

Hayfield Primary School

Inspection report

Unique reference number	112554
Local authority	Derbyshire
Inspection number	378510
Inspection dates	23–24 February 2012
Lead inspector	Derek Aitken

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 of pupils on the school roll	201
Appropriate authority	The governing body
Chair	Richard Noakes
Headteacher	Claire Fisher
Date of previous school inspection	17 June 2009
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Introduction

Inspection team

Derek Aitken

Additional inspector

Jonathan Sutcliffe

Additional inspector

This inspection was carried out with two days' notice. Inspectors visited fourteen lessons taught by nine teachers. Scrutinies of pupils' work in English and mathematics were carried out. Meetings were held with groups of pupils, members of the governing body and staff. Inspectors took account of the responses to the on-line questionnaire (Parent View) in planning the inspection. They observed the school's work, and looked at documents, including policies and procedures relating to the safeguarding of pupils, self-evaluation records and assessment information. The inspectors analysed responses to questionnaires from 79 parents and carers, 111 pupils and 18 staff.

Information about the school

Hayfield Primary is a little smaller than most primary schools. A very large majority of pupils are from White British backgrounds. The proportion of pupils known to be eligible for free school meals is low. The percentage of disabled pupils and those who have special educational needs is average. The school provides for children in the Early Years Foundation Stage through one Reception class.

The school meets the current government floor standard. The school holds the Basic Skills Quality Mark award.

A before- and after-school club (Hayfield Fun Club) operates on the school site. This is managed by an independent provider and is subject to a separate inspection.

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	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	2
Leadership and management	2

Key findings

- This is a good school, which has made improvements in key areas since the last inspection. The school's overall effectiveness is not outstanding because some minor discrepancies remain, both in the quality of pupils' achievement and the consistency of teaching.
- Pupils achieve well throughout their time in school. They leave school at the end of Year 6 with attainment that is above average. Progress is slightly better in English than in mathematics, because there are fewer good opportunities for pupils to reinforce and extend their problem-solving and investigative skills in the subject.
- Teaching is good overall, with some outstanding elements, such as lively pace and focused questions which probe pupils' thinking. Good relationships between staff and pupils promote a purposeful climate for learning. Where teaching is occasionally satisfactory, methods do not fully engage pupils' attention and planning lacks the sharpness needed to ensure pupils are fully challenged.
- Pupils behave well. Reception children possess a good range of vocabulary and this helps them forge trusting relationships with their peers and adults. Most pupils are keen to help each other and collaborate well in shared activities. Pupils are polite and courteous to visitors. Pupils, and their parents and carers, feel that the school is a safe place in which to learn. The school works successfully to maintain attendance at above-average levels.
- Leaders, under the expert and determined guidance of the headteacher, have strong aspirations for pupils' achievement. Over the last two years a combination of more robust monitoring systems and well-chosen curricular initiatives have raised the quality of teaching and pupils' attainment, especially in English. The quality of safeguarding policies and practices is a notable strength of the school's work.

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What does the school need to do to improve further?

- Accelerate pupils' progress in mathematics by:
 - further developing opportunities for pupils to use and apply their mathematical skills in problem-solving and investigative tasks.

- Further improve the quality of teaching by:
 - ensuring that all lessons are precisely planned to sustain pupils' attention and to provide a consistently high level of challenging work for pupils.

Main report

Achievement of pupils

Parents and carers are correct in their view that their children achieve well in the school. Children's attainment on entry to Reception is broadly in line with national expectations. They make good progress overall and markedly so in their personal development. Recent redevelopment of the outdoor area has supported improvement in children's knowledge and understanding of the wider world and their creative skills. Pupils' attainment and rates of progress rise steadily from Year 1 and this is sustained well until the end of Year 6, when attainment is above average. Pupils are working typically one term ahead of their national peers. In most years, including the current Year 6, boys and girls achieve equally well. All groups of pupils make good progress in lessons. Disabled pupils and those who have special educational needs, and the less-able pupils, are challenged and supported well and also make good progress. They typically attain more highly than their national peers. For example, in a good Year 2 lesson, these pupils successfully sequenced a story orally and in writing with the help of pictures and accurately predicted what was going to happen next.

An increasing range of opportunities to develop pupils' literacy skills have had a significant impact on improving pupils' reading skills in Key Stage 1 so that, by the end of Year 2, pupils' attainment in reading is above average. More-able pupils read fluently and can recount plot-lines in detail. They have a clear understanding of strategies for decoding unfamiliar words before sounding them out, and for inferring the meaning of these words from context. Less-able pupils typically read accurately, paying some attention to intonation and expression. By the end of Year 6, pupils' attainment in reading is similarly above average, supported well by short sessions with adult volunteers in school. Pupils benefit from well-planned opportunities to develop their writing skills in Key Stage 2, for example in composing biographies and formal letters. New approaches have been particularly successful in motivating boys to write in greater depth and variety. Pupils demonstrate a good capacity for calculating accurately in basic mathematical operations and more-able pupils in Year 4 work confidently on straightforward data interpretation tasks. Opportunities for

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pupils to practise their problem-solving and investigative skills are not so consistently well planned throughout the curriculum. This means that pupils have fewer opportunities for applying their knowledge in new contexts.

