

# Hasland Junior School

## Inspection report

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<b>Unique reference number</b>	112663
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	395505
<b>Inspection dates</b>	10–11 May 2012
<b>Lead inspector</b>	Christine Merrick

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

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<b>Type of school</b>	Junior
<b>School category</b>	Community
<b>Age range of pupils</b>	7–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	353
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Evert Van Gemeren (Acting)
<b>Headteacher</b>	Vally Miller
<b>Date of previous school inspection</b>	30 September 2008
<b>School address</b>	Broomfield Avenue Hasland Chesterfield S41 0LY
<b>Telephone number</b>	01246 234250
<b>Fax number</b>	01246 229681
<b>Email address</b>	vmiller@hasland-jun.derbyshire.sch.uk

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<b>Inspection date(s)</b>	10–11 May 2012
<b>Inspection number</b>	395505



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## Introduction

Inspection team

Christine Merrick

Additional inspector

Kathryn Hill

Additional inspector

Edgar Hastings

Additional inspector

This inspection was carried out with two days' notice. Inspectors observed 20 lessons taught by 14 teachers and also observed pupils taught in small groups and individually. Meetings were held with staff, representatives of the governing body and groups of pupils. Inspectors took account of the responses to the on-line Parent View survey in planning the inspection, observed the school's work, and looked at the school's own self-evaluation, school development plan and documents relating to safeguarding. They also looked at the school's records of pupils' achievement and monitoring of the quality of teaching. The team scrutinised 115 parental questionnaires and others completed by staff and pupils.

## Information about the school

The school is a larger-than-average junior school on the outskirts of Chesterfield with a growing school population. It shares the site with the local secondary school. A smaller-than-average proportion of pupils are known to be eligible for free school meals. There are few pupils from minority ethnic groups and almost all pupils have English as their first language. The proportion of disabled pupils and those with special educational needs supported by school action plus or with a statement of special educational needs is lower than the national average. The school has gained many awards in recognition of its work. These include nationally accredited awards such as the Award for Excellence for Anti-Bullying, the International Schools Full Award, Activemark, Investors in People, Artsmark, Healthy Schools and Basic Skills Quality Mark. In addition it holds the Derbyshire County Council Personalised Learning Award and was the Derbyshire Acknowledging Filmmaking Talent Awards winner for the best script/storyline for the film pupils produced called 'Bullycycle'. There is a popular breakfast club run by the governing body. The school exceeds the current floor standards which are the minimum standards expected by the government.

**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

<b>Overall effectiveness</b>	<b>2</b>
<b>Achievement of pupils</b>	<b>2</b>
<b>Quality of teaching</b>	<b>2</b>
<b>Behaviour and safety of pupils</b>	<b>2</b>
<b>Leadership and management</b>	<b>1</b>

## Key findings

- This is a good school. The school is highly committed to an inclusive ethos and has very high expectations of both staff and pupils. The senior leadership team secures extremely high levels of spiritual, moral social and cultural development for the vast majority of pupils. The school is not outstanding because recent improvements to achievement have not yet been sustained over time and there is some inconsistency in teaching.
- Pupils' progress is tracked and monitored very closely and the rigorous analysis of data is used highly effectively to target support where needed. As a result pupils typically make good progress and attain standards above national averages. Disabled pupils and those with special educational needs make equally good progress. The school has very effectively identified, halted and reversed a downward trend in mathematics attainment.
- Teaching is consistently good and sometimes outstanding. Teachers make excellent use of the outdoor area to support pupils' learning and provide interesting activities that motivate and enthuse pupils. Very careful planning and support for disabled pupils and those with special educational needs ensure that they take an equal part in lessons alongside their peers. A few teachers do not always allow pupils to take responsibility for their own learning or provide enough opportunities for extended writing.
- Behaviour is typically good, sometimes outstanding with pupils showing very positive attitudes to learning. Pupils are polite, courteous and respectful to both adults and peers. Parents, carers and pupils confirmed that pupils feel safe in school and are well cared for. However, they also said that the behaviour of a few pupils sometimes disrupts classes and is a cause for concern.
- The leadership of teaching and the management of performance are outstanding. There is strength and depth in the senior leadership team. The excellent leadership of the headteacher, supported by a very able governing body, has created an ethos of high expectations and driving ambition which is shared by all members of the school community. Together they quickly and accurately identify where action is required and bring about the necessary rapid improvement in outcomes for pupils.

