

Hayfield Lane Primary School

Inspection report

Unique Reference Number	106746
Local authority	Doncaster
Inspection number	377457
Inspection dates	24–25 January 2012
Lead inspector	Lynne Blakelock

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	182
Appropriate authority	The governing body
Chair	Alastair Gooderham
Headteacher	Christine Round
Date of previous school inspection	7 October 2008
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Introduction

Inspection team

Lynne Blakelock
Stefan Lord

Additional inspector
Additional inspector

This inspection was carried out with two days' notice. The inspectors observed eight teachers in 17 lessons, over approximately eight hours. They held meetings with groups of pupils, with senior and middle leaders and with representatives of the governing body. Inspectors looked at the on-line questionnaire (Parent View) to aid inspection planning but no responses were recorded. They observed the school's work, and looked at data about the achievement of all groups of pupils represented in the school, its improvement planning and samples of pupils' work. They analysed the 59 questionnaires returned by parents and carers.

Information about the school

This is a smaller than average-size school, compared to others of its type. The number on roll is falling. Most pupils are of White British heritage. The proportion known to be eligible for free school meals is below average. A below average proportion of pupils are disabled or have special educational needs, of which most are moderate learning difficulties.

The school has been awarded the Inclusion Charter Mark and the Leading Parent Partnership Award. It works in partnership with four local primary schools. The school meets the current floor standard. The governing body manages the Finningley and Torne Valley Children's Centre, which is being inspected separately.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory and 4 is inadequate
 Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall Effectiveness	3
Achievement of pupils	3
Quality of teaching	3
Behaviour and safety of pupils	2
Leadership and management	3

Key Findings

- This is a satisfactory school. All groups of pupils make satisfactory progress through the school. Their attainment is average in reading, writing and mathematics by the end of Year 6. Progress through Key Stage 1 has accelerated recently in reading, writing and mathematics, where attainment is now above average. Pupils' reading levels show a four-year improvement.
- Leadership and management are satisfactory. The headteacher has an accurate understanding of the school's needs and improvement planning and initiatives to accelerate progress in reading, writing and mathematics have contributed significantly to the above-average attainment at the end of Key Stage 1. There is, though, some inconsistency in the regularity and detail of monitoring carried out across whole-school aspects and subjects. This includes gathering information about the rate of pupils' progress and the quality of provision, and in middle leaders' and managers' recording and feedback to the headteacher and the governing body.
- The quality of teaching is satisfactory, with some that is good. In good lessons, there is an appropriate challenge in tasks, including for pupils capable of reaching higher levels. In these lessons, engaging introductions and specific questioning that helps pupils to move their learning forward are increasingly strengths. There is variability in these practices, however, more so in Key Stage 2 than in Key Stage 1, resulting in pupils' satisfactory progress overall.
- Typically, pupils' behaviour is good in lessons and around the school from the Early Years Foundation Stage onwards. Pupils cooperate in both their learning and play, resulting in a safe and supportive learning environment. Their attendance has been consistently above average and is rising further.

Schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

What does the school need to do to improve further?

- Accelerate pupils' progress and raise their attainment, especially through Key Stage 2, by ensuring that:
 - the teaching is consistently good and provides tasks that offer an accurate level of challenge to pupils of all abilities, including those capable of reaching higher levels
 - the lesson-planning ensures that there is an engaging stimulus to the start of lessons
 - the questions that teachers ask pupils have a very specific focus that enables them to move their learning forward.
- Strengthen the effectiveness of leadership in driving improvement consistently through the school by making sure that:
 - those with responsibilities for whole-school aspects and subjects monitor pupils' progress and the quality of provision regularly and accurately
 - middle leaders and managers record and report their findings regularly to the headteacher and to the governing body.

