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21 September 2011

Ms A Wain  
Headteacher  
Hasland Infant School  
Eyre Street East  
Hasland  
Chesterfield  
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Dear Ms Wain

**Notice to improve: monitoring inspection of Hasland Infant School**

Thank you for the help which you and your staff gave when I inspected your school on 20 September 2011 and for the information which you provided during the inspection. Please pass on my thanks to the members of the governing body and the group of safety officers in Year 2 who made themselves available to meet with me at short notice.

Since the last inspection, the leadership team has been restructured with a permanent deputy headteacher replacing two assistant headteachers, one of whom retired recently. The Early Years Foundation Stage leader and subject leader for mathematics are new to post. Three new teaching assistants have been appointed and additional adult support deployed in the nursery, which now provides three-hourly sessions each morning and afternoon.

As a result of the inspection on 16 February 2011, the school was asked to address the most important areas for improvement which are set out in the annex to this letter. Having considered all the evidence, I am of the opinion that at this time the school is making satisfactory progress in addressing the issues for improvement.

In the last inspection, inspectors judged pupils' achievement as good. It still is. The vast majority make good progress from starting points that are below those typical for their age. Last year, by the end of the Reception Year, most children made more than expected progress to reach average standards and half of them achieved a good level of development. In Key Stage 1, pupils continue to make good progress. Outcomes of recent statutory teacher assessments in Year 2 show that above-average standards were maintained in all subjects, and attainment improved in

writing and mathematics. The school has successfully remained focused on pupils' achievement while tackling urgently the key issues arising from its last inspection. Pupils are taking on more responsibilities such as the safety officers, who are learning how to undertake safety checks and alert staff and pupils to potential hazards. Pupils behave well. They work and play safely and have a satisfactory understanding of how to keep themselves safe from harm. Discussions with groups and individuals revealed their lack of confidence in expressing their views. Even so, pupils confirmed that they would not hesitate to share any anxieties with an adult.

Safeguarding is a high priority for the school: systems, procedures and policies have improved considerably. Procedures for recruitment and vetting of staff, governors and volunteers are satisfactory. A full health and safety audit has been undertaken, with any issues arising addressed urgently. Comprehensive risk assessments of the premises and for off-site visits are undertaken, documented and signed-off systematically. Site security has been strengthened by the erection of a new boundary fence and installation of an electronic system to govern entry to discrete areas of the school. These are effective in keeping pupils safe and secure, especially when they are using spaces designated for outdoor play. Parents and carers are encouraged to alert the school if they have concerns. They confirmed that they value new arrangements for the delivery and collection of their children at the beginning and end of the school day. In particular, they appreciate the high profile of staff supervising exit points at peak times. The local authority has provided high-quality, up-to-date training for staff and members of the governing body on all aspects of safeguarding. All statutory school policies have been revised recently, ensuring that they reflect accurately the school's practice. Staff are reading through them steadily, providing a signed declaration on completion. Some policies, such as the e-safety policy, are new and so have not had time to become embedded into everyday practice. All staff are acutely aware of their individual responsibility to take reasonable steps to ensure pupils' safety and well-being.

The local authority provides good support that has had a discernable impact on improving the school's effectiveness. Its revised statement for action fully meets requirements. Training provided by experts in safeguarding and health and safety have secured the governing body's good understanding of its role and responsibilities in monitoring the effectiveness of all aspects of the school's work. All statutory requirements are now met. The governing body contributes to the setting of the school's future priorities with increasing confidence. Time has not yet allowed for it to process outcomes of monitoring and use them in evaluating the effectiveness of the school's work.

Middle leaders are becoming active in monitoring and evaluating teaching and its impact on improving pupils' learning and outcomes. A calendar for monitoring

activities prescribes the cycle. Middle leaders, some new to post, are steadily developing the skills they require to carry out this role effectively and interpret accurately what they find. They have devised satisfactory plans to develop the areas for which they are accountable. The objectives and criteria for success they have set are currently too broad to measure improvement easily. Some of the set timescales are too long to promote rapid change. Opportunities to identify potential whole-school initiatives through monitoring activities are missed because middle leaders do not meet as a team to share their findings.

Recognising the need for rapid change, the headteacher has embraced the good support provided by the local authority. All of the key issues raised in the last inspection have been tackled earnestly. Staff accept necessary changes with increasing confidence. The school has firm foundations from which it can move forward confidently to improve the quality of provision and outcomes for learners.

I hope that you have found the inspection helpful in promoting improvement in your school. This letter will be posted on the Ofsted website.

Yours sincerely

Linda Killman  
**Her Majesty's Inspector**

## **Annex**

### **The areas for improvement identified during the inspection which took place in February 2011**

- With immediate effect, take steps to improve the effectiveness of safeguarding procedures by:
  - setting up systems and procedures with clear lines of accountability to ensure the safety and welfare of all pupils
  - carrying out thorough and regular risk assessments
  - establishing clear management responsibilities and record keeping in relation to all aspects of safeguarding
  - establishing systems to monitor the effectiveness of safeguarding measures
  - ensuring all statutory policies are kept up to date and approved by the governing body.
  
- Increase the effectiveness of the governing body by:
  - ensuring it meets its statutory duties with regard to safeguarding
  - ensuring that governors have up-to-date training so they are in a position to challenge the school to address weaknesses and bring about improvement
  - improving procedures for monitoring and evaluating the school's actions in order to drive improvement
  - ensuring governors are adequately involved in the setting of school priorities.
  
- Improve monitoring and evaluation procedures by leaders and managers at all levels in order to improve provision, and particularly the quality of teaching, by:
  - developing systems to assess the impact of actions taken to improve teaching on pupils' learning and outcomes
  - involving all stakeholders in more effective action planning
  - empowering key leaders, including the Early Years Foundation Stage, literacy and numeracy leaders, to take responsibility for improving outcomes for all pupils.