

# Haytor View Community Primary School

Inspection report

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<b>Unique Reference Number</b>	133893
<b>Local Authority</b>	Devon
<b>Inspection number</b>	319573
<b>Inspection dates</b>	19–20 May 2008
<b>Reporting inspector</b>	Stephen Dennett

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	209
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Michael Bennie
<b>Headteacher</b>	Katy Liley
<b>Date of previous school inspection</b>	Not previously inspected
<b>School address</b>	Queensway Newton Abbot TQ12 4BD
<b>Telephone number</b>	01626 203040
<b>Fax number</b>	01626 203042

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<b>Age group</b>	3–11
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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

This school was formed by the amalgamation of the infants and junior schools in September 2007. Some pupils are taught in single-age and some in mixed-age classes. Children's attainment on entry to the school is well below what is normally expected at this age; their communication, language and literacy skills and their personal and social development are particularly poor. More than half of the pupils have learning disabilities and/or difficulties, and this is well above average.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

This is a satisfactory and improving school that has made a good start on addressing the issues generated by the amalgamation process. It is supported by the majority of parents and most pupils are enthusiastic about their learning.

Pupils' achievement is satisfactory. Children make satisfactory progress, from a low starting point, in the Nursery and Reception. Progress in Key Stage 1 is variable as a result of the inconsistent quality of teaching, but satisfactory overall. Pupils continue to make steady progress in Key Stage 2, although standards in Year 6 are still below average in English, mathematics and science. Progress in mathematics and reading is now good, as a result of recent initiatives to improve standards in English and mathematics. The high proportion of pupils identified as having difficulties with their learning has a negative effect on standards in all years.

Behaviour is satisfactory and pupils report that any bullying is dealt with quickly and effectively. A few pupils with emotional and behavioural difficulties are very occasionally disruptive, but these incidents are dealt with effectively by staff. Pupils' spiritual, moral, social and cultural development is good, supported by effective and engaging assemblies. Pupils know how to live a healthy lifestyle and they adopt safe practices well in their work around the school. Pupils say they enjoy their learning, although a small minority of pupils say they do not enjoy some lessons.

Teachers make satisfactory use of assessment information to plan work that matches pupils' capabilities. This results in pupils being set appropriate targets for improving their performance. Teaching assistants provide good support for pupils who find learning difficult. The curriculum provided by the school is satisfactory. All the required subjects are taught and there is a satisfactory range of additional activities. Pupils are cared for well and all the requirements for safeguarding children are in place. Academic guidance has been improved as a result of more accurate tracking of their progress in English and mathematics. Tracking in science is inadequate.

The headteacher has a clear educational philosophy and is in the process of building a cohesive management team. The school has set challenging targets for improvement which are beginning to have a positive effect on standards. Leaders have a reasonably accurate picture of the school's strengths and weaknesses. However, the middle management of the school is underdeveloped and too much responsibility rests with senior managers. Governance is satisfactory, and the governors are gaining a good understanding of the school through their monitoring of developments. The school's self-evaluation process appropriately identifies areas for further development and the progress made since the amalgamation shows that the school has the capacity for further improvement.

## Effectiveness of the Foundation Stage

### Grade: 3

Provision for children in the Foundation Stage is satisfactory. Children enter the Nursery with skills well below those expected for their age, particularly in communication, language and literacy, and in personal, social and emotional terms. They make satisfactory progress, although by the time they enter Year 1 few children have achieved all the early learning goals. There is a high emphasis on developing children's social skills and this has a positive effect on their learning. Teaching is satisfactory and teaching assistants support teachers appropriately so that children have access to a balanced range of adult-led and child-initiated learning

opportunities, although the outdoor areas are underdeveloped. Links between the Nursery and Reception class are beginning to develop but currently there is no formal method for passing assessment information from Nursery to Reception.

### **What the school should do to improve further**

- Improve teaching by sharing good practice and ensuring that the level of challenge is consistent in all classes.
- Improve the use of assessment by developing effective systems for tracking in science and for passing information from the Nursery to Reception.
- Improve the role of middle managers in monitoring performance within their areas of responsibility so they can have a greater impact on pupil achievement.

A small proportion of schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## **Achievement and standards**

### **Grade: 3**

Standards are improving at both key stages but are still below average in English, mathematics and science at the end of Year 6. Pupils are now making good progress in reading and particularly in mathematics. Progress in writing and science is satisfactory. There is no significant difference in the performance of girls and boys. The considerable numbers of pupils who find learning more difficult make satisfactory progress.

## **Personal development and well-being**

### **Grade: 3**

Most pupils have developed sound attitudes to learning. Pupils' spiritual, moral, social and cultural development is good, and supported particularly well by carefully planned assemblies that feature a high level of pupils' participation, during which pupils share prayers they have written. They feel safe and act safely in school, making appropriate use of the Internet, for example. The school has worked hard to improve attendance and this now is satisfactory.