Quality of teaching

Parents and carers rightly believe that pupils are taught well, and their children fully agree. Teachers' good expectations for pupils' progress and behaviour foster secure relationships and pupils' spiritual, social and moral development. The curriculum provides a good framework for teachers' planning. This is clear, and, for the most part, well thought out to provide opportunities to support pupils' learning, especially in literacy. Topic lessons which draw on the resources of the community, artefacts linked to other faiths, such as Buddhism, and eco-initiatives promote pupils' understanding of local citizenship and cultural development well. Lessons are typically characterised by strong expectations of what pupils can do, a variety of engaging, purposeful tasks and a brisk pace. This was demonstrated in a Year 6 mathematics lesson where pupils considered safety issues and confidently and accurately calculated the percentages of the different forms of transport (or none) used to get to school. Teachers place learning in contexts that capture the interests of pupils. Lessons on thinking skills contribute well to pupils' social development. For example, in an engaging Year 5 lesson pupils collaborated well to work out the best way for a farmer, a fox and a chicken to cross the river in a boat without the fox devouring the chicken.

Teaching assistants support all groups of pupils, including disabled pupils and those who have special educational needs, very effectively, clarifying the teacher's instructions and asking probing questions. This helps all pupils to work out things for themselves, acquire confidence and improve the standard of their work. On a few occasions teaching is only satisfactory, for example when planning and/or methods do not ensure that pupils are fully challenged to learn at a brisk pace. Teachers' marking is of a good standard overall, but is more fully developed in English than in mathematics.

Behaviour and safety of pupils

Pupils' hardworking approach and good attitudes to their learning are important factors in their enjoyment of school and their good achievement. Children settle well in Reception, quickly forging trusting relationships with each other and the staff. Most demonstrate the capacity to make choices independently, and work collaboratively, for example in the outside area on den-building tasks. Older pupils have good attitudes, although some work is untidily presented. The large majority concentrate fully and help each other learn well, for example in group tasks. Pupils understand and respect sanctions and respond well to merits and praise for good behaviour. On a very few occasions pupils do not concentrate fully when methods lack the variety to sustain their attention.

As pupils progress through the school they set appropriate standards for themselves

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and respond well to the staff's guidance and expectations, as reflected by the rarity of fixed-term exclusions in the school's records. Pupils report that it is logical for them to behave well as they played a part in drawing up the code for their conduct in school. Pupils make good use of opportunities to contribute to school life, for example as councillors, captains, buddies and eco-representatives. Parents and carers are completely unanimous in their views, as expressed in the responses to the questionnaire, that their children are safe and well looked after in school. Pupils report that bullying is restricted to a few instances of name-calling, with no homophobic or racist intent. They add that pupils behave well and act safely nearly all of the time, but that on a very few occasions, low-level disruption can affect their learning. Parents and carers hold similar views. Pupils acquire a good understanding of matters that might endanger their personal safety as these factors are effectively explored in the curriculum, including through participation in anti-bullying week activities. Pupils' sense of security and enjoyment of school are reflected in their consistently above-average attendance.

Leadership and management

Senior leaders are ambitious for the school and work energetically to secure improvement. Since the last inspection they have raised pupils' overall attainment, ensured that most pupils achieve increasingly challenging targets, and improved the quality of teaching. They have successfully implemented a range of measures to strengthen pupils' literacy skills and to reduce the disparity in achievement between boys and girls. Initiatives to ensure consistent progression and enhance provision in mathematics are at an earlier stage of development, and this is reflected in the lower percentage of pupils who achieve Level 5 in the subject. The governing body has taken wise decisions to strengthen both school leadership and provision. Accordingly, the school has a good capacity for further improvement.

The school's detailed tracking system enables leaders to identify, at an early stage, groups of pupils or individuals who require extra support, and to implement effective interventions to improve outcomes for them. The curriculum is adapted well to meet the needs of all pupils, equip them with a range of useful transferable skills and provide them with a good education. Gaps in achievement between groups of significant size are minor, because the school maintains an increasingly successful focus on promoting equalities and tackling potential discrimination. Arrangements for safeguarding pupils are of good quality and are regularly and thoroughly reviewed. Local and national guidance has been thoughtfully adapted to give clear guidance to staff and to reflect the school's context, for example in the formulation of the child protection policy.

Leaders have improved accountability for pupils' progress and the quality of teaching through a wider distribution of leadership responsibilities and whole-school training on specific initiatives such as phonics (the sounds that letters make) and 'talk for writing'. The impact of new strategies is monitored effectively through a range of activities including performance management. All of these arrangements are working well but some variation in the quality of teaching remains. The curriculum promotes

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pupils' spiritual, social, moral and cultural development well, especially in the last three elements. Pupils benefit from regular opportunities to determine their own moral standpoints, for example in P4C (philosophy for children) lessons.

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.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
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.



27 February 2012

Dear Pupils

Inspection of Hayfield Primary School, High Peak, SK22 2HB

I would like to thank you for your help when the inspection team visited your school recently and for sharing your views with us, including through the questionnaires you completed. Yours is a good school and the following reasons are important in explaining why it is successful.

- You are taught well and this helps you to reach levels of attainment that are above average by the end of Year 6. You achieve well, particularly in reading and writing.
- You told us you feel safe and cared for by the staff. You play your part by acting safely, behaving well and following the rules, which you helped to draw up.
- The school is led well by the senior leaders, expertly guided by the headteacher. They keep a close check on your progress and have done many useful things to improve your achievement.
- The school now provides a better education than it did when inspectors visited last time.

We have asked the staff to do the following things to help you achieve even better.

- Give you more chances to apply your mathematical skills in problem-solving and investigative tasks.
- Make sure that all lessons are carefully planned to hold your concentration and provide you with consistently challenging work.

You can help by continuing to work hard and enjoy your learning. It is also important that you do your best to keep up your above-average rate of attendance.

Yours sincerely

Derek Aitken
Lead inspector

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