Main Report

Achievement of pupils

Most children join the Early Years Foundation Stage with levels of knowledge and skills typical for their age. They make satisfactory progress through the Nursery and Reception Year and this is quickening as the proportion of good teaching rises. Strategies to improve reading, writing and mathematics are having a positive impact in Key Stage 1 and all groups of pupils now make good progress, reaching above-average attainment by the end of Year 2. The proportion of pupils reaching higher levels is now in line with the national average, with a significantly increased proportion in writing. Pupils' progress through Key Stage 2 is satisfactory, reflecting the satisfactory teaching and gaps in their earlier learning. Parents and carers evaluate their children's progress as good, which is an accurate judgement in some lessons. Pupils make good progress in developing personal and inter-personal skills through lessons, after-school activities, and through a range of roles and responsibilities.

The school's major focus on developing children's communication skills ensures that children speak clearly and confidently by the end of the Early Years Foundation Stage, using talk to organise and clarify their thinking and feelings. They understand the links between letters and sounds and read simple words by sounding them out. Through Years 1 and 2, pupils develop fluency in their reading, progressing from pronouncing sounds and joining them together. This means that by the end of Year 2 pupils are attaining above average in reading. Pupils' writing skills develop from simple sentences to more complex structures and their vocabulary is encouraged by exciting stimuli. By the end of Year 6, pupils' attainment in reading is average, rather than above average, because they have not experienced the same effective teaching of letters and the sounds as younger pupils. Key Stage 2 pupils judged characters in the story of Perseus and Medusa enthusiastically, arriving at reasoned judgements about their innocence and guilt. They showed satisfactory to good

understanding of the use of connectives and adjectives. The task was one of several observed that promoted pupils' moral and cultural understanding well.

Pupils with special educational needs make similar rates of progress to other groups of pupils and this is quickening as a result of improved, well planned and regular intervention, which is specific to pupils' individual needs. Disabled pupils are included in all learning, building their confidence and self-esteem, as well as their academic skills, in this inclusive school.

Quality of teaching

Most of the parents and carers who responded to the inspection questionnaire judged that their children are taught well. While some teaching is good, the quality is variable, particularly in Key Stage 2, restricting progress through the school to satisfactory overall. In most lessons, there is a clear purpose to learning, which pupils know and understand. In the Early Years Foundation Stage, careful planning results in the children in Nursery developing and practising their number, communication, motor and social skills excitedly, through matching frogs to the corresponding numbers and aiming them into an imaginary pond. Mental mathematics skills are built into learning and clearly help pupils, such as a lower-ability group increasing their understanding of the order of numbers satisfactorily.

In the best lessons, the initial introduction for learning is given high priority and results in pupils who are interested and engaged. Tasks provide equal chances to work both cooperatively and independently. While questioning is very specific in good lessons and leads to pupils examining their learning and considering their options, this is not the case consistently. In satisfactory lessons, less attention is given to ensuring that tasks are an accurate match to the levels at which pupils are working, including those for pupils capable of reaching higher levels.

Improved marking is informative and includes the next steps in pupils' learning. Pupils know their literacy and numeracy targets and use them well. Assessment of their own learning and that of their peers is developing and is strengthening both pupils' awareness of how well they are progressing and giving them further ideas about the way forward.

Lessons incorporate opportunities for pupils' spiritual, moral, social and cultural understanding. For example, a learning challenge about China resulted in pupils selecting the most relevant information about Chinese New Year customs and why they are important.

Behaviour and safety of pupils

Typically, pupils show caring and supportive behaviour towards each other. In lessons, assemblies, and during outdoor activities and play times, most pupils behave well consistently. This is confirmed by the school's data, which show good behaviour over time. The foundation for this is the pupils' clear understanding of the school's high expectations and their understanding of the behaviour policy. The very large majority of parents and carers who responded to the inspection questionnaire agree. Pupils enjoy and respond to regular opportunities to take responsibilities within school, which extend their understanding of the importance of team work, cooperation, and fairness.

The school has good systems and procedures in place to help ensure pupils' safety and security. Daily routines reinforce a programme of learning which ensures that pupils have a wide range of knowledge about potential dangers and can explain how to avoid them, which includes bullying. The large majority of parents and carers who responded to the inspection questionnaire and a similar proportion of pupils judge it be dealt with effectively, not an issue for most, and more 'falling-out' than bullying. Pupils have a good understanding of different types of bullying, including cyber-bullying. Attendance has been above the national average for four years and continues to rise. It is high so far this academic year.

