

Haylands Primary School

Bettesworth Road, Ryde, Isle of Wight PO33 3HA

Inspection dates

24–25 February 2016

Overall effectiveness

Requires improvement

Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Requires improvement
Outcomes for pupils	Require improvement
Early years provision	Good
Overall effectiveness at previous inspection	Inadequate

Summary of key findings for parents and pupils

This is a school that requires improvement

- Pupils' progress varies too much. Boys do not make as much progress as girls in reading, writing and mathematics. Pupils do not make as much progress in writing as they do in reading and mathematics.
- The attainment of pupils is below average but is rising because of improved teaching and increasingly well-targeted and organised support.
- The quality of teaching is not yet consistently good. Too much teaching does not build on what pupils already know or can do. Teaching does not ensure that the most-able pupils achieve as well as they could.
- Teachers do not inform pupils how to improve their work well enough.
- When teachers set work that is not challenging enough, pupils' attention drifts and their behaviour deteriorates.
- Subject leaders do not have a clear enough view of the achievement of pupils across the different subjects.
- Middle leaders do not use the information gained from their checks on teaching and pupil progress to provide teachers with clear enough guidance on how to improve their work.

The school has the following strengths

- The headteacher is effective and determined in his drive for sustained school improvement.
- Leaders have brought about improvements to the quality of teaching and learning in the early years.
- Children make a good start to their learning in the early years. The good practice in the early years key stage is spreading across the school.
- There is good commitment to the pastoral care and well-being of all pupils seen throughout the staff team and parents typically appreciate this.

Full report

In accordance with section 13(5) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement.

What does the school need to do to improve further?

- Improve the quality of teaching, learning and assessment by ensuring teachers:
 - provide work that is sufficiently challenging for the most-able pupils so that they can make better progress and achieve to the best of their ability
 - have higher expectations of pupils, especially in their written work, and that tasks are closely aligned to pupils' skills and abilities
 - develop a more consistent approach to ensuring pupils understand how to improve their work.
- Improve leadership by ensuring that:
 - subject leaders have a clear view of the performance of pupils across all subjects, including subjects other than English and mathematics
 - middle leaders use their checks on teaching and pupil progress to provide teachers with clear guidance on how to improve their teaching and its impact on pupil progress.

Inspection judgements

Effectiveness of leadership and management requires improvement

- Middle leaders do not have enough of an impact on improving teaching. They do not provide teachers with appropriately incisive feedback on the most important aspects that need to improve. The improvement plans are not sharply focused on what is needed to develop teachers' skills and ensure teaching builds on pupils' knowledge and skills.
 - The breadth and balance of the curriculum is not as good as it could be. Leaders responsible for different subjects are keen and enthusiastic to ensure pupils receive an exciting curriculum but they are at the early stages of embedding effective teaching in the foundation subjects.
 - Subject leaders' monitoring does not give them a clear picture of how well pupils are doing because they do not have a secure grasp of the achievement of pupils through the analysis of performance information. This limits their ability to address the gaps in performance that have occurred previously.
 - A dedicated senior leadership team has become established since the last inspection. The headteacher has a clear understanding of the strengths and weaknesses in provision and has an effective plan to address the key issues.
 - Leadership of the provision for pupils who have special educational needs and/or disability and the early years is effective. Pupils who have special educational needs and/or disability are supported well to make good progress. Children in the early years make good progress because the leader understands their needs.
 - The curriculum provides opportunities for pupils to respect and value one another and learn about different faiths and cultural differences. This is making pupils more aware of the needs of others and those in difficult circumstances around the world. The school ensures pupils' good spiritual, moral, social and cultural development. These skills and attitudes prepare them well for life in modern Britain.
 - The pupil premium funding is used effectively. Leaders track the progress of those pupils who are disadvantaged, and school achievement information shows that the gap between their achievement and that of others is narrowing. Intensive support is focused on closing gaps in pupils' English and mathematical skills.
 - Sports funding has been used well to increase pupils' participation in sporting competitions and provide a wider range of after-school sports clubs, in order to promote pupils' health and enjoyment of exercise.
 - Leaders have created a stable staff team who are committed to improving outcomes for pupils. The headteacher has completed detailed evaluations of teaching. Consequently, teachers and other members of staff receive appropriate professional development for their role. Effective performance management arrangements ensure that teachers are focused on improving outcomes for pupils.
 - The local authority has provided effective support for improving the skills of teachers. It has helped to successfully eradicate inadequate teaching by developing teachers' understanding of how to ensure learning is fast. It has an accurate view of the strengths and priorities for the school in its drive for further improvement.
- **The governance of the school**
- Governors are well informed through reports from senior staff and the local authority adviser. They have a good understanding of the school's key strengths and aspects that need to improve. They are fully committed to supporting the improvement of the school.
 - Governors have undertaken training to help them understand information about pupils' progress, including the impact of decisions about how the pupil premium funding is spent and its impact on outcomes for pupils. Consequently, they ask relevant questions of leaders to hold them to account. They are fully aware of the remaining challenges if the school is to become good. They are rightly and appropriately challenging leaders on pupils' attendance and the achievement of pupils.
 - The governing body checks the finances of the school, and oversees the procedures that link teachers' performance to pay.
- The arrangements for safeguarding are effective. There is a clear sense that it is everyone's responsibility and this ensures that it is the school's highest priority. Staff undertake regular training to update their knowledge of child protection procedures. There are rigorous policies and procedures in place to ensure that pupils are safe, which governors and senior leaders regularly check to confirm that they are working effectively.

