

Haylands Primary School

Bettesworth Road, Ryde, Isle of Wight, PO33 3HA

Inspection dates

8–9 July 2014

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Inadequate	4
Achievement of pupils		Inadequate	4
Quality of teaching		Inadequate	4
Behaviour and safety of pupils		Requires improvement	3
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that has serious weaknesses.

- Pupils' achievement and progress in reading, writing and mathematics is inadequate. Their attainment is not high enough. Too few pupils attain above average standards in writing and mathematics.
- Pupils are not skilled in writing at length and their spelling, grammar and punctuation are weak. Pupils' ability to use their mathematical skills confidently in different situations is underdeveloped. Pupils' ability to understand what they read is weak.
- The quality of teaching varies considerably across the school and is inadequate overall. There is a legacy of slow learning across different classes. The work set for the most able pupils is often too easy.
- Teaching does not always engage pupils. When this happens pupils do not behave well. Pupils are not confident learners because advice from teachers on how to improve their work has been limited in the past. Teaching assistants do not contribute well enough to pupils' learning when working in classes.
- Since the previous inspection, leaders and governors have not been effective in ensuring all pupils achieve well over time. Teaching was not being checked by leaders in terms of its impact on pupils' learning. Significant underperformance was not addressed.
- Leaders in charge of subjects are not sufficiently involved in improving teaching in their areas of responsibility. Governors do not hold these leaders to account well enough.

The school has the following strengths:

- The interim headteacher, governors and other senior leaders have driven forward improvement quickly in recent times. As a result, the school is securely placed to improve further.
- Rigorous, comprehensive and regular monitoring of the school's work ensures current improvement planning is accurately targeting weaknesses, including in teaching.
- Activities to help disabled pupils, those with special educational needs and pupils in receipt of additional funding to catch up with others, are beginning to be effective.
- Children in Reception made good progress this year and their attainment has risen well.
- Pupils are well cared for and feel safe in school. They enjoy learning. Attendance levels are above average.

Information about this inspection

- Inspectors visited 17 lessons, two of which were joint observations with senior leaders. In addition, the inspection team made a number of other short visits to activities to support pupils at risk of underachieving. They heard a sample of pupils read and visited the breakfast club. Together with senior staff they scrutinised a sample of pupils' written work and looked at pupils' work in books during lesson visits.
- Meetings were held with groups of pupils, members of the governing body and staff, including senior and middle managers. Inspectors held a conversation with a representative of the local authority.
- Inspectors took account of the 53 responses to the online questionnaire, Parent View, and spoke to a small number of parents and carers bringing their children to school.
- Responses from the 20 staff questionnaires were analysed.
- Inspectors observed the school's work and scrutinised a number of documents, including the school's records on current pupils' progress, behaviour and attendance. Documents relating to planning and monitoring and safeguarding were also looked at.

Inspection team

Diane Wilkinson, Lead inspector

Additional Inspector

Victor Chaffey

Additional Inspector

Una Stevens

Additional Inspector

Full report

In accordance with the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires significant improvement, because it is performing significantly less well than it might in all the circumstances reasonably be expected to perform.

Information about this school

- Haylands is a larger than average-sized primary school, with two classes in each year group.
- The proportions of pupils with special educational needs supported by school action and by school action plus or a statement of special educational needs are above the national average.
- The proportion of pupils from minority ethnic backgrounds, including those who speak English as an additional language, is below average.
- The proportion of pupils supported by the pupil premium is above average. This additional government funding is to provide extra support for pupils known to be eligible for free school meals and for children who are looked after.
- The school runs breakfast and after-school clubs which were also inspected.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- There has been a change of headteacher since the previous inspection. Since February 2014, the school has been led by two successive interim headteachers. The current interim headteacher is also the headteacher of another Isle of Wight primary school. A new headteacher has been appointed for January 2015.
- The school receives support from leaders and staff from a number of other schools.

What does the school need to do to improve further?

- Ensure that, throughout the school, teaching is always good or better by:
 - consistently planning tasks that help pupils make good progress, particularly the most able
 - providing activities which engage pupils' interest, make suitable demands of them and motivate them to behave well
 - developing pupils' confidence to respond to questions and explain their answers
 - increasing the subject expertise of staff, especially in English and mathematics
 - improving the effectiveness of teaching assistants in supporting learning when in classes.
- Raise pupils' achievement by ensuring that they:
 - consistently spell accurately and use the correct grammar and punctuation when constructing sentences
 - develop effective skills for planning and writing extended pieces of work, including in subjects other than English
 - develop their ability to apply mathematics skills well in different situations, including when solving problems
 - are able to understand what they are reading, including being able to identify the plot or characters through clues in a fictional text.
- Increase the impact of leaders on the school's performance by ensuring that:
 - leaders in charge of subjects play a full part in checking and improving the quality of teaching

- and pupils' progress in their areas of responsibility
- governors develop their skills fully to hold all school leaders to account for the impact of their work.

