

Hayward's Primary School

Inspection report

Unique Reference Number	113069
Local Authority	Devon
Inspection number	311094
Inspection dates	12–13 February 2008
Reporting inspector	Martin Kerly

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 on roll	
School	269
Appropriate authority	The governing body
Chair	Jonathan Porter
Headteacher	Neil Livesey
Date of previous school inspection	9 February 2004
School address	East Street CREDITON EX17 3AX
Telephone number	01363 772970
Fax number	01363 777731

Age group	4-11
Inspection dates	12–13 February 2008
Inspection number	311094

© Crown copyright 2008

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

This is a larger than average primary school. Almost all the pupils live in the residential area surrounding the school. Whilst they come from a mix of backgrounds, many are from socio-economically disadvantaged families. A very large majority of pupils are White British and very few speak English as an additional language. Their attainment on entry is significantly below that expected of children of this age. The proportion of pupils with learning difficulties and/or disabilities is almost twice the national average. The number of pupils varies in each year group. Some year groups are split between two classes and some classes contain pupils from two years. A new headteacher took up his post in September 2006.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This good school serves its community well. It is improving rapidly in many aspects and has a few significant features that are outstanding. Pupils are exceptionally positive about the school and enjoy it enormously. Outstanding care, guidance and support by the whole staff team contribute to the good personal development and well-being of pupils, including those who are most vulnerable and those with complex problems. There have been dramatic improvements in behaviour, which is now good. The headteacher is an outstanding leader and manager. The other leaders and governors support him effectively, providing good overall leadership and management. Together they ensure a balanced approach to pupils' individual personal development and academic achievement. Parents recognise this. One of the relatively few who replied to the inspectors' questionnaire wrote, 'Since the appointment of the headteacher the school has gone from strength to strength.' Another parent commented on the staff as follows, 'They give their heart and soul to our children and treat them all fairly and individually.' The progress made by pupils is good, having accelerated significantly since September 2006. Pupils' achievement is now good. The exceptionally effective systems for checking the work of the school provide very accurate information about its performance and this is used skilfully to plan for further improvements. This has enabled the school to make good progress since the last inspection and excellent progress over the last two years. The school is exceptionally well placed to improve further.

Children in the Foundation Stage get off to a good start. However, the outdoor areas are not fully developed and this limits the range of activities and the opportunities to play independently in and out of doors. Pupils of all abilities in Years 1 to 6 make good progress and a few make exceptional progress. They are taught well and respond to the stimulating lessons and many special events offered by the broad curriculum, for example, the visit to the London Tate art gallery. Teachers use the skilled assistants very well and take full advantage of the extensive accommodation. Almost all pupils are narrowing the gap created by some underachievement in the past and their low starting points. Nevertheless, by the end of Year 6 standards in mathematics and English, particularly in writing, remain below average. Despite stimulating opportunities provided by the school, many of the pupils with learning difficulties and/or disabilities, and a few others, have weak speaking and listening skills. This hinders their ability to talk through ideas and develop their writing and their problem solving in mathematics. Pupils in Years 5 and 6 are on track to attain their challenging targets set using the school's excellent systems for tracking pupils' progress.

The school works hard to involve parents in encouraging and supporting their children's learning and raising their aspirations. Relatively few parents feel able to take full advantage of the opportunities offered to help them support their children's learning and boost their children's aspirations and life chances.

Effectiveness of the Foundation Stage

Grade: 2

Provision is good. Teachers and their assistants work effectively as a team across the unit. Careful induction arrangements, including home visits, and supportive routines enable the children to settle quickly. On entry, many have limited skills in personal, social and emotional development and in language. Children quickly begin to learn and achieve well in all six areas of learning, although standards remain below the national average at the end of the year with

only a third attaining standards expected in language and mathematical development. The school is awaiting approval for plans to provide an all-weather canopy but in the meantime, the outdoor area offers limited experiences and opportunities to extend the children's curiosity and enable them to learn through play in all areas of learning.

What the school should do to improve further

- Strengthen pupils' speaking and listening skills in order to help raise standards in writing and mathematics.
- Identify ways to encourage more parents to become fully involved in their children's learning.
- Extend the range of equipment and opportunities for children to learn independently through play in the outdoor area in the Foundation Stage.

Achievement and standards

Grade: 2

Achievement has improved following a period when many pupils did not make enough progress. Standards are rising but remain below the national average especially in writing and mathematics. Standards in science, in the use of computers and in art and design are higher, and are in line with national expectations. Pupils' weaker oracy skills make it difficult for them to express their ideas, think about what to write or talk through how to solve a problem in mathematics.

Several factors have led to the rapid increase in the rate of progress by pupils of all abilities. They include the significant improvement in pupils' behaviour, much better information from assessing pupils' progress and making sure pupils are clear about the next steps in their learning. Progress in all year groups is good, being particularly strong in reading. The large proportion of pupils with learning difficulties and/or disabilities respond well to the extensive additional support received and some of these, along with most of those who were previously underachieving, made almost twice the rate of progress in the last year than in the one before. The targets for those in Year 5, if attained, would place the school amongst the highest achieving schools in similar contexts in the country.