Quality of teaching, learning and assessment

requires improvement

- Although improving, the quality of teaching is too variable. As a result, pupils make inconsistent progress, resulting in outcomes that are not as good as those seen in other schools.
- Teachers plan lessons that interest the pupils. However, expectations are not high enough. Tasks are not matched closely enough to pupils' skills and understanding to ensure they learn as well as they can, especially the most-able pupils. This is particularly the case in writing, where pupils' progress is not as good as it is in reading and mathematics.
- Teachers have a clearer understanding about the school's marking policy on giving pupils feedback about their work but the policy is not yet fully applied to good effect. Teachers use questioning well in some classes to check for understanding in pupils' knowledge. Considerable thought has also been given to the planning of the level of challenge throughout lessons so that pupils have tasks more frequently suited to their ability. Despite this there is limited challenge for the most-able pupils, which results in this group not always making enough progress.
- Relationships between adults and pupils are positive. Pupils mostly enjoy their time in lessons and what they are learning about. Teachers and teaching assistants work as a strong team. Teaching assistants provide some effective support, particularly for pupils with disability and those who have special educational needs. When there is this calibre of support pupils make faster progress than they have in the past.
- Early reading skills are taught well. Phonics (letters and the sounds that they make) is taught systematically and improvements to teaching phonics have led to an increasing proportion of pupils reaching the expected standard in the Year 1 phonics check.
- Teachers ensure that pupils have good opportunities to develop their spiritual, moral, social and cultural awareness within the topics studied.
- The teaching of mathematics has improved since the last inspection and consequently pupils are able to apply their skills more effectively in real-life problems. However, this is not consistent for all pupils because boys' progress is not quick enough.

Personal development, behaviour and welfare

requires improvement

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good. The pastoral care of pupils is effective. Great care is shown to pupils facing challenges and many benefit from impressive support; for example, pupils are given good opportunities to work together and good social skills are modelled to them by adults. Pupils' emotional and physical needs are attended to well.
- Leaders take seriously their duty to safeguard pupils from harm. They ensure that staff are trained well to detect signs of pupils at risk. Leaders also ensure that pupils know how to stay safe in a range of situations, including when using the internet and mobile devices, and how to deal with bullying should it occur.
- The school successfully promotes pupils' confidence and perseverance in their learning. Pupils respond positively to the school's approach, as shown by their improving awareness of how well they are learning and their attitudes to learning.
- Pupils speak confidently to adults and welcome visitors warmly. Pupils are happy, polite and courteous. During the inspection, pupils participated enthusiastically in a range of games during playtime which contributed well to the development of their social skills.
- Pupils say that they feel safe at school and feel well looked after by the staff. They report that they can approach staff if they have a concern or are worried about something. Most parents agree that their child feels safe in the school.

Behaviour

- The behaviour of pupils requires improvement. This is because some pupils' conduct is not good and they are not able to manage their own behaviour consistently. For example, there are times when pupils talk while the teacher is talking. Pupils do not always respond promptly when asked to be quiet.
- Some pupils behave very well and are attentive and interested during lessons, but a few lose concentration and this affects their progress and that of others. This is sometimes because staff do not deal promptly enough with minor disruption and work is not sufficiently challenging.

- Work in pupils' books shows that most pupils work hard; however, a few do not. Standards of presentation do not always reflect the high expectations that staff set and expect from pupils.
- Attendance was well below the national average last year but has improved this year and is now close to average. The headteacher has instigated effective systems to challenge and support those who have been persistently absent.
- Pupils from different backgrounds generally treat each other with respect and play well together.

