

# Haytor View Community Primary School

Queensway, Newton Abbot, Devon TQ12 4BD

**Inspection dates** 4–5 October 2012

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Senior managers have successfully improved teaching and achievement since the previous inspection. Fully supported by all staff, leaders sustain a determined ability to continue this into the future.
- Assisted by high quality care tailored to each individual's needs, pupils and their parents are welcomed into a vibrant school which raises aspirations and expectations of what pupils can achieve.
- As a result, the school has earned the respect of the community it serves, as seen in the pupils' above average attendance and their evident enjoyment of school.
- Staff care for pupils very well and value their efforts. In response, the pupils' positive attitudes to learning and good behaviour underpin good achievement.
- Senior leaders, including members of the governing body, rigorously monitor provision and encourage staff to reflect on how they can improve pupils' learning further.
- Consequently, teaching is good with some especially strong features, notably in the Nursery and in upper Key Stage 2, where pupils are enabled to think for themselves about how to achieve their targets.

### It is not yet an outstanding school because

- The development of pupils' reading skills in Reception and Key Stage 1, though improving, is not yet as strong as it is in Key Stage 2.
- The level of challenge presented to the pupils in Reception and Key Stage 1 does not always extend their writing and number skills quickly enough.

## Information about this inspection

- Inspectors visited 16 lessons and made a number of other shorter visits to lessons. Inspectors were accompanied by senior leaders during half of these observations.
- The inspection team observed morning playtime and lunch breaks and also attended two assemblies.
- Meetings were held with pupil members of the school council, and many other pupils were spoken to during lessons and breaktimes. Inspectors also met with governors and spoke informally with a number of parents as they brought their children to school.
- Inspectors also held meetings with school staff, including senior and middle managers.
- They also consulted the on-line questionnaire (Parent View) in planning and undertaking the inspection. The inspection team also examined 22 staff questionnaires and consulted the school's own surveys of parents' views gathered earlier in the year.
- Inspectors observed the school's work, and looked at a number of documents, including the school's own data of pupils' progress, planning and monitoring documentation, records relating to behaviour and attendance, and documents relating to safeguarding.

## Inspection team

Alex Baxter, Lead inspector	Additional Inspector
Joanna Peach	Additional Inspector

## Full report

### Information about this school

- This school is below average in size.
- Most pupils attending the school are of White British heritage and few pupils speak English as an additional language.
- The proportion of pupils joining or leaving the school at other than the normal times is above average.
- An above average proportion of pupils are eligible for free school meals.
- The proportion of pupils with special educational needs supported by school action is above average. The proportion supported by school action plus or with a statement of special educational needs is also above the national average. The pupils' needs relate mainly to speech and language difficulties.
- The proportion of pupils supported by pupil premium is above average.
- Children in the Early Years Foundation Stage are taught in a Nursery/Reception class and in a Reception/Year 1 class. All other classes through the school are mixed age classes.
- The school works in partnership with a separately funded children's centre that jointly shares some of the school's facilities; as it is managed independently, it was not part of this inspection.
- The school meets the government's current floor standards, which set out the minimum expectations for pupils' attainment and progress.

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

- Strengthen pupils' achievement in Reception and Key Stage 1 classes by:
  - extending their understanding and knowledge of the links between letters and sounds, so as to improve their reading skills
  - increasing the level of challenge presented to the pupils in order to raise their basic literacy and numeracy skills.

## Inspection judgements

### The achievement of pupils is good

- Children typically join the Nursery and Reception classes with a range of skills that are well below those expected for their age, especially in communication and social and emotional development.
- As a result of supportive collaboration with the children's centre and significantly improving links with parents, children's self-confidence and attitudes to learning are showing a positive trend of improvement. In turn, these are underpinning children's personal aspirations and good progress.
- Pupils generally continue to learn well through Reception and into Years 1 and 2, especially in extending their speaking and listening and personal and social skills. However, given their low starting points, basic literacy and numeracy skills, especially pupils' skills in blending letter sounds to make and read words (phonics), are still below average on entry to Year 3.
- Even so, pupils continue to make good and increasingly better progress, including in reading, through the rest of the school. This is because teachers build on the pupils' well-developed and positive attitudes to learning and empower them to reflect on and take increasing responsibility for achieving their targets.
- As a result, pupils' attainment is broadly average by the time they leave the school, including in reading, writing and mathematics, representing good achievement from their starting points.
- Evidence from national assessments over the past two years and observations of pupils' learning in lessons, especially across Key Stage 2 classes, also show an increasing number of pupils exceeding national expectations for progress, in response to strong teaching.
- All groups of pupils, including disabled pupils and those who have special educational needs, are well supported and challenged, so they make similar progress to others in the school. Pupils known to be eligible for the pupil premium support are also closely monitored and identified for specific interventions and are also enabled to achieve well.

