

# Hayward's Primary School

## Inspection report

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<b>Unique reference number</b>	113069
<b>Local authority</b>	Devon
<b>Inspection number</b>	378637
<b>Inspection dates</b>	26–27 June 2012
<b>Lead inspector</b>	Martyn Groucutt

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>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	287
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	David Smith
<b>Headteacher</b>	Stephen Hitchcock
<b>Date of previous school inspection</b>	13 February 2008
<b>School address</b>	East Street Crediton Devon EX17 3AX
<b>Telephone number</b>	01363 772970
<b>Fax number</b>	01363 777731
<b>Email address</b>	office@haywards.devon.sch.uk

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<b>Age group</b>	4–11
<b>Inspection date(s)</b>	26–27 June 2012
<b>Inspection number</b>	378637



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## Introduction

Inspection team

Martyn Groucutt

Additional Inspector

Margaret Faull

Additional Inspector

Mark Anderson

Additional Inspector

This inspection was carried out with two days' notice. Eleven teachers were observed teaching a total of 21 lessons, amounting to ten and a half hours of inspection time. Meetings and discussions were held with senior leaders, representatives of the governing body, teachers, parents and groups of pupils. 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 pupils' work, schemes of work, curriculum planning, pupil progress data and a range of policies and procedures, including those for safeguarding. The inspection also took into account the views expressed in 149 questionnaires from parents and carers, as well as those from staff and pupils.

## Information about the school

The school is larger than the average-sized primary. The proportion of pupils known to be eligible for free school meals is broadly in line with the national average. A large majority of pupils are White British and the proportion from minority ethnic heritages is very low, as is the proportion of pupils who speak English as an additional language. The proportion of pupils supported by school action plus is above the national average, but is well above average for the proportion with a statement of special educational needs. The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress. The independent nursery on the school site was recently the subject of a separate inspection by Ofsted.

**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>2</b>
<b>Achievement of pupils</b>	<b>2</b>
<b>Quality of teaching</b>	<b>2</b>
<b>Behaviour and safety of pupils</b>	<b>1</b>
<b>Leadership and management</b>	<b>2</b>

## Key findings

- This is a good school. Its strong commitment to inclusion allows disabled pupils and those with special educational needs to make good, and sometimes outstanding, progress from their low starting points. It is not yet outstanding because more-able pupils are not always fully challenged to achieve their maximum potential.
- Most children enter Reception with skills and experiences well below those generally found in children of their age. Achievement is good because pupils make better progress from their starting points than that found nationally. By the time they leave at the end of Year 6, pupils reach the levels expected nationally in literacy and numeracy. The progress made by identified groups with additional needs is often even stronger as a result of effective extra support.
- The majority of teaching is good, with some that is outstanding, because it engages pupils so they really enjoy learning and make good progress. Where teaching is less effective, it is a result of lack of pace and challenge. The leadership of teaching, including the management of performance, is strong, supporting the needs of the school and the professional development of staff well.
- The school works hard to promote attendance, which is high. Pupils really enjoy their learning and respond positively, behaviour is outstanding and there is a positive rapport between everyone in the school community. Pupils say they feel very safe.
- The school is led and managed well and the developments of leadership roles and of governance have been key factors in the progress made by the school. Senior leaders' time, though, is sometimes limited, making it harder to maximise their effectiveness. The successful promotion of pupils' spiritual, moral, social and cultural development is reflected in outstanding displays around the school.

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

- Increase the proportion of pupils reaching the higher levels in both key stages by:
  - ensuring that all teachers promote strategies to extend the learning of the more able
  - extending the work of the Children with Additional Needs (CAN) team to work with more-able pupils to promote additional academic challenge and rigour
  - reviewing pupils' progress systematically to ensure that individualised programmes are effective in maximising their progress.
  
