

Hasland Infant School

Inspection report

Unique reference number	112664
Local authority	Derbyshire
Inspection number	378532
Inspection dates	20–21 March 2012
Lead inspector	Jeremy Spencer HMI

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

Type of school	Infant
School category	Community
Age range of pupils	3–7
Gender of pupils	Mixed
Number of pupils on the school roll	376
Appropriate authority	The governing body
Chair	Barbara Arrandale
Headteacher	Alison Wain
Date of previous school inspection	16 February 2011
School address	Eyre Street East Hasland Chesterfield S41 0PE
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Age group	3–7
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Introduction

Inspection team

Jeremy Spencer

Her Majesty's Inspector

Jane Moore

Additional inspector

Huw Evans

Additional inspector

This inspection was carried out with two days' notice. Inspectors observed teaching and learning in 19 lessons and two assemblies, taught by 15 teachers. This accounted for over eleven hours of inspection time. Meetings were held with two groups of pupils, representatives of the governing body and school staff. Inspectors took account of the online questionnaire (Parent View) in planning the inspection. They observed the school's work, including school policies, the school development plan, minutes of the governing body's meetings, assessment data and planning documentation. Inspectors met informally with some parents and carers and scrutinised questionnaires completed by 66 parents and carers and 18 staff.

Information about the school

The school is larger than the average-sized infant school. The proportion of pupils known to be eligible for free school meals is below average. Most pupils are of White British heritage and almost all speak English as their first language. The proportion of disabled pupils and those who have special educational needs is above average.

In February 2011 the school was judged to require significant improvement and was given a notice to improve. The headteacher had been in post for six weeks at the time of the inspection. Since the inspection, a new deputy headteacher has been appointed and there have been significant changes to the middle leadership team.

A breakfast club and an after-school club operate on the school site, but are not managed by the governing body, and are subject to separate inspection.

The Early Years Foundation stage consists of Nursery and Reception classes. The school has gained healthy Schools status.

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

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

- Hasland Infant School has made rapid and impressive improvement since the previous inspection and is judged by inspectors to be a good school. This is because of the strong focus on improving the quality of teaching, the good and revised policies and procedures in place to keep pupils safe, and good and determined leadership and management from the headteacher and senior leaders. The school is not outstanding because pupils’ could make faster progress in some aspects of their work.
- As at the time of the last inspection, pupils’ achievement is good. Pupils make good progress in all subjects as they move through the school, but particularly in writing. The development of pupils’ calculation skills in mathematics lags slightly behind their development in reading and writing because the school lacks a calculation policy to ensure consistency in teaching.
- Teaching since the previous inspection has improved and is good. Learning environments are well organised. Staff make particularly good and imaginative use of outdoor space, including in the Early Years Foundation Stage. On some occasions, activities in Key Stage 1 lack challenge for more-able pupils, particularly in mathematics.
- Pupils’ behaviour and their spiritual, moral, social and cultural development are good. Pupils feel safe in school and enjoy their time there. As a result, attendance has risen since the previous inspection and pupils’ punctuality has improved significantly.
- Leadership and management are good. Leaders, including the governing body, are more effective than previously and have secured good improvements since

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the last inspection. Although the school's systems to track pupils' progress are appropriate, leaders acknowledge that using finer grades of measure would improve accuracy and better support early identification of any underachievement. Middle leaders monitor the school's activities well. However, they make little contribution to the school's self-evaluation procedures.

What does the school need to do to improve further?

- Raise pupils' attainment, accelerate progress and improve the quality of teaching by:
 - ensuring that learning activities provide greater challenge for more able pupils, particularly in mathematics in Key Stage 1
 - improving pupils' calculation skills through the introduction of a comprehensive calculation policy, to ensure consistency of approach between teachers and an improved understanding of expectations.
- Improve leadership and management by:
 - identifying underachievement more efficiently by increasing accuracy in the school's systems to track pupils' progress over time, using finer grades of measure
 - further developing the role of middle leaders by ensuring that they make an increased contribution to the school's self-evaluation.

