

Hasland Infant School

Inspection report

Unique Reference Number	112664
Local Authority	Derbyshire
Inspection number	363798
Inspection dates	16–17 February 2011
Reporting inspector	Jane Millward 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	362
Appropriate authority	The governing body
Chair	Barbara Arrandale
Headteacher	Alison Wain
Date of previous school inspection	28 March 2008
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors. Fourteen lessons, taught by fourteen teachers, were observed. Meetings were held with groups of pupils, governors, staff and the local authority. Inspectors observed the school's work, and looked at a range of documentation including the school development plan, pupils' work, pupils' progress data, plans for the curriculum, minutes held by the governing body, attendance data and safeguarding policies. They analysed 80 questionnaires completed by parent and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas:

- how effectively the school identifies and supports pupils with special educational needs and/or disabilities
- how well the school promotes pupils' spiritual and cultural development
- the impact of the curriculum on teaching and learning and levels of achievement
- how well leadership and management at all levels help to drive school improvement.

Information about the school

This is a larger than average infant school. The proportion of pupils known to be eligible for free school meals is lower than the national average and there are fewer pupils from minority ethnic backgrounds than the national average. The percentage of pupils with special educational needs and/or disabilities is in line with the national average. The school holds awards for Healthy Schools and Basic Skills. The governing body appointed a new headteacher who took up post in January 2011.

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: how good is the school?

4

The school's capacity for sustained improvement

3

Main findings

In accordance with section 13 (3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires significant improvement, because it is performing significantly less well than in all the circumstances it could reasonably be expected to perform. The school is therefore given a notice to improve. Significant improvement is required in relation to safeguarding, governance and the care, guidance and support given to pupils.

The school provides an acceptable standard of education. Children in the Early Years Foundation Stage get off to a good start and make good progress, particularly in the nursery setting. When they reach Year 1, attainment is in line with that expected for pupils of their age. In Year 1 and 2, progress made by pupils, including those with special educational needs and/or disabilities, is good. This is because of a good curriculum that provides effective learning opportunities and pupils' attitudes to learning that are very positive. Behaviour is good and pupils are polite and courteous. All these factors lead to good achievement across the school and when pupils leave at the end of Year 2, attainment is significantly above the national average.

The quality of teaching is satisfactory. Although there is some good teaching, this is not consistent across the school. Inspectors observed some lessons where pace and challenge enthused pupils, but equally other lessons where they were not fully challenged and became passive. Links with parents are effective and most parents are very supportive of the school. As one parent stated, 'Our children love school. The school's development of its creative curriculum and outdoor learning, we feel, are a strength.' Improvements to the curriculum have also been supported by good partnerships with outside agencies, specialist sport providers, and programmes such as reading recovery. Pupils whose circumstances have made them vulnerable benefit particularly from this support because leaders focus sharply on their development and well-being. Attendance in school is above average and pupils enjoy coming to school. They talk enthusiastically about their experiences.

In a very short time, the newly appointed headteacher has gained a realistic and accurate view of strengths and weaknesses and has already galvanised the support of a united team. She is aware of what needs to be done to secure school improvement and she has enthused and motivated staff. At present, however, there is a lack of rigour in the school's self-evaluation work by leaders and managers at all levels, although systems for tracking pupil progress are developing. Certain aspects of plans to ensure pupils' well-being are inadequate and this is why, despite some strengths in the support for vulnerable pupils, the care, guidance and support of all pupils is inadequate overall. The governing body does not fulfil its statutory responsibilities because it has not ensured that all procedures relating to the safeguarding of pupils are securely in place. Despite these shortcomings,

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pupils say they feel safe, know an adult to whom they can turn with any concerns, and receive an adequate education. The school provides satisfactory value for money and has satisfactory capacity for sustained improvement.

What does the school need to do to improve further?

- 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.

Outcomes for individuals and groups of pupils

3

Pupils are generally very positive about school. They have good attitudes and enjoy their time in school. They behave well and are polite and courteous. Children enter the school into the nursery class with skills and abilities that are below what are expected for their age. They make good progress through school until the end of Key Stage 1. By the time they are ready to leave, pupils' attainment is significantly above what is expected nationally in all subjects and has been so for the past five years. Pupils with special educational needs and/or disabilities make good progress and achieve well in all areas. Additional adults provide good targeted support and through effective questioning teachers develop pupils' understanding, for example in a Year 2 mathematics lesson where pupils were learning about multiplication. Pupils have a good awareness of how to lead

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healthy lifestyles and they respond positively to activities which help them to remain healthy. Pupils say they generally feel safe in school, although a few parents were less positive about this aspect of the school's work. When pupils raise issues with their teachers they generally respond appropriately. Pupils are thoughtful regarding their own behaviour and show consideration towards one another. They are well prepared for the next stage of their education through well developed basic skills. Pupils have good social skills and moral awareness, but limited understanding of the richness of cultural and ethnic diversity within Britain today. Pupils would welcome greater responsibility in school. The headteacher acknowledges this and has plans to develop it further. Attendance is above average and the school has effective strategies to support this.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	3
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	3
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	3

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

In the best lessons, pupils' current attainment informs teachers' planning. Teachers group learners effectively, providing activities which are well tailored to the needs of the different groups. This helps to move pupils on briskly with their learning. Effective questioning techniques probe pupils' understanding and good pace and challenge ensure learning opportunities are maximised. However, this is not always the case and in some lessons, activities fail to engage pupils sufficiently in their learning. In these lessons, too little focus is given to learning outcomes and pupils do not learn as much as they might. The marking of pupils' work is inconsistent across the school. Most written feedback affirms pupils'

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efforts, but does not always indicate how they can improve their work. Assessment procedures to support learning are developing in school but, at present, have limited impact on provision.