- Further develop the structure of the senior leadership team by ensuring that all members have sufficient time to carry out their roles and responsibilities

## Main report

### Achievement of pupils

On entry to Reception, children's skills are frequently well below those usually found, particularly in communication, language and literacy. Effective provision supports good progress, but attainment is still below average as children start in Year 1. By the end of Year 2, pupils reach the level expected nationally in reading but remain a little below average in mathematics and writing. Progress in reading is supported by intensive and effective support. In addition to class work, small groups and individuals work with well-trained teaching assistants to develop their understanding of letters and sounds and how they combine to form words. By the end of Year 6, pupils are at the national average in literacy and numeracy, with their achievement above that predicted from their Key Stage 1 outcomes. By Year 6, pupils read fluently, at a standard similar to that expected nationally. Many parents and carers commented positively on how effectively the school is helping their children make good progress. Written work is generally well presented, in line with the school's clear policy, and reflects this good progress. Attainment is rising at a faster rate than nationally and shows sustained progress since the last inspection, despite differences in the abilities of different cohorts. Opportunities are sought to promote literacy and numeracy skills across the curriculum. For example, in an information and communication technology lesson, a Year 1 class extended and then uploaded sentences they had written in English as a way of learning how to save work on line.

The school is justifiably proud of its success with disabled pupils or those with special educational needs, who constitute a far higher proportion of the school population than is usual. Their progress is tracked carefully, together with that of pupils who are eligible for free school meals and other identified groups, showing that carefully-targeted support enables them to make better progress than the general school population, so narrowing the attainment gap. Over the last year, the creation of the specialist CAN team has been pivotal in supporting these identified needs. However,

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while the school has focused so successfully on raising the attainment of its lowest achievers it has been less successful in maximising the outcomes for the most-able pupils and so far, the CAN team has not made any input into supporting this group.

### **Quality of teaching**

Parents and carers are also positive about the quality of teaching, with some comments acknowledging the close correlation between teaching and the rising standards. One wrote, 'My child has struggled with reading but his teacher has worked really hard to help him so he is now making good progress.' Pupils like their teachers and get on well with them. Teachers are enthusiastic, show good subject knowledge and positive empathy with the pupils. The teaching of reading and literacy has been a strong focus, given a high profile by the specialist librarian and supporting learning across the curriculum. Curriculum planning focuses on engaging pupils in learning and extending their knowledge. The best lessons are marked by good pace, challenge and questioning, to which pupils respond positively, as seen in the majority of lessons. For example, in a Year 6 mathematics lesson, pupils were enthusiastically trying to work out the most cost-effective way of travelling around the world, building in a variety of variables which had to be costed. Information and communication technology is frequently exciting, reflected in pupils' and teachers' enthusiastic 'blogging' on the school's website.

Teaching often helps pupils consider the wider application of their learning. For example, the Forest School brings learning to life through practical activities, while teachers provide opportunities to consider spiritual, moral, social and cultural aspects of learning in subjects like art. The best lessons support learning for all, including disabled pupils and those with special educational needs who make good progress. However, where teaching is not so effective, the pace and rigour usually seen are missing. Sometimes, this results in a lack of challenge, especially for the more able. The large number of clubs and activities are supported enthusiastically. The school is generally an exciting learning community where all adults work together extremely well to support effective teaching and learning. Another notable feature is the engagement with parents that helps them support their children's learning, such as the highly successful 'Bring Your Dad to School Day', and with other professionals to support the wider needs of families so that children are in the best position to learn.

The school's assessment policy is implemented effectively, including opportunities for peer- and self-assessment, which helps pupils understand how to improve their work. The best practice also allows time for them to make corrections or improve their work. Teachers use their assessments to plan the 'next steps' and use them alongside the school's data on pupils' progress to set tasks well suited to most individual needs, but not sufficiently to challenge the most able.