Main report**Achievement of pupils**

Almost all parents and carers who responded to the inspection questionnaire believe that their child makes good progress at the school. Inspectors agree that different groups of pupils make good progress from their starting points. Work observed in pupils' books indicates that pupils' achievement over time is good. Learning seen during the inspection was good in the large majority of lessons and pupils clearly enjoy learning. During an informal conversation over lunch, one pupil told inspectors, 'The best thing about our school is the work we do in lessons.'

Children enter the Early Years Foundation Stage with variable skills, but typically skills in communication, literacy and mathematics are slightly below those expected for their age. They make good progress and learn to speak, listen and cooperate with each other well because they feel safe in their environment and enjoy learning activities. During a lesson observed in a Reception class, teaching was good and the children took part in a range of activities linked to the fairytale 'Jack and the Beanstalk.' In one activity children enjoyed estimating which container might hold the greatest number of magic beans and developed their counting and reasoning skills well while doing so.

Different groups of pupils, including those known to be eligible for free school meals and those who are disabled or have special educational needs, make good progress

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from their starting points as they move through Key Stage 1. As a result, they attain higher standards than similar groups of pupils nationally and are closing the gap between themselves and all pupils nationally. This is because the quality of teaching is good and teachers ensure that learning activities meet the needs of these pupils well.

Teaching assistants and volunteers also provide good support to pupils, particularly in the development of their reading skills. Consequently, pupils demonstrate good phonic decoding strategies (the ability to interpret the letters that sounds make) and an enjoyment of reading. Pupils leave Year 2 with standards above those expected for their age, particularly in writing. Standards in reading are above average. Standards in mathematics are above average, although there are some weaknesses in pupils' calculation skills. The progress of more-able pupils is less strong in mathematics. As a result, the school's latest tracking data indicate that a lower proportion of pupils is set to achieve the higher Level 3 in mathematics in 2012 than in reading and writing.

Quality of teaching

Inspectors judge the quality of teaching in the school to be good and the overwhelming majority of parents and carers agree. One parent commented, 'My child's teacher has captivated his imagination and almost everyday he and his classmates burst out of school desperate to tell the grown-ups about the day's adventures and what the next day will bring.' Other parents and carers made similar positive comments. Good teaching over time enables different groups of pupils to make good progress. Teachers use resources and short, exciting games and tasks successfully to inspire and motivate pupils. Discussions with pupils indicate that they are positive about their teachers and enjoy learning.

Teachers deliver the school's curriculum skilfully and effectively because lessons are well planned. Links between different subjects are made well and successfully consolidate pupils' understanding. Teachers make sure that pupils' spiritual, moral, social and cultural understanding is developed effectively in lessons and particularly through school assemblies. For example, pupils were observed in assemblies singing heartily and making good contributions to discussions linked to moral themes.

Teachers question pupils skilfully and this successfully promotes and extends their thinking, leading to good progress. The pace of lessons is usually good and this helps to ensure that pupils maintain attention, focus and interest in learning. However, in some mathematics lessons, more-able pupils are not challenged sufficiently well by their learning activities and consequently make slower progress. Senior leaders acknowledge that the introduction of a comprehensive calculation policy would support an improved understanding of consistency in teachers' expectations in mathematics.

Teachers assess pupils' work effectively in lessons and provide pupils with good verbal feedback to support their understanding of the next steps they need to take in

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learning. Teachers also mark pupils' work constructively, identifying successes and ways in which work can be improved. However, teachers' comments are of better quality in pupils' literacy books than they are in mathematics. As a result comments made in literacy books make greater impact upon learning and progress than comments made in mathematics books.

Good quality intervention and support are provided to pupils with additional needs, and those who are identified as falling behind. For example, a 'positive play' programme operates in the school to benefit pupils requiring additional social and emotional support. A reading programme also operates to support pupils with reading skills below average levels. The success of these programmes is reflected in the good progress made by disabled pupils and those who have special educational needs, and the above average attainment of pupils at the end of Key Stage 1.

Behaviour and safety of pupils

The behaviour and safety of pupils are good. Pupils behave well in classrooms, in the dining hall, on the playground and in other areas of the school. Children in the Early Years Foundation Stage demonstrate the ability to maintain attention and focus for longer periods of time than would normally be seen for children of their age, and are polite and considerate to each other. They behave well when working independently, in groups and in whole-class situations. Pupils in Key Stage 1 are supportive of each other and have a well developed moral understanding, which supports their good behaviour.