Personal development and well-being

Grade: 2

Pupils' spiritual, moral, social and cultural development is good. They learn to become thoughtful about the needs of others and are aware of the cultural diversity of Britain and the world beyond. A clear example of this is the very sensitive way older pupils operate as 'reading buddies' for younger pupils, writing comments and offering them stickers as rewards. This is also a good example of the many ways pupils are encouraged to take on responsibilities within the school and wider community, which they do well. Pupils have an exceptionally keen awareness of the importance of healthy lifestyles including a healthy diet and taking exercise. The school has received the Healthy School and Active Mark awards in recognition of its work in these areas. Pupils feel safe in school, know how to look after themselves and feel comfortable that there is someone they can turn to in school if they have a problem. Although pupils enjoy school greatly, their attendance is only average and a small minority are not always punctual. The school monitors this closely and works resolutely with parents and other professionals to improve it. Some pupils lack the skills needed to solve problems or work collaboratively with others, but overall pupils are gaining a satisfactory level of skills needed for the next stage of their education and adult life.

Quality of provision

Teaching and learning

Grade: 2

Teachers manage pupils' behaviour very well, enabling a clear focus on learning to be established. In nearly all lessons, pupils find their work interesting and relevant particularly when there are connections between lessons or they are given practical tasks. An example of this was seen when pupils were learning to make notes in English while watching a drama set in the Second World War, from their history topic, having previously tasted a 'ration cake'. Pupils receive lots of help to think about ways of learning and how to approach their work. An example of this is the introduction of 'learning tool boxes', for which the school has received recognition in the form of a Leading Aspect award. The large team of skilled teaching assistants is deployed effectively. Assistants often work with an individual pupil or small group, and make good use of the additional rooms and central areas outside classrooms. This targeted support enables those pupils with learning difficulties and/or disabilities to learn within a supportive environment and gain confidence. In a few lessons, a minority of pupils are passive and avoid having to contribute. Teachers assess their pupils' learning regularly and use the information well to match work to different pupils' needs. Teachers mark pupils' work very carefully, particularly in mathematics and English. They make sure pupils are clear about the next steps to take in their learning and how to improve.

Curriculum and other activities

Grade: 2

The school successfully fulfils its aim of providing a 'rich, diverse, relevant and differentiated' curriculum. It is enriched by a wide range of clubs and other activities including residential trips in Years 4 and 6. The school is developing some innovative approaches and these help to inspire pupils and raise their horizons. The curriculum is adapted well to meet pupils' interests and the needs of those with learning difficulties and/or disabilities as well as the gifted and talented. Many practical experiences are included to motivate pupils. Frequent creative weeks or special days give them a taste of world cultures, using art or drama, for example an Africa week or cooking local foods. The award of the Arts Mark has recognised this good provision and the school makes good use of the designated art and design suite as well as the many computers around the school. Imaginative materials and special events are used effectively to promote pupils' personal, social and emotional development.

Care, guidance and support

Grade: 1

The leadership team ensures the statutory procedures designed to safeguard pupils are rigorously implemented. All members of staff are very committed to the care and support of individuals. They undergo special training, sometimes in their own time, to enable them to meet the needs of specific pupils with disabilities or complex needs. The headteacher, supported by the chair of governors, deals robustly with the occasional incidents of unacceptable behaviour. The provision for pupils with learning difficulties and/or disabilities is very well managed and the school is extremely determined and successful in its recruitment of external expertise to support specific pupils. Pupils receive frequent and helpful academic guidance and the target setting process is excellent. There are very sensitive induction procedures and exceptionally detailed

discussions about every child's emotional as well as academic needs when dividing year groups at the beginning of the school year.

Leadership and management

Grade: 2

The headteacher is highly effective in promoting the school's aim of 'Looking further...aiming higher'. He has a clear vision for pupils, high expectations of all and exceptionally effective ways of running the school. He quickly gained an accurate view of the school and involved the other leaders in establishing robust procedures for checking performance. There is a culture of continuous improvement, which is not just a paper exercise but a tangible desire to improve opportunities for pupils. The leadership team take on significant roles and other members of staff are involved in producing the well structured improvement plan with priorities identified from the monitoring cycle. The school recognises it has had only a limited impact to date in involving parents more in their children's learning, and there is further to go in raising standards. The system for tracking pupils' progress is exemplary and the information it conveys is used well by class teachers, and by subject leaders and the leadership team to review trends and decide how best to deploy staff. Governors have a clear understanding of their role, are involved in strategic decision-making and are increasingly proactive in holding the school to account.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
---	----------------

Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	1
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	1

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	2
How well learners enjoy their education	1
The attendance of learners	3
The behaviour of learners	2
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?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	1

¹ 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

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
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

15 February 2008

Dear Children

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

Thank you for making us feel so welcome when we visited your school. We enjoyed talking to you and seeing some of your work. We can understand why you love being at your school and we are pleased to say that you are right to tell us that it is a good school. Here are some of the highlights we found.

- You behave well, much better than a little while ago, and you are clear about the school rules and why you need them.
- Many of you take on important jobs around the school, such as being a 'reading buddy' and are very helpful.
- You are experts about the importance of eating healthy food and taking exercise.
- You work hard in lessons and make good progress.
- Your teachers plan very interesting lessons and lots of special events and activities, such as Radio 7, a trip to London and Africa week.
- Everyone who works in the school is brilliant at taking good care of you and helping you when you are upset or if you have a problem.
- Your headteacher has helped all the staff find ways to improve the school and it is getting better and better.

We asked the headteacher, staff and governors to work together on three things.

- Help you improve your writing and mathematics by getting better at talking about what you want to write and how to do your mathematics.
- Think of ways to involve your parents so they can help you more with your learning (perhaps you can help with ideas about this).
- Develop the area outside the Reception classes so there are more interesting things for the youngest children to play with and explore.

We feel sure you will continue to do well in lessons and enjoy all the things in your school.

Yours sincerely

Martin Kerly Lead inspector