

Hadfield Infant School

Inspection report

Unique Reference Number	112692
Local Authority	Derbyshire
Inspection number	357169
Inspection dates	15–16 March 2011
Reporting inspector	Marion Thompson

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	4–7
Gender of pupils	Mixed
Number of pupils on the school roll	153
Appropriate authority	The governing body
Chair	Kath Holtom
Headteacher	Christine Taylor
Date of previous school inspection	12 February 2008
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Introduction

This inspection was carried out by three additional inspectors who observed 16 lessons taught by six teachers. Inspectors talked to parents and carers, pupils, staff, the Chair of the Governing Body and a parent governor. They observed the school's work, and looked at pupils' work, information about their progress, curriculum and lesson plans, safeguarding documents and school improvement plans. They analysed 46 questionnaires from parents and carers as well as staff and pupil questionnaires.

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

- The progress made by all pupils in reading and by boys in mathematics.
- The achievement and progress of pupils with special educational needs and/or disabilities.
- The impact of the recently formed senior leadership team on the provision made for pupils.

Information about the school

The school is smaller than average. The vast majority of the pupils are of White British heritage. The proportion of pupils with special educational needs and/or disabilities is below average, but the percentage with a statement of special educational needs is above average. The proportion of pupils known to be eligible for free school meals is average. The school has National Healthy Schools status and has been awarded the Basic Skills Quality Mark. It has also gained the Royal Bank of Scotland Supergrounds award. Over recent years, there has been a rapid turnover in teaching staff, for example through retirement.

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?

2

The school's capacity for sustained improvement

2

Main findings

The school provides a good education. By the end of Year 2 standards are above average, representing good progress for pupils of all abilities in reading, writing and mathematics. Pupils, including those with special educational needs and/or disabilities and the few pupils of minority ethnic heritage, achieve well. Girls' attainment is considerably higher than that of boys, especially in reading and writing. This is because girls' attainment is higher on entry to the school. More-able boys achieve well, reaching above average standards particularly in mathematics and writing. Teaching is good and supports pupils' rapid progress.

All aspects of the school's work are held in extremely high regard by parents and carers. They rightly feel that school staff are welcoming, approachable and totally committed to the education of their children. They appreciate the good care and skilful teaching the school provides.

The outstanding curriculum is a major factor in pupils' enjoyment of learning and contributes to their excellent adoption of healthy lifestyles. The strong emphasis placed on physical activity through the Woodland Wizards Forest School and the excellent opportunities pupils have for physical play during break times ensure that they are very active. Through science, pupils become aware of the need for a balanced diet and show they have understood by the choices they make in school dinners.

The curriculum also helps pupils to make a good contribution to the school and wider community. It places a very powerful emphasis on respect for, and appreciation of, the environment. As a consequence, pupils make an excellent contribution through recycling activities, for example using waste paper as mulch for their vegetable patch. Members of the school council are involved in making important decisions, such as contributing to the design of a new outdoor play area. They produce high quality work in art which is displayed in a local supermarket and church. All other aspects of pupils' personal development are good.

The headteacher provides outstanding leadership. Her strong drive, high expectations and clear sense of strategic direction have enabled the school not only to maintain good provision during a time of rapid staff turnover and a sharp fall in budget, but to improve key aspects of provision, such as the curriculum. She is supported well by a good senior team, whose members are developing the skills they need, for example in monitoring teaching, to perform their roles well. The governing body monitors, supports and challenges the work of the school very well. Its members contribute actively to school self-evaluation, promoting the views of parents and carers and pupils strongly, through the surveys they conduct. The school has good capacity to improve further.

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Although teaching is good, more work remains to be done to ensure it is consistently so. A small minority of lessons are satisfactory, because opportunities are missed for pupil involvement. In otherwise good lessons, teaching staff occasionally fail to manage all groups. For example, they do not notice when pupils need extra support to move them on or those who have finished their work, because they are so involved in teaching their own groups. Teachers do not consistently use a range of strategies to help them to quickly identify individual pupils who are experiencing difficulties during lessons.

In addition, the school has recently introduced a new system of mapping barriers to learning for pupils with special educational needs and/or disabilities and lower attaining pupils, especially boys, in depth and breadth. This includes support for emotional as well as academic needs. Teaching assistants have been trained to support these needs more specifically and effectively. This is intended to move the progress of this group of pupils from good to outstanding. However, the system is in its early stages and the quality of support has not yet been evaluated.

What does the school need to do to improve further?