All parents and carers who responded to the inspection questionnaire believe that their child feels safe in school and is well looked after. Almost all parents and carers think that there is a good standard of behaviour at the school. Discussions with pupils during the inspection indicate that behaviour at the school is typically good. Furthermore, pupils say that cases of bullying do not happen very often, and that they feel safe in school. Pupils told inspectors, 'If bullies are told off by teachers, they stop it straight away.'

Pupils' attendance has improved well since the last inspection and is above average. Pupils' punctuality has also improved significantly. These positive outcomes have been driven by the school's increased expectations, effective partnership working with individual families, and increased visibility of staff at key drop-off and collection times.

For their age, pupils demonstrate an appropriate understanding of what may constitute an unsafe situation. For example, pupils could explain to inspectors why visitors have to wear badges when they come into school.

Leadership and management

There have been significant improvements since the last inspection. The headteacher has managed the pace of change well and has provided clear direction and support

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for staff. She has been very well supported by the new deputy headteacher and well supported by other leaders. Staff feel proud to be at the school. They agree that they know what the school is trying to achieve, that policies are consistently applied and the school is well led and managed. Leaders have organised and facilitated a good range of training for staff, which has successfully improved the quality of teaching. As a result, morale is high and staff demonstrate a desire and determination to continue to improve.

The governing body meets its statutory duties and has been successful in tightening systems and procedures to gather information about the work of the school. As a result, it now has a more accurate understanding of the school's strengths and weaknesses and more effectively holds leaders to account. All safeguarding policies and procedures are securely in place. The school tackles discrimination and promotes equality of opportunity effectively, particularly in its systems to successfully identify and close gaps in achievement between different groups of pupils.

The school's systems to monitor the impact of its actions are good. As a result, the school's self-evaluation of its work is detailed, informative and accurate. However, self-evaluation is led almost entirely by the headteacher and deputy headteacher and other leaders do not contribute as effectively as they could do. The school's systems to track pupils' progress have been improved since the last inspection and are adequate. However, leaders are not able to identify the underachievement of pupils as efficiently as they could do because they do not use fine grades of measure to track the small steps pupils make in learning.

The curriculum is good and presents pupils with enjoyable topics and themes to promote their good learning and progress. The school makes good use of the available space to maximise learning opportunities for pupils. A number of opportunities are available to pupils to learn outdoors. Attractive outdoor growing areas are well maintained and are valued by pupils. The curriculum meets pupils' needs well and plays an important role in shaping their good spiritual, moral, social and cultural development.

The school's capacity to continue to improve is good. This is evidenced by its good leadership and management and its successful track record in driving improvements since the last inspection, particularly in improving safeguarding procedures, the quality of teaching and pupils' attendance.

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.



22 March 2012

Dear Pupils

Inspection of Hasland Infant School, Chesterfield, S41 0PE

You may remember I visited your school recently, with my colleagues Mrs Moore and Mr Evans, to find out whether your school had improved since it was last inspected. Thank you to all of you for making us feel so welcome and also for talking with us. You said that you enjoy coming to school and think that you go to a good school. We agree with you and think that Hasland Infant School has made good progress in the last year. You should feel very proud that you go to a good school.

You make good progress in your learning because your teachers and other staff understand your needs well and make sure that learning is fun for you. We really like your outdoor learning areas, especially the area outside the Nursery and Reception classes and the growing areas.

Your headteacher, the governing body and other leaders do a good job. However, even good schools can improve. We have asked your headteacher, staff and the governing body to make things even better, so that you can learn more by:

- making sure that all of you, particularly the more able, are challenged by your learning in every lesson, particularly mathematics
- deciding the best way to teach you to calculate in mathematics and writing it down and sharing it with everybody, so that everybody understands
- tracking the progress you make in your learning in more detail by using smaller steps of measure
- thinking more carefully about how well the school is doing, by involving more people.

You can help too by continuing to come to school as often as you can, arriving on time and trying as hard as you can in every lesson. Keep up the good work and please accept our good wishes for the future.

Yours sincerely

Jeremy Spencer
Her Majesty's Inspector

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