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## What does the school need to do to improve further?

- Raise the standard of teaching to ensure that the majority is outstanding by:
  - ensuring good quality developmental marking is consistent across the school
  - giving pupils increased opportunities to drive their own learning through independent or collaborative work.
  
- Continue to raise the quality of writing across school by:
  - ensuring writing skills are addressed in all curriculum areas
  - giving pupils sufficient regular opportunities to complete extended writing projects.

## Main report

### Achievement of pupils

A very large majority of parents and carers who responded to the questionnaire rightly believe that their child is making good progress at the school. One parent, typical of the majority, commented, 'Since joining Hasland Juniors my child has grown as a confident learner' whilst another said they were 'extremely pleased' with their child's progress. Most pupils also felt that the school helped them do as well as they could. The school's tracking data show that from broadly average starting points pupils make good progress and a large majority are working at or beyond age related expectations. This is very evident in reading where more than half the pupils in each year group are above age-related expectations including those in Year 6.

Having sustained attainment levels well above national results for a number of years, attainment at the end of Key Stage 2 was broadly average in 2011 in both English and mathematics. The school swiftly identified issues through targeted observations, consultation with pupils and analysis of data from tests. This was followed by the introduction of specific improvements to teaching and attainment is now improving strongly. Pupils in Year 6 are on track to achieve challenging targets. For instance, a group of pupils showed very high levels of ability when explaining co-ordinates in four quadrants. In the lessons observed by the inspectors, there was good and often outstanding progress made by the pupils. They consistently display very positive attitudes to learning. One pupil declared that 'Maths is epic!', and was eager to show his knowledge of how to calculate the circumference of a circle using the correct algebraic formula.

The school is meticulous in analysing data and targeting support to ensure that all pupils make good progress. The excellent support given to disabled pupils and those

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with special educational needs ensures that they make similar progress to other children. This includes very well focussed individualized support for those with physical disabilities that enable full integration in class activities and smooth transitions to the next stage of their education. They thoroughly enjoy their lessons and take a full part in all activities resulting in high levels of confidence and equally positive attitudes.

## **Quality of teaching**

Teaching is consistently good and, at times, outstanding. The teaching staff are all totally committed to providing the highest quality education for the pupils and engaging in on-going professional development. Typically lessons are well planned, conducted at a good pace to sustain and motivate pupils and capture their imagination extremely well. For instance, in a series of lessons related to diary writing, pupils in Year 5 began by exploring the outdoor area, developing vocabulary related to sensory experiences and then writing about these. One child wrote, 'As I walked along the crumbling bark path I could see flickering sunlight through the trees.' Whilst pupils regularly produce high quality short pieces of writing, fewer opportunities are provided for extended writing.

Pupils say that teaching is good, as do almost all parents and carers. One parent commented 'There is some really good teaching at Hasland and this needs to be celebrated.' Relationships are excellent with a very high level of mutual respect shown. This contributes significantly to pupils' spiritual, moral, social and cultural understanding as teachers provide excellent role models. Lessons are calm and purposeful with teachers showing great skill in questioning pupils to develop and extend their learning, and to explore misunderstandings so that these are addressed immediately. Pupils in most classes receive very good feedback on their work so that they know how to improve but in some classes written feedback is not clearly focused on next steps for learning.

In many classes, pupils are encouraged to initiate projects themselves. For example, a group of Year 6 pupils proudly described the website they were developing to communicate information about the school. These pupils were able to apply the presentation skills developed in information, communication and technology classes and included information for others about bullying and cyber-bullying. A few teachers do not always allow pupils regular opportunities such as these to drive their own learning. Pupils use a very wide range of writing in all subjects but not all teachers use these opportunities to reinforce literacy skills.

Disabled pupils and those with special educational needs perform well because of the highly inclusive ethos of the school. Teachers use assessment data extremely well to ensure that work meets the needs of all pupils very accurately and supports their consistently good progress. Teachers work very closely with external agencies to support individual pupils. The support of highly skilled and knowledgeable teaching assistants ensures that all pupils are able to work well whether individually, in small groups or in class. This means that disabled pupils and those with special educational

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needs are integrated fully into lessons and play their full part in the very many interesting and varied experiences. These enrich the curriculum, develop key life skills and prepare them well for the next stage of their education.

