

Tribal Group
1-4 Portland
Square
Bristol
BS2 8RR
T 0845 123 6001
F 0845 123 6002

T 08456 40 40 40
enquiries@ofsted.gov.uk
www.ofsted.gov.uk



14 July 2008

Mr Stuart Ludford
The Headteacher
Hazeldown School
Maudlin Drive
Teignmouth
Devon
TQ14 8SE

Dear Mr Ludford

Ofsted monitoring of Grade 3 schools

Thank you for the help which you and your staff gave when I inspected your school on 2 July 2008 with Janet Brennan HMI, for the time you gave to our phone discussions, and for the information which you provided before and during my visit. Please pass on our particular thanks to the staff and pupils who met us.

This letter will be posted on the Ofsted website. Please inform the Regional Inspection Service Provider of any factual inaccuracies within 24 hours of the receipt of this letter.

As a result of the inspection on 27 April 2007, the school was asked to:

- improve standards by raising expectations of pupils and setting them more challenging targets
- be more rigorous when checking the school's performance and make better use of all the information gathered, especially about pupils' progress, in order to decide precisely what needs to be done to improve
- ensure teaching more consistently matches activities and experiences to the needs of different pupils throughout lessons
- improve the arrangements for children in Reception to work outdoors.

Having considered all the evidence, I am of the opinion that at this time the school is making satisfactory progress in addressing the issues for improvement and in raising the pupils' achievement.

Instability in the school's leadership since the last inspection has meant that some improvements were slow to get underway, but were started effectively by the acting headteacher in the autumn term. There has been considerable acceleration since you took up your post as substantive headteacher in January. You and your deputy have

spent time getting to know and understand the needs of the whole school community, and have introduced change at an appropriate pace. Staff trust that your vision and plans for development will improve outcomes for pupils and they are enthusiastic for change. There is a strong team ethos amongst both teaching and support staff, and they are beginning to feel more confident with a culture of regular monitoring and skills development.

Self-evaluation is now thorough and accurate. The senior leadership team knows the school's strengths and weaknesses well and has put focused and incremental plans in place to tackle those areas that are the most urgent. The senior leaders are, for example, aware that the quality of teaching and learning is uneven across the school and that this is affecting standards and progress. Their main priority has been to collect accurate data and develop strategies for raising standards in English and mathematics. Some other important issues have been delayed, for example developing assessment systems for science and the foundation subjects.

Straightforward, yet easily understood, systems for monitoring pupils' progress and the quality of teaching and learning are now in place. However, these have yet to be embedded consistently into day to day practice. The influence and impact of subject leaders' work is developing and leaders are enjoying the opportunity to be involved in regular monitoring of pupils' progress and providing training for other staff. Their expertise is valued and they are being given appropriate training to develop their skills further.

Staff are now aware of how pupils' work compares with national standards and are developing skills in assigning levels to pupils' work so they can make valid comparisons. Sufficient data have now been collected to begin to measure pupils' progress against national standards effectively. This has been in place for mathematics since the autumn term and in English since Christmas. Comprehensive analysis shows that pupils are currently making good progress in mathematics and are reaching standards close to the national average. Less data is available for English but indications are that achievement in reading has accelerated and is now satisfactory. Progress in writing, however, has been slower and standards are still below the national average. The effect of the instability in leadership experienced by the school in recent years is still apparent in terms of the standards being reached in Year 6 and the targets that were set. Targets are now more appropriately challenging, given pupils' starting points, but will need to increase year on year.

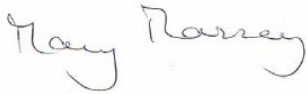
Analysis of the data collected so far indicates that improving pupils' writing skills is a priority and this has been included in the school's new three year development plan. Pupils are aware of their targets and data is being used effectively in classrooms to match work to pupils' needs so they can progress. Teachers' planning is flexible and annotated immediately after lessons so it can be adapted to meet individual needs on a daily basis. Staff are gaining confidence in assessing work accurately in mathematics but are less confident with literacy, particularly writing. Marking and feedback are still not consistently thorough to give sufficient guidance to older pupils about what they need to do in order to improve, although they report that oral guidance is often useful.

A new outdoor area for the Foundation Stage has been built and activities in this area are now included in curriculum planning, providing good opportunities for children to achieve their early learning goals.

Although substantial energy and work have gone into improving achievement and standards in recent months, the school has not neglected other important issues such as pupils' personal development and well-being. As a result of the happy, caring and purposeful atmosphere, pupils listen to one another well and are very positive about their school.

I hope that you have found the visit helpful in promoting improvement in your school.

Yours sincerely

A handwritten signature in blue ink that reads "Mary Massey".

Mary Massey
Her Majesty's Inspector