An external review of governance should be undertaken to assess how this aspect of leadership and governance may be improved.

Inspection judgements

The achievement of pupils is inadequate

- Achievement is inadequate because, for too long, pupils did not make sufficient progress. Staff did not have high enough expectations of what they could do. Work was too easy and pupils became bored, unwilling to commit to working as well as they should.
- As a result, attainment declined and is still not high enough. Attainment in Year 6 has remained below average for the last three years. In Year 2, the decline has been halted, although attainment is still below average. Improvements in the Reception classes have ensured children made good progress this year and overall, they are well-prepared for learning in Year 1.
- In other year groups, despite recent rapid improvement, a legacy of underachievement remains. Previously, too few pupils made fast enough progress. This remains the case in writing and mathematics.
- In writing, weak grammar, spelling and punctuation skills mar pupils' work. Pupils' vocabulary has improved. Year 6 pupils are still not confident in planning and writing, for example, a well-constructed story or persuasive letter, without adult help.
- In mathematics, pupils are unsure how to apply their improved calculation skills for different purposes. This includes when working with measures or solving mathematical problems; this limits their achievement.
- In reading, the effective promotion of phonics skills (the sounds letters make) has raised the proportion of pupils reaching the standards expected. Results in the most recent Year 1 phonics screening check are better than in the previous two years. However, attainment in reading, remains below average by Years 2 and 6 because pupils' ability to understand what they read and infer the meaning is weak.
- The underachievement of the most able pupils remains a significant weakness. This is because they have not been challenged well enough in the past. In some classes currently, they do not achieve well enough. Few pupils reach above average standards in national tests. The most able pupils are not prepared as well as they should be for the next stage of their education.
- The very few pupils from different ethnic backgrounds, including those who speak English as an additional language, achieve broadly in line with their peers.
- The progress of disabled pupils, those with special educational needs and those in receipt of additional funding has begun to improve. This is due to the successful additional programmes now in place to help these pupils catch up. Based on unvalidated results from the 2014 national tests, Year 6 pupils supported by additional funding have closed the attainment gap with their peers in mathematics, but are still a term and a half behind their peers in English.
- The allocation of additional funding to increase well-being and participation in sport through specialist teaching has not been effective. School leaders are taking effective action to address this, and next year will provide a comprehensive programme to increase pupils' attainment in physical education, especially in competitive sport.

The quality of teaching

is inadequate

- Teaching is inadequate because pupils have, over time, not progressed quickly enough. Recent improvements in teaching have not yet made up for slow progress in the past. There are still gaps in pupils' skills and knowledge that limit their achievement. Pupils cannot read, write or apply mathematics skills as well as they should.
- There is too wide a range of teaching quality in the school, with too little good or better. Some teachers' subject knowledge, especially in English and mathematics, is weak. The school does not promote equality of opportunity well because pupils' achievement is too variable.
- Recently improved strategies to accelerate learning are not yet consistently applied in all classes. The level of challenge is still much too inconsistent. Too often, activities do not encourage the most able pupils to achieve as well as they should, limiting their attainment.
- In some classes too little is done to engage pupils in their learning. Most teachers check pupils' understanding adequately. However, too many teaching assistants fail to challenge pupils sufficiently or make enough demands upon them when they are working in classes. The contribution made by teaching assistants when supporting extra activities for specific groups,

such as those supported by additional funding, is more effective.

- The advice given to pupils through marking has improved because of the effective marking system now in place. It clearly identifies how well pupils have achieved and how to improve. Not all teachers check whether pupils have followed this advice by showing improvement in their work. In some cases, the repetition of errors is not being addressed.
- Teaching in the Reception classes is a strength of the school. Teachers and other staff support and encourage children well. As a result, they quickly make secure gains in their learning.