Outcomes for pupils

require improvement

- Pupils' attainment remains low but is improving. Attainment at the end of Key Stage 1 has continued to rise, especially in reading. However, published achievement information for 2015 shows that standards overall in mathematics, reading and writing at the end of Key Stage 2 were well below average. Inspection evidence shows that standards are improving for current pupils because teaching is better than at the time of the last inspection.
- The progress of pupils currently in the school is not good, particularly in writing. Instability of staffing and previous poor-quality teaching has contributed to variation in progress. Some pupils have not made the progress they are capable of. The school is aware that boys do not progress as fast as girls and this is being addressed through a range of interventions which is quickening their progress.
- From skill levels on entry to the early years that are below those typically found in children of this age, children make good progress. In 2015, the proportion of children who attained a good level of development was above the national average.
- The progress made by different groups of pupils is variable across the school. The middle- and lower-ability pupils generally make better progress in reading and mathematics from their starting points. However, progress in writing is patchy for pupils of all abilities because teaching does not build on pupils' writing skills systematically over time.
- Across all year groups the most-able pupils do not achieve as well as they could. This is because some teachers focus on ensuring that pupils reach the levels expected for their age. This leaves the more-able pupils insufficiently challenged.
- Support for pupils who have special educational needs and/or disability enables them to achieve at least in line with other pupils. This is due to the effective support that builds on their different abilities and strengths.
- The gap in the achievements of disadvantaged pupils compared with other pupils in the school is quite narrow but they are over a year behind other pupils nationally by the end of Key Stage 2. Actions to improve the attainment of those pupils who are disadvantaged are working well; the gap between these pupils' achievement and that of others is narrowing. Teachers are clearer about the current achievement of this group of pupils and are getting better at providing tasks that help them to close gaps in knowledge and understanding.

Early years provision

is good

- Children make a good start to their learning and time in school. Children benefit from a good-quality learning space. The team make constant improvements to the environment and the range of activities available to support learning and prepare them well for Year 1. This effective practice is being spread throughout the rest of the school.
- Leadership in the early years is effective. Leaders know the strengths and areas for further development well and have a clear plan for ensuring improvements take place quickly. They have a well-planned curriculum that motivates and inspires children to learn well. Leaders make sure that the learning environment is safe and secure.
- The quality of teaching is good overall. Because of this children settle quickly and make good progress from their starting points. Children enjoy taking part in a range of indoor and outside activities designed to develop their fine motor skills. They engage well with different staff members. For example, children worked very excitedly as they practised their phonics knowledge using a 'buried treasure' game on the interactive whiteboard. Consequently children made good progress in their understanding of a wide range of sounds that letters make.
- Disadvantaged children are supported well in the early years. They have equal opportunities to do well in the Reception classes because leaders have good transition arrangements with the settings the children have been attending previously. Staff know the children well so that any gaps in their learning are

addressed swiftly.

- The most-able children work with energy on tasks that make them think hard. As a result they make good progress and apply their skills in a wide range of different areas.
- Children who have special educational needs and/or disability are supported well and make good progress because their individual needs are identified quickly. Leaders work well with staff, parents and outside agencies to ensure support is tailored to each individual child's changing needs.
- Reading is taught systematically and well through focused and effective sessions in phonics.
- Children behave well. They sit and listen attentively to staff members' instructions and questions. They cooperate well with one another at work and play and show curiosity as they explore the world around them.
- Leaders and teachers work effectively to involve parents in their child's education. They meet regularly and encourage them to come into school to help their children settle at 'Stay and Play' times. Leaders work alongside outside agencies and the pre-school on the same site and have delivered a wide range of workshops for parents to show how the school teaches the curriculum. For example, there was a detailed and helpful mathematics workshop helping parents to understand how this subject is taught.

School details

Unique reference number	118168
Local authority	Isle of Wight
Inspection number	10008171

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	401
Appropriate authority	The governing body
Chair	Alan Truckel
Headteacher	John Bailey
Telephone number	01983 563372
Website	www.haylands.iow.sch.uk
Email address	admin@haylands.iow.sch.uk
Date of previous inspection	8–9 July 2014

Information about this school

- The school is larger than the average-sized primary school.
- Nearly all pupils are of White British heritage. Very few pupils speak English as an additional language.
- The proportion of pupils with disability and those who have special educational needs is broadly average. The number of pupils with an education, health and care plan or statement of special educational needs is above average.
- The proportion of disadvantaged pupils eligible for support through the pupil premium is above the national average. The pupil premium is additional government funding provided to support pupils who are known to be eligible for free school meals and children who are looked after by the local authority.
- The school does not meet the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- The school operates a before- and after-school club on the school site.
- Since the last inspection there have been many staff changes. This includes the headteacher, who started in January 2015 and the deputy headteacher who began in her role in September 2015.

Information about this inspection

- Inspectors observed learning in 18 lessons, four of which were jointly seen with the headteacher. They also examined the quality of work in pupils' books.
- Inspectors observed pupils' behaviour in lessons, around the school, and at breaks and lunchtimes. They had informal discussions with pupils, met with the school council and listened to some pupils read.
- Inspectors took account of 49 responses to the online questionnaire, Parent View, and a letter from a parent.
- Inspectors considered the responses from 27 staff questionnaires.
- Inspectors met with some parents, the headteacher, other school leaders, two governors, and a representative from the local authority.
- Inspectors looked at school documents, including information about pupils' achievement, records of behaviour and attendance, records of monitoring, school self-evaluation, plans for improvement, and information relating to safeguarding.

Inspection team

Richard Blackmore, lead inspector	Ofsted Inspector
Rebecca Greenhalgh	Ofsted Inspector
Brian Macdonald	Ofsted Inspector

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