

# Haylands Primary School

## Inspection report

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<b>Unique reference number</b>	118168
<b>Local authority</b>	Isle of Wight
<b>Inspection number</b>	379555
<b>Inspection dates</b>	22–23 May 2012
<b>Lead inspector</b>	Michael Pye

This inspection of the school was carried out under section 5 of the Education Act 2005. The registered childcare provision, managed by the governing body, was inspected under sections 49 and 50 of the Childcare Act 2006.

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	408
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Angela Evans
<b>Headteacher</b>	Stefan Hopper
<b>Date of previous school inspection</b>	3–4 May 2009
<b>School address</b>	Playstreet Lane Ryde PO33 3LJ
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<b>Age group</b>	4–11
<b>Inspection date(s)</b>	22–23 May 2012
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## Introduction

Inspection team

Michael Pye Additional Inspector

David Mankelow Additional Inspector

Una Stevens Additional Inspector

This inspection was carried out with two days notice. The inspectors observed 17 lessons, including those involving linking letters and sounds (phonics). A total of 16 teachers were seen. The inspectors looked at pupils' work and heard pupils read. They held meetings with members of the governing body, pupils and staff. The inspectors took account of the responses to the on-line Parent View survey in planning the inspection, observed the school's work and looked at data relating to pupils' attainment and progress. The school's development plan, lesson and curriculum plans, governing body documentation and school policies and procedures, particularly those relating to the health, safety and safeguarding of pupils, were scrutinised. The inspectors also looked at 109 questionnaires completed by parents and carers as well as those returned by staff and pupils.

## Information about the school

Pupils in this larger than average-size primary school come from predominantly White British backgrounds. The proportion of pupils supported by school action plus or with a statement of special educational needs is above average. The main group consists of pupils with behavioural, emotional and social difficulties. The proportion of pupils known to be eligible for free school meals is below average. The Early Years Foundation Stage provision is provided in the two Reception classes. A non-maintained Nursery (Puddleducks) and provision for before- and after-school care, which includes a holiday club, are managed by the governing body.

Following school reorganisation on the island, the school now has its first Year 6 class. Consequently, there are no current national published data by which the school's performance can be compared against national standards at the end of Year 6. After this recent period of readjustment, the school will relocate to a new site in September 2012.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

<b>Overall effectiveness</b>	<b>3</b>
<b>Achievement of pupils</b>	<b>3</b>
<b>Quality of teaching</b>	<b>3</b>
<b>Behaviour and safety of pupils</b>	<b>3</b>
<b>Leadership and management</b>	<b>3</b>

## Key findings

- This is a satisfactory school. There is an improving picture, but it is not yet good because inconsistencies in the quality of teaching slow pupils' progress. There are areas for development in the extent to which teachers encourage pupils to learn a wider, deeper vocabulary and give opportunities for speaking and listening, and in leadership. Schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.
- Pupils' achievement is satisfactory, and their attainment is in line with expectations for pupils in Year 6. Where teaching is better, there is some good progress. Standards in reading are average by the end of Year 2 and Year 6.
- Teaching is satisfactory. There is an increasing number of good lessons where pupils' progress improves. Inconsistencies exist between teachers in how they use assessment information about pupils' progress to plan work that challenges pupils of different abilities, especially higher attainers, and in their review of lessons to clarify the next steps in learning. Similar inconsistencies exist in their continuous assessment of lessons and the use of consolidation periods to check on pupils' learning and to maintain challenge.
- The behaviour and safety of pupils are satisfactory. Pupils respond well in lessons.
- Leadership and management are satisfactory. Governors and the experienced headteacher are very committed to improvement and set challenging performance targets for teachers based on improving pupils' progress. The effective monitoring of teaching by a wide number of leaders has ensured that pupils benefit more consistently from better lessons. Similar progress has been made in improving attendance and reducing persistent absenteeism. Not all leaders have a sufficiently clear view of progress and attainment in their area of responsibility. Similarly, not all are adept enough at identifying benchmarks and success criteria in action planning against which success can be measured. The

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curriculum provides satisfactory opportunities to reinforce pupils' spiritual, moral, social and cultural development.

## What does the school need to do to improve further?

- Improve pupils' attainment and progress through eradicating the inconsistencies in teaching by ensuring that all teachers:
  - make full use of assessment information to plan work that challenges pupils of all abilities, particularly high attainers
  - carry out regular assessment during the lesson and include consolidation periods so that gaps in learning can be identified and appropriate action taken to ensure continuing challenge
  - review their lessons and clarify the next steps in pupils' learning.
  
- Raise attainment in writing through:
  - maximising opportunities to develop a richer vocabulary for pupils
  - providing more opportunities for pupils to write at length
  - building into lessons regular opportunities for pupils to discuss and give their views in more detail.
  
- Improve the skills of leaders and managers by:
  - ensuring that they all have a clearer view of the pupils' progress in their area of responsibility to identify more specifically strengths and areas for development
  - ensuring that in action planning they identify a clear starting point and success criteria against which progress and success can be measured.