The behaviour and safety of pupils

require improvement

- The behaviour of pupils requires improvement. This is because in lessons, pupils do not always work hard enough. Pupils who spoke to inspectors said they enjoyed school, but not all staff capitalise well on this. Low expectations of what pupils can do or the amount of work they should produce result in pupils losing concentration, and in some misbehaviour, which slows learning.
- Some pupils do not easily adapt their skills and knowledge for new tasks, test ideas out or take risks in their learning. Too many pupils let others answer questions, explain answers or demonstrate how to approach a task, because they lack confidence.
- Around the school, in assemblies and at playtimes the majority of pupils conduct themselves in a sensible way. Most are polite and helpful to adults and each other.
- The recently reconstituted nurture group helps improve the behaviour of pupils who find good behaviour difficult, so that their behaviour is getting better.
- The school's work to keep pupils safe and secure is good. Pupils feel safe and happy in school. A more positive learning ethos this year than in the past has raised attendance rapidly. Levels are now above average and persistent absence has significantly decreased.
- School records indicate that bullying in any form does not happen very often and pupils report that, when it does, it is dealt with swiftly and successfully. This clearly demonstrates the school's effective commitment to preventing discrimination and fostering good relationships.
- Pupils are well informed about ways in which to help keep themselves safe, including when using the internet and social media.

The leadership and management

require improvement

- In the past, leaders and governors have not tackled emerging weaknesses quickly enough. In particular they have not successfully addressed all of the weaknesses in teaching that caused underachievement. This is largely because leaders did not focus sufficiently on the impact of teaching on pupils' learning, nor hold staff to account for this. Support for teachers' professional development was poor.
- Systems for checking the school's work were not rigorous enough. They did not identify the root cause of declining progress, therefore specific weaknesses in the teaching of English and mathematics were not effectively identified. Instead, the curriculum and resources to support learning were frequently changed and staff felt overwhelmed by the continual adjustments.
- Leaders of subjects (middle leaders) are not fully involved in checking the quality of teaching. As a result, they do not play a strong part in securing rapid improvement to teaching standards and pupils' achievement in their area of responsibility.
- In the past, governors have not held the school to account well enough. They were slow to act in halting the declining achievement. Formal systems for managing the performance of teachers did not help bring about improvement quickly enough.
- Under the interim headteacher, the declining picture is being rapidly turned around. Her ability to get the best out of staff is evident in the effective way other senior leaders now carry out their roles. They support the drive for improvement well, especially in their leadership of assessment and special educational needs.

- Current systems for checking the school's work are rigorous, regular and comprehensive. The school's self-evaluation is accurate and planned actions for raising achievement are increasingly effective. Pupils' achievement is improving rapidly, although this has not yet had time to raise attainment for all.
- Over a short time, teaching quality has improved rapidly. Stronger elements of teaching are apparent, although not yet consistently in all classes.
- Despite the hard work that still faces them, there is a shared sense of purpose among staff and governors and a determination to tackle remaining weaknesses. The signs of improvement already appearing are the result of their commitment and good teamwork. They demonstrate the school's capacity to improve.
- The curriculum is largely fit for purpose, although the weaker teaching skills of some staff limit its effectiveness. The new programme for phonics teaching is beginning to show signs of effectiveness, accelerating pupils' progress in this aspect especially well.
- Pupils' moral and social development is supported well. Spiritual development is fostered through opportunities for reflection. Pupils respect pupils from different backgrounds, although their knowledge of cultural diversity is limited.
- Safeguarding arrangements fully meet requirements, including in child protection procedures and the vetting of staff. Pupils are well cared for, including in the breakfast and after-school clubs.
- The majority of parents and carers are supportive of the school's work. However, a significant minority expressed concerns, mainly related to the many recent changes, although they are appreciative of current leadership. Being aware of this, the governing body has sensibly arranged a period of phased handover to the new headteacher appointed for January 2015.
- The local authority provided a high level of support for the school this year, for example in curriculum development. It is working closely with governors and senior leaders to help it to improve quickly.
- **The governance of the school:**
 - In the past, the governing body lacked a secure understanding of how well the school was doing. The governing body has recently reorganised in order to provide better challenge and support for the school. It shows strong commitment to do so. Governors' evaluation of monitoring evidence makes sure they are well informed, including about teaching quality and pupils' achievement. This information is used now to determine the pay progression of teachers. Governors are developing confidence in asking challenging questions of leaders and helping to bring about improvement, but they do not sufficiently hold middle leaders to account for ensuring rapid improvement. Governors are strongly committed to fulfilling their statutory duties, as is evident in the rigour with which they follow up any safeguarding concern raised. They monitor the use of additional funding well, and the pupil premium is allocated to ensure pupils receive high-quality teaching in their additional support sessions.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	118168
Local authority	Hampshire and the Isle of Wight
Inspection number	431021

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 of pupils on the school roll	411
Appropriate authority	The governing body
Chair	Alan Truckel
Interim Headteacher	Katherine Marshall
Date of previous school inspection	22–23 May 2012
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