Curriculum developments have secured more imaginative and engaging responses from pupils. The creative approach provides a better purpose and relevance to learning. Pupils enjoy cross-curricular activities and the curriculum is enhanced by links made, for example, between food, art and geography.

The care, guidance and support given to pupils with special educational needs and/or disabilities is planned carefully to meet the needs of individual pupils. Attention is given to vulnerable learners and their families and well-targeted support is appreciated. Aspects of care, guidance and support however are inadequate; information is not recorded systematically and so, for example, risk assessments lack detail and accident logs are not regularly monitored or evaluated.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	4

How effective are leadership and management?

During her short time in post, the headteacher has acquired a clear vision of what needs to be done to bring about improvement. She has quickly grasped the schools' strengths and weaknesses and is putting into place effective systems and procedures to support school improvement. Pupils' progress is monitored and measures are in place to ensure that they make good progress over time.

The leadership and management of teaching and learning are satisfactory, rather than good, because the quality of monitoring and evaluation by leaders at all levels is variable. The newly formed senior leadership team has plans to develop a rigorous monitoring cycle that will ensure a greater clarity in identifying strengths and weaknesses in the quality of teaching and learning. Middle leaders in the school say they have been 'empowered and enthused' and are now getting a clearer picture of how to improve teaching and learning in the subjects for which they are responsible.

The governing body does not currently meet its statutory duties. The arrangements for safeguarding are not robust and systems to maintain and update them or to take action in order to reduce risk are inadequate. Adults working in school are suitably vetted but governors have not had appropriate training. The school has a set of actions, based on an understanding of its context, in order to promote community cohesion but the monitoring and evaluation of this work is underdeveloped. Strong links are evident with a range of agencies and this supports aspects of personal development very well. The school

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promotes equal opportunities and tackles discrimination satisfactorily. Links with parents are strong and they generally hold the school in high regard.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	4
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	4
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Children enter the Nursery with skills and abilities that are below those expected for their age and make good progress due to a wide range of learning experiences. They enter reception broadly in line with national expectations where they continue to make good progress. This is because of the good relationships that prevail between adults and children who work well together, for example, in the Chinese cafe celebrating Chinese New Year. The quality of provision in the Nursery, both indoors and outside, is good. In the Reception classes, there are fewer opportunities for stimulating and purposeful activities. Plans are in place to develop the outdoor provision in the reception classes so better use can be made of the outdoor environment. Assessments and observations are made on what children can do, but this is yet to link into teachers' planning of the next steps in children's learning. Effective links are made with parents and carers and outside agencies, for example home visits and parent/teacher conferences. The Early Years leader is aware of the strengths and weaknesses, yet plans for improvement are unclear as they do not focus enough on the raising of achievement in areas identified.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

Most parents and carers agree their children enjoy school and are appreciative of the school's work. About a fifth of parents and carers completed the questionnaire, which is a relatively low return rate. Almost all considered teaching was good and that unacceptable behaviour was dealt with effectively. A very small number of parents and carers raised serious concerns with regards to safety and these were fully investigated by the inspectors during the inspection. The inspection findings endorsed the safety concerns of these parents and carers.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Hasland Infant School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 80 completed questionnaires by the end of the on-site inspection. In total, there are 362 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	63	79	17	21	0	0	0	0
The school keeps my child safe	54	68	24	30	1	1	0	0
My school informs me about my child's progress	36	45	41	51	3	4	0	0
My child is making enough progress at this school	40	50	38	48	1	1	0	0
The teaching is good at this school	52	65	27	34	0	0	0	0
The school helps me to support my child's learning	43	54	33	41	4	5	0	0
The school helps my child to have a healthy lifestyle	45	56	34	43	1	1	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	35	44	38	48	1	1	0	0
The school meets my child's particular needs	43	54	36	45	1	1	0	0
The school deals effectively with unacceptable behaviour	30	38	45	56	0	0	0	0
The school takes account of my suggestions and concerns	32	40	39	49	3	4	1	1
The school is led and managed effectively	35	44	41	51	1	1	0	0
Overall, I am happy with my child's experience at this school	46	58	34	43	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on 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 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:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.

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.



18 February 2011

Dear Pupils

Inspection of Hasland Infant School, Chesterfield, S41 0PE

On behalf of the inspection team I would like to thank you for the very friendly welcome you gave us when we inspected your school recently. As you know we came to see how well you were doing, and what you said helped us with our findings.

Your school helps you make good progress and you told us you enjoy school. You know about healthy lifestyles and we were very impressed with your good behaviour. You attend school regularly and develop skills that will help you in later life. Teachers are making sure that the activities you do are interesting and help you to learn.

When we looked at how well the school's leaders check how they keep you safe, we thought there were things they could improve. We have given the school a list of jobs to do and inspectors will visit again to see whether these have been done. To make sure that every one of you is well looked after and cared for we have asked your school's leaders to:

- check that you are always safe and that adults know what they need to do to make sure you are always cared for properly
- make sure the governors know exactly what they have to do to help the school improve, ask more questions and check the school site regularly
- set up systems to check how well the school is working so they know what needs to improve.

Thank you again for your very warm welcome. You can help your school by continuing to attend regularly and enjoying your learning.

Yours sincerely

Jane Millward

Her Majesty's Inspector

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