- By March 2012, move teaching from good to outstanding by ensuring that:
 - all lessons make the best use of opportunities for pupil involvement
 - teachers check regularly to see if groups of pupils are moving on in their work (as part of classroom management)
 - teachers use a range of strategies to identify when individual pupils are finding work difficult (as part of 'Assessment for Learning').
- By March 2012, evaluate the quality of the support provided for pupils with special educational needs and/or disabilities to see whether the new initiatives are successfully building on the good progress they are already making.

Outcomes for individuals and groups of pupils

2

Pupils of all abilities think that learning is fun and approach their work enthusiastically. They make good progress and achieve well from starting points on entry to Reception that are broadly in line with national expectations. They enjoy working independently. More-able pupils in Year 2, for example, confidently tackled a demanding task, making notes on time openers and adjectives from an extended text. Pupils give free rein to their imaginations, developing their vocabulary and speaking and listening skills well through role play. Less-able pupils acted out the story of Goldilocks with great excitement, using the 'Once upon a time cottage' in the grounds as the Three Bears' house. This approach motivates pupils to write and, consequently, writing has improved. In the small number of satisfactory lessons, however, opportunities for pupil participation and, therefore, skill development, are more limited.

The vast majority of pupils with special educational needs and/ or disabilities are boys who have learning and/or behavioural difficulties. They make good progress, which is accelerating further. This is because they are supported and challenged by staff so that they develop independence in learning and enjoy their work. Writing is improving because pupils are keen to share their experiences. A very small number of pupils with severe

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physical and/or developmental delay make very good progress, because their wide range of needs is very carefully met.

Pupils behave well and have positive attitudes to learning. They have a good awareness of how to stay safe. They are prepared well for the future by their good literacy, numeracy and social skills and their above average attendance and punctuality. Pupils' spiritual, moral and cultural development is also good. They know right from wrong and treat other members of the school community with respect. They show awe, wonder and curiosity at the natural environment. Awareness of the range of faiths and cultures in Britain is not quite as strong. Pupils have had an introduction to aspects of diversity, for example through studying Chinese New Year and a demonstration of Indian cookery and dance. They have a burgeoning awareness of diversity, but their direct experiences are more limited. While pupils make an outstanding contribution to the school and local community, their contributions to the national and international community are not quite as strong.

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	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	2
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	2

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?

Teachers use assessment information well to plan lessons that meet the wide range of pupils' needs. Teachers provide groups of pupils with good support and challenge. Good quality resources are used well to support learning. For example, in mathematics pupils use resources to reinforce their understanding of the concepts of number or shape. In the small number of satisfactory lessons, opportunities are missed for pupils to participate, for

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example in class discussion. Most staff monitor pupils' responses well. For example, in a Year 1 numeracy lesson, the teacher was quick to spot that pupils had not fully understood how to count in tens. She wisely called the class back together to revisit basic principles. However, ongoing assessment is not always used quite as effectively. Although they do not always recall their new targets, pupils understand what they mean. They are motivated to achieve them by the 'bull's eye' displays in classrooms. Marking is good, confirming what pupils have achieved and making suggestions for further improvement.

The topic-based curriculum is broad and balanced. The rolling programme of exciting themes engages boys in learning, while still interesting girls. The curriculum is enriched by parental and community involvement such as parents and carers accompanying pupils on forest walks and visits from members of the police force and fire services. Very good attention is paid to ensuring that pupils who have moved into Year 1 but still have not reached the levels expected for their age have continuity of learning through the provision of activities similar to those in the Reception classes.

Good attention is paid to transition from and to other settings, which ensures that pupils settle happily. They are well known to adults and caring relationships encourage pupils to develop their self-esteem and confidence. Some aspects of care, such as the support provided, in tandem with other agencies, to those who are in vulnerable situations or who have severe special educational needs and/or disabilities are outstanding. Great attention is paid to detail, for example decorating the toilets with displays to interest pupils. However, in a number of areas, record keeping, while satisfactory, lacks detail and rigour. Provision for most pupils with special educational needs and/or disabilities is good.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	1
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher provides ambitious, tireless and driving leadership for the school. Planning is good and is based on accurate and detailed self-evaluation. Staff work well as a committed and collaborative team. Governance is excellent. Members of the governing body use their individual expertise very skilfully to the benefit of the school, for instance, a governor designed a system to monitor pupils' progress electronically. The governing body performs its duties in relation to safeguarding well and there are good procedures for ensuring pupils are protected. For example, playground organisation ensures that pupils are kept really safe, while playing constructively with a parachute, football, climbing frame and large construction toys. Some recently reviewed policies, for example in relation to bullying, have been carefully revised by the governing body in response to parental

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concerns. They provide very clear information and explore in some depth what bullying is and how the school responds to it.

