

# Hayes Park School

Raynton Drive, Hayes, UB4 8BE

**Inspection dates** 19–20 June 2013

<b>Overall effectiveness</b>	Previous inspection:	Outstanding	1
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Pupils achieve well in all key stages. Overall the levels they reach from a low start by the time they leave are broadly average in reading and mathematics.
- The quality of teaching is mostly good or better as teachers plan effectively and have high expectations of pupils. Teachers give pupils clear guidance about how they can improve their work.
- Children in the Early Years Foundation Stage enjoy the range of good opportunities to develop their gross motor skills and speaking and listening skills.
- The headteacher, senior leaders and governors continually check what works well and what needs improving to move the school forwards.
- The school's curriculum and very caring environment underpin the successful promotion of pupils' spiritual, moral, social and cultural development.
- Pupils' behaviour is good. They are polite, courteous and show great respect for all members of the school community. Pupils say they feel safe and are well cared for.

### It is not yet an outstanding school because

- Subject leaders do not use pupil achievement information during their feedback to teachers.
- Pupils' progress in writing at Key Stage 2 is lower than in mathematics.
- Approaches to giving pupils guidance to improve their work and opportunities to respond to teachers' feedback are not consistent.
- Sometimes more able pupils are not appropriately challenged.

## Information about this inspection

- Inspectors observed parts of 29 lessons, including 14 jointly with the headteacher and assistant headteacher.
- Inspectors evaluated pupils' work and talked to a range of pupils about their learning.
- Inspectors held discussions with parents and carers, staff, members of the middle and senior leadership teams, members of the governing body and telephone conversation with a representative of the local authority.
- Inspectors analysed a range of documents, including the school's self evaluation, documents relating to safeguarding, policies, information about pupils' progress, minutes of meetings held by the governing body, and records of behaviour and incidents; they also looked at the school's website and data dashboard, and records of the monitoring and evaluation of the quality of teaching and learning. Inspectors also examined anonymised documents about the management of staff performance.
- Inspectors took account of 40 responses to the online Parent View survey, the views expressed by parents and carers during the inspection and school's records of parents' views. They reviewed the responses to staff questionnaires.

## Inspection team

Kewal Goel, Lead inspector	Additional Inspector
Fatiha Maitland	Additional Inspector
Cliff Mainey	Additional Inspector
Rosemarie McCarthy	Additional Inspector

## Full report

### Information about this school

- The school is much larger than the average-sized primary school. There are three classes in each year group from Year 1 to Year 6.
- The Early Years Foundation Stage comprises two part-time Nursery classes and three full-time Reception classes.
- Most pupils are from a wide range of minority ethnic groups, with the largest groups from Asian or Asian British and Sri Lankan background.
- The proportion of pupils who speak English as an additional language is well above average.
- The proportion of pupils known to be eligible for the pupil premium (funding for pupils known to be eligible for free school meals, looked after children and children from service families) is below average.
- The proportion of disabled pupils and those with special educational needs supported through school action is below average. The proportion supported at school action plus or with a statement of special educational needs is above average.
- The school has specially resourced provision for pupils with special educational needs in the form of a specialist resource unit for 12 pupils with autistic spectrum disorder.
- The school meets the government's current floor standards, which sets the minimum expectations for pupils' attainment and progress.
- The school has Investors in People, Inclusion Quality Mark, Science Quality Mark, International Award and the Eco School Award.
- It has supported a number of other local schools through the Local Leaders of Education programme and is a strategic partner in the Hillingdon Teaching School Alliance.

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

- Improve the quality of teaching and learning so that the vast majority of teaching is outstanding by:
  - making sure that tasks are well matched to the needs of all pupils and extend the more able
  - enabling pupils to know how to improve the quality of their work
  - consistently providing opportunities for pupils to respond to teachers' feedback.
- Develop the role of subject leaders so that they actively evaluate the impact of their monitoring.

## Inspection judgements

### The achievement of pupils is good

- Children's level of skills on entry is below those expected. Children achieve well in the Early Years Foundation Stage because staff use open-ended questions to develop their creativity through talk and use their assessment information to plan a wide range of interesting activities, well matched to their needs.
- At Key Stage 1, pupils make good progress and their attainment is average in reading, writing and mathematics. Teachers make sure that pupils build well on this good foundation. At Key Stage 2, the attainment was significantly above average in 2010 and 2011 but in 2012 it was above average in mathematics and almost in line in English.
- The school's internal assessments show that pupils are making good progress in reading and mathematics across all year groups but their progress in writing is inconsistent. This is because 'big write' is not yet fully embedded.
- Skilled and directed support for disabled pupils and those who have special educational needs, including pupils with autistic spectrum disorder in the specialist resource unit, means they make good progress. Many pupils have individually planned activities that meet their specific needs well.
- Pupils from different ethnic groups, including Indian, and pupils who speak English as an additional language achieve well.
- Those pupils known to be eligible for the pupil premium are also achieving well and closing the gap on what other pupils are achieving nationally. In 2012, the attainment of these pupils was broadly in line with the national averages in English and mathematics at the end of Year 6. The school uses the designated funds well to support these pupils, including individual learning sessions, special teaching programmes in English and mathematics and after-school curricular activities.
- All staff make sure that every pupil in the school gets an equal chance to succeed, while valuing the differences in their backgrounds and beliefs.
- Pupils enjoy reading. Younger pupils have a secure understanding of phonics (letters and the sounds they make). In 2012, Year 1 pupils performed below the nationally expected standards in the phonic screening check, but the school's current assessment shows that this year the proportion achieving average standards is much higher than last year.