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

The promotion of positive attitudes is vital because so many pupils display challenging behaviour when they arrive. It is the biggest single issue in pupils'

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statements of special educational needs, yet behaviour is transformed during their time at the school. Most pupils feel that behaviour is good. A small minority of parents and carers expressed concern about disruption, but others put this into context. One writing, 'Our child only recently moved to Hayward's, it is a far better school for behaviour and support.' The inspection found a happy school where behaviour is generally exemplary and those whose behaviour could be challenging supported by the consistently-applied behaviour policy to develop radically-changed attitudes. Because the needs of those who enter with challenging behaviour are met so effectively, the school has become a place where learning is the norm. As they get older, pupils show increasingly mature attitudes, reflecting care and consideration for others. Several who came with behavioural problems are now school leaders. No disruptive behaviour was seen in class and on the odd occasion when pupils became fidgety the cause was weaker teaching. An on-line behaviour log records any incidents that occur, however small, which is analysed weekly by the effective behaviour support team. The log shows a major decline in occurrence and severity of incidents. Positive attitudes have been supported by the recent appointment of a pastoral leader and the development of a policy based on rewards and sanctions which pupils know, understand and support.

Pupils enjoy school and attendance is higher than average. Where attendance or punctuality is an issue, the school works very closely with families to stress the importance of education. Pupils feel very safe, and in their questionnaire returns the overwhelming majority of parents and carers agree that this is the case. Pupils also show a good awareness of what constitutes bullying, including cyber bullying or bullying based on prejudice. They say that incidents are very rare but if they occur they are dealt with very effectively and followed up to ensure they have been resolved.

### **Leadership and management**

The headteacher is implementing an ambitious vision for the school, well supported by the leadership team in setting increasingly high standards. This has improved teaching and learning, the management of behaviour and the creation of a safe environment. There are strong links with parents and carers, who show overwhelming support, with one writing, 'The headteacher has changed the whole atmosphere – he passionately wants everyone to succeed. Doing your best is encouraged all the time.' Sustained improvement, rising standards and effective self-evaluation, which lead to priorities for improvement, are all pointers to a strong capacity to sustain improvement.

Staff show overwhelming support for the changes that have been introduced. This includes robust systems for the classroom monitoring and the management of teaching, linking to systems for performance management and professional development. On his arrival two years ago, the headteacher found little time allocated for the deputy headteacher and other leaders to carry out their roles. He has sought to address this, but they still have less management time than is usually found in a school of this size. To a degree, this affects their effectiveness, despite

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their extraordinary commitment. The governing body are effective because they have full access to all the school's data and have close links with curriculum leaders and teachers, including a regular programme of visits to classrooms. This enables governors to play a positive role in driving improvement. They also carry out their statutory duties well, especially relating to safeguarding and child protection, seeing effective training as a high priority. This also includes a positive commitment to promoting equality and tackling discrimination.

The curriculum is well planned and structured, with opportunities to use literacy and numeracy across subjects and through a thematic approach, although not always maximising opportunities for stretching the more able. Excellent assemblies reflect a strong commitment to promoting pupils' spiritual, moral, social and cultural development, as do the stimulating displays found around the school.

## 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.**



28 June 2012

Dear Pupils

### **Inspection of Hayward's Primary School, Crediton EX17 3AX**

I am writing to thank you for the very warm welcome you gave the inspection team during the school's recent inspection. I would especially like to thank those of you who spoke to us or filled in a questionnaire. We have taken your views into account in making our judgements. We think that you go to a good school.

Although some of you found work quite hard when you started at Hayward's, many of you make good progress. By the time you leave, your attainment is broadly average. As many of you started well below the level that might be expected, this shows you are doing well. Some of you found good behaviour a real challenge when you first started, but the school is excellent at helping you change your attitudes and become positive learners. A number of you also have extra help with your work, which helps you to improve. For example, those of you who are supported by the CAN team make faster progress than those who do not get any extra help. These are really positive things and reflect the hard work of the staff in helping you do your best. It is clear that the staff really want you to do well and, in return, you get on very well with them. However, one area where we asked the school to do better is to improve the achievement of those of you who find the work rather easy, because we think you could make faster progress.

The headteacher and the other school leaders work hard to improve the school and many of you and your parents and carers told us they appreciate this. However, those who help your headteacher to run the school do not get enough time to undertake their extra responsibilities. Again, we have told the school this is something that needs to be changed as soon as possible so you can get the very best support.

For your part, if you continue to do your very best and make sure you enjoy your learning, the school will remain a happy place. We will have many happy memories of our visit.

Yours sincerely

Martyn Groucutt  
Lead inspector

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