthusiastically on the quality of teaching. 'Inspiring!' said one. 'My son has had so many amazing opportunities to learn', said another.

Curriculum and other activities

Grade: 1

The school provides a rich and vibrant curriculum for its pupils, including French from Years 1 to 6. Pupils bubble with enthusiasm at the range of learning opportunities available to them and are inspired to do their very best. The skilled staff are very good at developing high quality topics tightly integrated across the curriculum to link learning in different subjects. For example, recent Year 6 work on the artist Mondrian brought together excellent work in art, literacy, mathematics and ICT. The superb displays in the school reflect and enhance the quality of pupils' work.

The school works well with a variety of partners to enrich the curriculum. Links with other schools in Romania, Ireland and Spain have produced work of the highest quality, and enabled pupils to develop enquiry skills and the ability to learn independently. The school's work on business and young enterprise is exemplary. The school is working towards being recognised as a flagship school in the south west of England for the way it encourages healthy eating. The school makes excellent use of a variety of outdoor spaces, together with local and residential visits to enhance learning. Pupils and parents greatly appreciate the range of stimulating after-school clubs and activities.

Care, guidance and support

Grade: 1

Pupils and parents are right when they say that this is a safe, caring community where individuals can flourish. 'You feel like you are in a hotel, people are so nice to you,' said one pupil, and 'the caring attitudes of the staff are a huge credit to the school', said a parent. Physical and emotional needs are met alongside the academic and this is what helps pupils feel good about themselves and allows them to thrive. Procedures for the safeguarding of children are in place, as are health and safety requirements and risk assessments. Provision for individuals and groups with additional needs such as learning disabilities or English as an additional language is

excellent. However, some targets on individual education plans lack sufficient precision. Academic target setting is excellent, with most pupils aware of how to improve. Excellent preparation enables the smooth entry of pupils to this school or to their secondary school.

Leadership and management

Grade: 1

The teamwork in this school is outstanding. The acting headteacher has empowered all staff to take an active role in school improvement. The very effective senior leadership team have a shared vision and commitment to support each other and all staff. High quality information gained from the robust systems for checking on the work of the school is very well used to plan school improvement. Performance management targets are linked closely to the school development plan. The work of the governing body is excellent. They support the school very well and set challenging targets for school improvement. However, governors have recognised that although systems for recording individual pupil progress are excellent, the information is not translated into a format that makes it easy for governors to judge overall school performance. Budget management is closely linked to the school development plan and supports school improvement.

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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?	1
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?	1
The effectiveness of the Foundation Stage	1
The capacity to make any necessary improvements	1

Achievement and standards

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

Personal development and well-being

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

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	1
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	1

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?	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
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

4 July 2008

Dear Pupils

Inspection of Haydonleigh Primary School, Swindon SN25 1JP

Thank you for helping us all find out about your school. What can I say but 'Wow!'? Inspectors all agree with you and your parents that Haydonleigh Primary is an outstanding school. It's no wonder that you told us that you liked it so much. From the organic garden to the hatching chicks, everything that we saw impressed us. Here are just a few of the other things that we liked:

- You enjoy learning very much and feel that your teachers help you a lot.
- The school looks after you extremely well and gives you really good support when you need help. We especially liked the way they help you keep healthy and learn to grow food for the school meals.
- Your behaviour is excellent and you all work hard to make your school the way that it is.
- You are doing very well and achieving exceptionally high standards because of the excellent teaching.
- The school gives you many interesting things to do that make learning fun.
- We were really impressed by the way the school links all the things that you do so that you understand why you are learning; for example, we all thought the Haydonleigh Business Enterprise was excellent.
- Your school is so good because of the outstanding leadership of your acting headteacher and the governors.
- We were particularly impressed with the way that everyone in the school works as a team to try to make the school even better than it is.

There were just a few things that we have asked the school leaders to do to make sure the school gets even better:

- Raise standards in mathematics to match those in English and science. You can help by making sure you tell your teachers if you think you can do even more difficult work.
- Find a way of presenting all the information that they have on your progress in a way that makes it easy to see how well the whole school is doing.

Thank you again, and congratulations on the way you help the school to be so good.

Yours sincerely

Stephen Lake Lead Inspector