## Main report

### Achievement of pupils

The very large majority of parents and carers who returned the questionnaire believe overall progress to be good. One parent echoed the views of others when writing, 'All my children enjoy going to school and are very happy there'. Inspectors judge that pupils make satisfactory progress, and this includes those pupils known to be eligible for free school meals.

On entry into Reception, children's skills and knowledge are just below those expected for their age. Aspects of literacy, such as associating sounds with letters and writing, are underdeveloped. This is especially the case for boys. Children identify the 'ee' sound and apply it to words, but the pace of some phonics sessions slows because too much time is spent on the mat. Children make satisfactory progress and attainment is broadly average by the time they enter Year 1. For many, writing remains challenging. The pupils who enter in Year 1 and remain in the school make better progress than the minority who join later. The improved teaching is bringing a more consistent pattern of better progress. Attainment is average by the

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end of Year 2, including in reading, and pupils in Year 6 are on track to attain average standards in English, including reading, and mathematics.

By Years 2 and 3, average readers use their knowledge of sounds and letters to break down difficult words and then blend the sounds together. They have good understanding of the books they read, but, for a minority, the allocated book is insufficiently challenging. By Year 6, pupils write in more complex sentences. One pupil wrote, 'She wore her yellow sun-bonnet (daffadowndilly) and curtsied up and down'. However, there is an insufficient level of rich vocabulary used by the older pupils in their extended writing, and opportunities to discuss and use such language are missed.

In mathematics, progress is satisfactory. Pupils' attitudes to learning are good and pupils concentrated well in a Year 1 lesson, where they were asked to count on to find the difference between two figures. In this numeracy lesson, they benefited well from a link to a text, 'Sir Bob the Useless', and responded positively and with enthusiasm when identifying how many spaces the hero needed to jump to capture the dragon. By Year 6, pupils apply themselves diligently when working out angles of different shapes and show pride in their work.

Pupils with a statement of special educational needs and those supported by school action plus do as well as their peers. Those at school action have not done as well, but the gap is closing. In the lessons observed there was no perceived difference in the learning and progress of these groups of pupils.

### **Quality of teaching**

Most parents and carers who returned the questionnaire believe teaching to be good. However, there are inconsistencies, for example in elements of writing, which result in pupils' progress slowing in terms of their use of a richer vocabulary. In the increasing number of better lessons, the use of modern technology and time targets helps ensure a good pace. For example, in a mathematics lesson for older pupils the interactive whiteboard was used well to set tasks involving percentages and ratios, and provided a timer against which pupils worked. Relationships in all lessons are very secure and this helps, as in a Year 2 key skills lesson on the use of prefixes, to ensure that pupils want to engage with the learning and are prepared to give their views. This was also seen in a Year 4 lesson in which pupils were eager to talk about graphs based around their Second World War literacy text. However, opportunities are lost to develop pupils' speaking and listening skills further by encouraging them to talk in more depth about their learning.

In more effective lessons, assessment information is well used to provide appropriately challenging work but, too often, the higher attainers are under challenged. The secure subject knowledge of teachers was demonstrated in an English lesson on poetry writing, where pupils benefited from good levels of support and challenge from the adults. This aided the teacher in assessing learning, as did the use of individual whiteboards. However, there are inconsistencies in the degree

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to which all teachers use consolidation periods to identify gaps in learning and to change direction to maintain the challenge. Similar inconsistencies exist in areas of the teaching of writing and in the rigour by which lessons are reviewed to ensure continuing and appropriate challenge.

Marking has improved since the last inspection and next steps for pupils are evident. Disabled pupils and those with special educational needs benefit from some good one-to-one support when teachers carefully outline the learning expectations for that lesson, but where this is inconsistent then the progress of these pupils slows. Teaching satisfactorily supports pupils' spiritual, moral, social and cultural development. For instance, pupils work well in groups, such as when working together to identify patterns in poems on which they can model their own contribution.

### **Behaviour and safety of pupils**

Pupils have a secure knowledge of what constitutes bullying and, through the visit from the police, they are made very aware of internet dangers and cyber bullying. A few pupils told of bullying but said that the school sorted it out when told about it; most problems are associated with lunchtimes where more emphasis is being put into play activities for pupils. In lessons, pupils are well behaved and have positive attitudes. Their spiritual, moral and social development is evident in the respect they demonstrate for each other when listening to others' views and in their charity work, for example with the local food bank. Behaviour over time is satisfactory. Most parents and carers who returned the questionnaire consider their children are safe and that behaviour is good in the school. The vast number of pupils who completed a questionnaire agreed that behaviour in lessons is good. A strength of the school is in the nurturing of those pupils in the Treasure Chest class, who have very specific behavioural, social and emotional difficulties. Through this arrangement, and good links with external agencies, the school is successful at lowering barriers to learning for pupils whose circumstances make them vulnerable.