### **Behaviour and safety of pupils**

Although typical behaviour in school is good, parents, carers and pupils reported concerns about the behaviour of a very few pupils. Despite this, a very large majority of parents and carers felt that their children were safe at the school. This was evident in their responses to the questionnaire and in informal discussions and was confirmed by the pupils' responses.

The excellent relationships contribute to a very highly developed sense of right and wrong. Most pupils are polite, courteous and show great respect to each other as well as to adults. This was reflected in the calm and purposeful atmosphere and the many positive informal conversations between adults and pupils as they exchanged news at the beginning of the school day.

The school has very well established systems for dealing with pupils with challenging behaviour and works closely with external agencies to support these pupils' inclusion in school. There is an extensive programme for ensuring that pupils can identify different types of bullying and understand how to deal with them. Instances of bullying, including for example prejudice-based bullying related to special educational need, race or disability, are rare. Pupils were very clear about these and they understand the programme of rewards and sanctions well. One child explained how proud she was to be a peer mediator and articulated clearly to what extent she could intervene, the strategies that she could use and the point at which she would need adult intervention. Anti-bullying week and special projects such as the production of the 'Bullycycle' film ensure that pupils are kept well aware of the issues.

The school works extremely well with parents to ensure that above average attendance is sustained well.

### **Leadership and management**

The exceptional leadership of the headteacher ensures that, through highly effective team work and substantial investment in the professional development of staff, the senior leadership team is extremely strong. As a result the deputy headteacher is able to offer support to another school whilst others step up willingly to fulfil her roles. One parent commented that the school has 'very strong leadership qualities which are reflected in the headteacher's enthusiasm' and all staff said they were proud to be part of the school.

The headteacher's vision and commitment are reflected in all leaders and managers, including the governing body. They all display an uncompromising drive to improve achievement and, as one governor said, 'Be the best that we can be.' An example of this is the very effective action they have taken to overcome the weakness identified

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in mathematics to ensure that pupils are now firmly back on track to achieve above-average results in 2012. Actions such as this demonstrate a very strong capacity for improvement that is embedded in the work of the school. There is very rigorous attention to detailed data analysis which is shared with all staff and used to drive performance management targets. All staff contribute to development plans and the school improvement plan shows a very clear and unequivocal focus on raising and maintaining attainment. The extremely well planned programme for monitoring teaching and learning generates constructive and challenging feedback and professional dialogue. Staff meetings are also often focused on the quality of teaching resulting in the consistently good and sometimes outstanding teaching observed.

The school places great value on equal opportunities. Disabled pupils and those with special educational needs, and the few who demonstrate challenging behaviour, are all supported extremely well. This is a very inclusive school with very high ambitions for all pupils. To this end the school works extremely closely with outside agencies and provides a very rich curriculum with many memorable experiences to motivate and enthuse pupils. It includes strong cultural and global elements connecting the school with Africa and America whilst involving the pupils in their local community through activities such as gardening and care for the environment. Pupils participate in a wide range of afterschool clubs, enjoy visits to places of interest and take part in many competitions and events together such as the 'Ship lift building' competition. Pupils' spiritual, moral, social and cultural understanding is therefore very highly developed.

The school's arrangements for safeguarding pupils are rigorous and all statutory requirements are met.



## 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	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	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 to 31 December 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](http://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.
Floor standards:	the national minimum expectation of attainment and progression measures.
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.**



14<sup>th</sup> May 2012

Dear Pupils

**Inspection of Hasland Junior School, Chesterfield, S41 0LY**

Thank you for being so welcoming when we came to inspect your school. You were polite and courteous and we really enjoyed talking with you and seeing what great learners you are. We enjoyed watching lessons and looking at your work and we were particularly impressed by some of your design and technology projects! In the questionnaires, and when we talked with you in classrooms and in the playground, you told us that school was a safe place to be and that everyone usually behaves well lessons. You also said lessons were interesting and exciting. We especially liked the comment that in art you enjoyed being able to express emotions and feelings.

Hasland Junior School is a good school and we have asked your teachers to do some things to make it even better. These include:

- making sure you all get really good feedback so that you know how to improve your work and giving you more opportunities to work independently
- pointing out to you where you could improve your English skills when you are doing science, history or religious education and giving you the opportunities for more extended pieces of writing.

You can obviously help by working hard and continuing to behave as well as you can. It makes being in your school a great pleasure.

Thank you again for contributing so much to the inspection.

Yours sincerely

Christine Merrick  
Lead inspector

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