Pupils enjoy healthy snacks and respond well to teachers modelling good practice; for example, they are eager to try fresh fruit and vegetables. They understand the need for physical exercise and enjoy using play equipment at lunchtime. Pupils behave appropriately in most lessons and around the school. The school council makes a good contribution to the running of the school by organising events to raise money for school equipment and for nominated charities. There are good links with a partner inner-city school in Leicester. Basic and independent skills are improving and the good links with local businesses are enabling most pupils to develop a satisfactory understanding of the workplace.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Staff work hard to ensure lessons are interesting, fun and well matched to the learning needs of all pupils, including the more able. Teachers and teaching assistants have good questioning skills and use praise well to move pupils on in their learning. There are good daily intervention

sessions taking place which are benefiting both the less able and the more able. The quality of teaching is not consistent across the school and not always sufficiently challenging to enable some year groups to make the progress of which they are capable. Appropriate use is made of assessment in English and mathematics, but assessment in science is inadequate.

## **Curriculum and other activities**

### **Grade: 3**

The school has rightly focused on improving curricular provision in mathematics and English and this is having a positive effect on pupils' achievement, particularly in mathematics. The curriculum meets the needs of pupils appropriately, including the pupils who find learning or conforming difficult. A number of strategies have been put in place to enable pupils to be ready to learn, for example, extra physical activities during the morning and 'time to think activities' at the start of each day. A comprehensive programme of personal, social and health education is in place, which enables pupils to develop moral and social skills well. Visits to local places of interest and visitors to the school support specific areas of the curriculum appropriately, but there are few clubs available for pupils to join to extend their interests and enjoyment.

## **Care, guidance and support**

### **Grade: 3**

Pastoral care is good and pupils have many opportunities to talk to adults and share any concerns. There is good provision to support pupils who find learning difficult and the school has good links with a wide range of outside agencies to ensure these pupils get the support they need. Behaviour and attendance are monitored carefully and this has had a positive effect on improved attendance and behaviour in and around the school. Teaching assistants provide good support for vulnerable pupils.

The procedures for tracking pupils' progress in English and mathematics are being used appropriately to set realistic targets for pupils and this is beginning to impact positively on their achievement. However, procedures for tracking attainment in science are inadequate. The school is developing strategies to help pupils know better how well they are doing and what they need to do to improve through conferencing, marking and 'think about' statements, although this is not yet consistent across the school.

## **Leadership and management**

### **Grade: 3**

The school's leaders have made a good start in moving the school forward since its amalgamation. The headteacher has ensured that a clear and developing educational direction is communicated effectively. The school has a suitable inclusion policy, which has led to significant numbers of pupils with additional learning needs being admitted to the school. Senior leaders have an accurate picture of how well the school is doing and have correctly identified appropriate areas for further development. The middle management of the school is underdeveloped as too much responsibility currently rests with senior managers. The use of resources is satisfactory and the school is dealing well with the implications of a split site.

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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?	3
Effective steps have been taken to promote improvement since the last inspection	NA
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	3

### Achievement and standards

How well do learners achieve?	3
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	3

### Personal development and well-being

How good is the overall personal development and well-being of the learners?	3
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	3
The extent to which learners adopt safe practices	2
How well learners enjoy their education	3
The attendance of learners	3
The behaviour of learners	3
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	3

### The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3
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?	3

<sup>1</sup> 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**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
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

21 May 2008

Dear Pupils

Inspection of Haytor View Community Primary School, Newton Abbot, TQ12 4BD

Thank you for making us so welcome and helping us when we inspected your school. We were especially impressed by how well you answered all our questions and your friendly attitude. We think your school is satisfactory and improving all the time. You are now making good progress in numeracy and your reading. Teachers work hard to make lessons interesting and we can see that most of you really enjoy school. The headteacher and governors are working hard to improve the school and your parents are happy with the way they know what is going on.

Here are the things that we think are best about your school:

- You think carefully about important things that are going on in the world and care about people who have suffered from disasters.
- You keep yourselves safe and play together sensibly.
- You are very friendly to each other and to visitors and take an interest in what people are doing.
- You have a good understanding of what is right and what is wrong.

These are the things that we have asked the school to do to make things better:

- Make sure that your teachers always help you to do your very best in all lessons and classes.
- Make sure that your teachers know how well you are doing in science, so that they can help you learn better.
- Make sure that teachers who are responsible for leading subjects know how well you are doing and what they need to do to make things better.

You can help, too, by asking your teachers how you can make your work even better.

Thank you again for being so helpful and friendly when we came to see you.

Yours sincerely Stephen Dennett Lead inspector