### **Leadership and management**

A very detailed improvement plan has been developed by senior leaders emphasising high quality teaching and improving pupils' progress. This is effectively shared with staff. It has been reinforced by moves to distribute leadership responsibilities more widely and raise accountability amongst staff, particularly through meetings to discuss pupils' progress. These make a good contribution to ensuring equality of opportunity for all pupils. Through the curriculum and the school ethos, pupils and staff know that discrimination is not tolerated.

There is a good level of monitoring by leaders who regularly observe lessons and scrutinise work, the findings of which are then presented to the governing body. This has resulted in improvements such as the introduction of a new mathematics scheme which meets the needs of pupils to solve problems. In literacy, the use of Bug Club books has meant more pupils have access to opportunities to read. Whilst subject

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leaders have identified appropriate priorities for development, such as more opportunities for pupils to write, they have insufficient in-depth knowledge of pupils' progress across the school. Similarly, there are inconsistencies in the quality of action planning. At the whole-school level, data collection and analysis are efficiently carried out, are accessible to staff and allow for the quick identification of pupils in need of further support. Monitoring and self-evaluation are accurate, and lead to highly appropriate development priorities that are matched well to performance management targets and professional development. Mentoring and coaching are having a positive impact on improving teaching. The rate of pupils' progress is improving as a consequence of more effective teaching and this reflects the school's capacity to sustain further improvement. Senior leaders acknowledge that the pace of improvement needs to be even quicker.

The monitoring of the curriculum is regular and focuses on ensuring progression of skills across the school. Currently, opportunities are missed to develop specific writing skills, such as a richer vocabulary. However, there are some good examples of topics encouraging reading and writing. One parent wrote, 'My son's reading and writing have come on in leaps and bounds and he has loved the dinosaur and Titanic themes'. The curriculum is accessible to all groups. The pupils' spiritual, moral, social and cultural development is satisfactorily addressed, although opportunities for reflection in lessons are inadequate. Good social development takes place through the residential trips to the mainland.

The governing body monitors the school's work well. Close monitoring of the child protection register by governors, together with their commitment to and training in safe recruitment, contributes well to their knowledge of safeguarding. There is a detailed monitoring cycle. Consequently, governors know the school well and act as a critical friend. This is particularly evident in their responses to the reports they receive about the progress of different pupil groups.

## **The Early Years Foundation Stage delivered in the registered childcare provision**

Children's independence is well developed when the children are asked to self-register using photographs in Puddleducks. They make satisfactory progress in developing their skills and experiences across all areas of learning, although these remain below those expected for their age by the time they transfer to the Reception Year. The teaching of sounds and letters (phonics) is having a positive impact on children's reading and writing. In the pre-school, the children build their self-esteem well when asked to identify sounds such as laughing and crying. There are some examples of outstanding teaching where good, focused questioning challenges the children, for example when an adult grasped an opportunity to get the children to compare the sizes of fir cones. The extent to which the children are well cared for is demonstrated by the way they settle in school. They feel safe and work well around each other.

Leadership and management are satisfactory. Useful assessment systems are in

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place, to which parents make good contributions. The school is aware of the need, on occasions, for adults to continually assess the learning of the children more often during 'free play' sessions.

*These are the grades for the Early Years Foundation Stage of the registered childcare provision, inspected under sections 49 and 50 of the Childcare Act 2006*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage for the registered provision	3

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Floor standards	the national minimum expectation of attainment and progression measures.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**

24 May 2012

Dear Pupils



### **Inspection of Haylands Primary School, Ryde, PO33 3LJ**

You may remember our recent visit. You were eager to tell us about your school and we listened carefully to what you told us. We judge it to be a satisfactory school. This means it does some things well, but there are also things it can improve.

We liked the way that you are benefiting from more good lessons now, although teaching is satisfactory overall. We especially liked the way your teachers use the interactive whiteboard to involve you more. We also liked the way that you get along so well with the adults and this helps you enjoy your learning. We have asked your teachers to do three things to make lessons even better.

- Use the information they have about your progress to plan work that challenges you, including those who are more able.
- Take time during lessons to find out what you know or are uncertain about and then fill the gaps.
- Take the opportunity to review the lesson and identify the next steps in your learning.

You can help by telling your teachers when you are finding the work too easy or too hard. Your work shows us that you reach the standards expected of most pupils of your age. To improve your writing we have asked teachers to give you more opportunity to talk in more detail during lessons, to encourage you to use more 'wow' words and to write longer pieces of work.

You told us that you enjoy school and feel safe – good! Your improving attendance levels also show this. Well done! We especially liked the way you show respect for each other and the adults. You behave satisfactorily, although a few of you report some bullying. You told us that the school sorts this out when told about it.

Your headteacher and the other adults want to improve things even further. They have a clear idea about how to do this. We have asked them to ensure that all leaders have a clear idea about how well you are doing in your work and that they can measure the effect on your progress of any changes they introduce.

Thank you once again for your help and I wish you all the very best for the future

Yours sincerely

Michael Pye  
Lead inspector

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