### The quality of teaching is good

- Teaching is typically good across the school. Teaching is underpinned by the teachers' consistent consideration of how well their work is helping pupils to learn. Teachers' diligent and effective use of assessment also enables them to understand pupils' needs and develop pupils' understanding and skills in a progressive way.
- For example, 'working wall' displays are evident in all classes and show how teachers build on pupils' previous learning to develop pupils' literacy and numeracy skills.
- All teachers manage pupils' behaviour and promote the pupils' self-confidence and positive attitudes to learning very skillfully.
- The teachers effective promotion of pupils' spiritual, moral, social and cultural development is also enhanced by the way all staff celebrate pupils' achievements, value their contributions and encourage pupils to share and refine ideas with each other. As, for example, during assembly, when the teacher welcomed the pupils' perceptive ideas about what makes them smile.
- Teachers make good use of teaching assistants, especially in support of disabled pupils and those with special educational needs. Teaching assistants are also deployed well to match learning to pupils' needs through carefully planned support, either by working with individual pupils or by leading groupwork.
- The school sustains an effective focus on developing pupils' reading skills, especially given the low starting points of many children on entry. All classes benefit from systematic teaching of reading during guided reading and phonics sessions. However, at times, in Reception and Key Stage 1, opportunities to further embed these skills during the range of other learning activities are not always taken.

- Teaching is particularly strong in Key Stage 2, especially for older pupils, who are consistently challenged to develop their self-evaluation skills and to take ownership of reaching their targets. For example, in English in Years 5/6, the teacher's determined emphasis on pupils' explaining their thinking enhanced their understanding of how journalists use relevant vocabulary to construct their writing and interest readers.
- Similarly in another English lesson in Years 4/5, the teacher's sustained focus on encouraging pupils to consider what steps they needed to make to improve their writing significantly improved their spelling and punctuation.
- On occasions, however, the level of challenge presented to the pupils slips in Reception and Key Stage 1 classes. As a result, some pupils, especially those with more ability, lose interest and the pace of learning slows.

### **The behaviour and safety of pupils** are good

- Pupils' typically good behaviour is evident throughout the school. Staff act as consistently caring role models and promote the pupils' spiritual, moral, social and cultural development very well, as seen by the pupils' kindly and considerate relationships with one another.
- Discussions with parents, staff and governors also identified that the pupils' friendly relationships and courtesy shown toward others further reflect strengths in a school that has gained the respect of the local community.
- Pupils are knowledgeable about the different forms of bullying that could occur, for example racial abuse, but are adamant that this is not an issue at this school.
- Pupils know how to keep themselves and others safe. They readily state that they feel very safe at school and appreciate the way staff look after them so well.
- When questioned, pupils, parents, staff and governors make reference to very few incidents of bullying or unacceptable behaviour, with all expressing confidence that staff would take effective action should it occur. For example, there have been no exclusions during the last six months, further reflecting the close and effective support given to a significant number of pupils with emotional needs.
- Pupils enjoy coming to school; as one pupil said, echoing the views of others, 'I love coming to school to see my friends and to meet new people', a comment that also reflects the pupils' confidence and the welcome offered to pupils new to the school.
- Other pupils stated, 'Teachers support us fully. They find time to talk to us and help with the decisions we make', a view that also illustrates the pupils' improved interest in learning.
- The pupils' eagerness to come to school is evident in the improved and above average attendance, reflecting rigorous promotion of good attendance, supportive partnerships with parents and senior managers' close work with a few parents to reduce persistent absence.

### **The leadership and management** are good

- The determined work of senior leaders, especially in promoting the pupils' personal and social development and empowering staff to reflect about how their efforts help pupils learn, underpins the school's strong drive for improvement.
- The pupils' good achievement and high staff morale, evident in the unanimous expression of positive agreement in their questionnaires, illustrate the shared commitment to including all pupils equally. The school's proven track record of improved teaching and raised pupils' attainments, including in reading in recent years, shows a secure capacity to continue this in the future.
- Senior leaders monitor the quality of teaching rigorously and work very effectively with parents and outside agencies to meet pupils' individual needs. Additional support is carefully targeted so that disabled pupils and those with special educational needs, often including those new to the school, make good progress. The above average number of pupils who are eligible for the pupil premium also receive effective personalised support.

- High quality performance management to improve teaching continues to play a key role in raising aspirations and pupils' achievement. During focused interviews, staff reflect on what they have done, plan how they might improve their work and then put this into practice to secure pupils' good achievement.
  - Current initiatives to embed new class structures and accelerate the development of pupils' basic literacy and numeracy skills more quickly in Reception/Year 1 classes, whilst bringing improvement, have not been in place long enough to impact fully on achievement.
  - Pupils' skills and interests are nurtured well across a stimulating curriculum, progressively preparing them for the future. Regular visits into the community, for example to the library to study journalistic skills or to Teignmouth to experience the Tour of Britain cycling race at first hand, further enhance pupils' learning.
  - The local authority has contributed well to the school's continued improvement since the previous inspection. In recent years, support in the form of 'light touch' monitoring with capable senior staff has helped strengthen teaching.
  - **The governance of the school:**
    - is good and ensures that senior managers are held to account and sustain effective provision
    - members of the governing body work closely with staff to ensure that statutory obligations are fully met. These include thorough vetting of staff, detailed risk assessments of facilities, procedures to keep pupils safe and efficient financial management to meet pupils' needs.
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## 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

<b>Unique reference number</b>	133893
<b>Local authority</b>	Devon
<b>Inspection number</b>	406551

This inspection of the school was carried out under section 5 of the Education Act 2005.

<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>	167
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Michael Bennie
<b>Headteacher</b>	Katy Liley
<b>Date of previous school inspection</b>	14–15 October 2010
<b>Telephone number</b>	01626 203040
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