Parents and carers really appreciate the wealth of information that the school has made available on the learning platform, for example the weekly 'learning log'. Partnerships to support pupils' learning and well-being are good. They have brought significant improvements to the school, such as a better playground and more support for pupils in numeracy.

The school promotes respect for all pupils and discrimination of any sort is tackled rigorously on the rare occasions when it occurs. The promotion of equal opportunities is good which ensures that all pupils make good progress. The school promotes community cohesion well. It works hard to promote shared global values, such as an appreciation of, and care for, the environment. It also promotes an understanding of international issues, for example, by raising money for children in Africa and supports a variety of national charities. The school tries to meet the needs of parents and carers through promoting courses for them and their children, for example in helping pupils understand science. It takes an active part in local events, such as the annual carnival. It provides good value for money.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	1
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children enter the Reception classes with levels of skills around those expected for their age. However, a large minority, especially boys, have lower levels of skills, especially in language. Children settle quickly and happily because transition and care arrangements are sensitive to their needs and those of their parents and carers. They make good progress as a result of good teaching and an exciting curriculum. Occasionally some elements of teaching, such as skilful questioning, are outstanding. The curriculum provides

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a good balance of activities initiated by the children and those directed by staff. Because of the layout of the building, children cannot choose when to go outside, but staff ensure all have an opportunity. Structured play activities are exciting, imaginative and link well to the topic and to areas of learning. During the inspection, children really enjoyed 'painting' the river and making the boats that the Gingerbread Man escaped in. They developed good observation and thinking skills in testing what would happen to the Gingerbread Man if he tried to swim across the river. Teachers follow up well on children's ideas, for example testing whether he could escape on a pancake as one child suggested. However, too few children are attracted to the writing activities when children choose what to do. Children's personal development is good. They learn to share and take turns, to listen attentively and to concentrate for long periods. They go into Year 1 well prepared for future learning. Leadership and management are good and the Reception classes work well as an effective team.

These are the grades for the Early Years Foundation Stage

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

Views of parents and carers

The very large majority of respondents to the questionnaire are pleased with the work of the school. Inspectors corroborate their views that children are kept safe, benefit well from attending the school and are helped to have a healthy lifestyle. A small number of parents and carers do not feel that the school deals effectively with unacceptable behaviour. Inspectors found that the school deals well with the small number of pupils who have severe emotional and behavioural difficulties.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Hadfield 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 46 completed questionnaires by the end of the on-site inspection. In total, there are 153 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	34	74	12	26	0	0	0	0
The school keeps my child safe	40	87	6	13	0	0	0	0
My school informs me about my child's progress	27	59	18	39	1	2	0	0
My child is making enough progress at this school	23	50	22	48	0	0	0	0
The teaching is good at this school	35	76	10	22	0	0	0	0
The school helps me to support my child's learning	35	76	10	22	1	2	0	0
The school helps my child to have a healthy lifestyle	36	78	10	22	0	0	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)	25	54	15	33	0	0	0	0
The school meets my child's particular needs	28	61	17	37	0	0	0	0
The school deals effectively with unacceptable behaviour	21	46	18	39	2	4	0	0
The school takes account of my suggestions and concerns	24	52	19	41	1	2	0	0
The school is led and managed effectively	31	67	15	33	0	0	0	0
Overall, I am happy with my child's experience at this school	38	83	8	17	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.



17 March 2011

Dear Children

Inspection of Hadfield Infant School, Glossop, SK13 1PN

Thank you for the warm welcome you gave us when we inspected your school. I am pleased to say that we found that the school provides you with a good education. You get off to a good start in the Reception classes because of the good care and teaching, and the interesting programme of activities that the school provides for you. Some of the other good things we found are listed below.

You make good progress, attend regularly and enjoy your learning.

You have an excellent understanding of how to stay healthy. You behave well and make a good contribution to the school and wider community.

You have a good understanding of right from wrong and show respect for others. You develop good social skills.

The school provides you with good teaching and an excellent curriculum that makes really good use of the outdoors, including Woodland Wizards.

Your parents and carers think highly of the school and work really well with staff to make sure you do well.

Governors work very hard and well to make sure things continue to improve. They use the skills they have gained in their own lives to help you.

The headteacher and staff are working hard to make sure that the school continues to improve.

We, too, want the school to continue to improve so we have asked staff to do some things to make it better. So that teaching is always good, we have asked them to make sure that you are actively involved in all lessons. They need to check regularly to see if groups of you are stuck or have finished your work so you do not waste time. You can help by making sure staff know when you need to move on. We have asked the teachers to look carefully so they know when a few of you do not understand what to do next. We have also asked the staff to look at the recent work they have been doing with those of you who find learning difficult to check how effective it has been.

Yours sincerely

Marion Thompson

Lead inspector

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