Leadership and management

The headteacher's improvement planning is focused firmly on raising standards throughout the school. Since the last inspection, the school's sharper analysis of information about the quality of pupils' learning, including for pupils with disabilities and those with special educational needs, has led to effective strategies to boost reading, writing and number skills that have resulted in pupils' above-average skills by the end of Year 2. 'Learning challenges' motivate pupils effectively, developing their critical thinking and involvement in learning, as well as enabling them to practise a range of skills. The school's 'non-negotiable' features in learning, such as multiplication tables, are significant in building pupils' secure foundations in mathematics and English and are very popular with parents and carers. Individual and small-group support, covering a range of needs and abilities, is a growing strength, with specific focus on pupils' needs and any gaps in learning. Leaders and managers support the headteacher's priorities and the practice of some leaders is good. Observations of teaching are regular, analysed, and inform the professional development of staff. There is, however, some inconsistency in the regularity and detail of monitoring of whole-school aspects and subjects, including tracking the rate of pupils' progress and in reporting to the headteacher and the governing body.

The satisfactory curriculum is balanced and broad, providing a very appropriate focus on pupils' communication skills and mathematics. It is improving; creativity is a strength, including the provision for music and art. Pupils' good spiritual, moral, social and cultural development is built in to learning well, with responsibilities, the texts used in lessons, learning challenges, and visits, all promoting pupils' understanding equally effectively. Although the range of the provision, including after-school events, motivates pupils well, planning for the full range of abilities is not consistently providing an accurate match to their needs and restricts their progress.

Pupils' satisfactory progress overall through the school and the many chances for all to participate in a wide range of activities, indicate satisfactory equality of opportunity. Carefully considered procedures, practices, and teaching ensure pupils' safety. Safeguarding arrangements meet statutory requirements and are checked and updated regularly by the conscientious governing body. The governing body's links with subject areas are giving its members first-hand insight into the school's performance. The improvements since the last inspection and the current strategies to quicken progress in Key Stage 2 demonstrate the school's satisfactory capacity for improvement.

The school establishes good relationships with parents and carers from the start through links with the children's centre. Links with external agencies enhance the school's work by providing specialist support, including for those pupils who may be vulnerable due to their circumstances. The school provides increasingly varied opportunities for parents and carers to be involved in their children's learning. In particular, workshops give them useful

information to enable them to support their children’s learning. Most parents and carers feel well informed. They have risen to the school’s high expectations of their children’s attendance and support its strategies.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



26 January 2012

Dear Pupils

Inspection of Hayfield Lane Primary School, Doncaster, DN9 3NB

Thank you for making us so welcome when we inspected your school recently and for talking to us. We enjoyed watching you learn and play. We liked particularly discussing your learning with you. You told us a lot about what helps you to learn and what you know. Your views have been taken into account in our judgements.

Your school is a satisfactory school. You make satisfactory progress and your attainment is average by the end of Year 6. Pupils are making faster progress through Year 1 and Year 2 and reach above average attainment in reading, writing and mathematics. This has much to do with the reading, writing and number programmes that the school has put in place. Some teaching is good and, in those lessons, you make good progress. You enjoy the learning challenges, which are broadening your learning and giving you chances to practise a lot of skills. You behave well and your attendance is above average and continues to rise. Well done!

Your headteacher and the staff know that your school can improve. To make sure that teaching is good and it helps to speed up your progress, leaders and managers are going to make sure that your work matches accurately the levels at which you are working. They will check that lessons have an interesting start so that you focus on your learning. We have also asked them to make sure that the questions they ask you link closely to what you are learning, in order to help you move forward. The headteacher will make sure that your progress is checked very carefully. We know that you will want to help the staff to make these improvements by working hard and taking the advice of your teachers.

Yours sincerely

Lynne Blakelock
Lead inspector (on behalf of the inspection team)

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