### The quality of teaching is good

- Teachers' planning is effective and takes into account pupils' prior learning and skills. Most teachers use pupils' knowledge and understanding well in grouping the class.
- Most teachers have high expectations of what pupils can do; they provide interesting and motivating learning experiences and use effective questioning. Some teachers use resources, including technology such as interactive whiteboards, creatively and effectively, and make the learning exciting. However, on occasions these opportunities are missed and teachers do not involve pupils actively in the use of technology.
- In the Early Years Foundation Stage teachers provide good opportunities for pupils to use their phonics skills of blending and segmenting in reading. Teachers provide good learning experiences for pupils to develop their gross motor skills and provide opportunities for pupils to explore rhythm, pitch and rhyming.
- Teachers have good subject knowledge and explain learning activities very well. For example, in Year 3 the teacher provided a good model for pupils to practise comprehension skills and to attempt another text independently. Teachers monitor pupils' progress and adapt teaching appropriately by allowing pupils who understood the technique to work independently.
- Arrangements to provide specialist support and teaching for disabled pupils and those with special educational needs and pupils with autistic spectrum disorder are effective and enable them to make good progress. Pupils with autistic spectrum disorder are appropriately included

in the lessons.

- Teachers mark pupils' work regularly and give constructive feedback in terms of next steps. Teachers do not consistently give pupils time to consider their comments and respond appropriately. Sometimes, there is lack of challenge for the more-able pupils.
- Teachers manage pupils' behaviour well. They create a positive climate for learning and promote pupils' spiritual, moral, social and cultural development well. As a result relationships are strong and pupils work well with one another.

### **The behaviour and safety of pupils are good**

- In lessons pupils display consistently positive attitudes to learning and support each other well. They work co-operatively, and listen to each other's views during talk partners. They listen to the teacher intently and are keen to respond to teachers' questioning. There is no low-level disruption in lessons. After break and at lunchtime pupils do not line up properly.
- Pupils are polite, courteous and initiate discussion with teachers and other adults.
- Pupils show good awareness of different forms of bullying including cyber bullying and prejudiced-based bullying. Pupils say that there is no racist bullying and instances of bullying of any kind are extremely rare and the school deals with them quickly and effectively.
- Relationships among pupils and between pupils and adults are very good. Pupils behave well in lessons and around the school. All pupils understand that they have responsibility to care for each other.
- Pupils feel safe and secure in the school. They told inspectors that if they have any concerns, staff deal with them promptly.
- Pupils attend regularly and are punctual. Attendance is broadly average for all groups of pupils.
- The school's management of behaviour and expectations are very clear. Monitoring of the system shows a high level use of rewards compared to sanctions. Pupils have good opportunities to take responsibility.
- Staff, parents and carers say that the behaviour in the school is very good.

### **The leadership and management are good**

- The governors, headteacher and senior leadership team have a clear vision and drive to improve standards. They communicate their ambition via the school improvement plan, newsletters, weekly staff meetings and pupil-progress meetings.
- The school has a common goal in terms of improving the quality of teaching and all pupils' achievement.
- There is a drive to improve teaching by accurate monitoring, effective performance management and professional development, which is closely matched to the needs of staff. However, subject leaders make little reference to pupils' progress in their analysis of monitoring and evaluation of teaching and learning.
- Expectations are high and leaders have agreed clear and detailed long-term plans. Progress in meeting the targets and success criteria is constantly reviewed.
- The school's self-evaluation is robust and the school's actions are carefully planned.
- A strong inclusive and caring environment has a great impact on the daily life of the school. This contributes well to pupils' spiritual, moral, social and cultural development.
- The school works well with parents and carers as evidenced by Parent View and the parent questionnaire conducted by the school in 2013.
- The curriculum covers all of the required areas of learning with a major focus on literacy, numeracy and basic skills. It is well enriched by extra-curricular activities. It helps teachers to be creative and pupils to be imaginative in developing their knowledge and understanding across different subjects. The curriculum prepares pupils well for their next stage of education.
- The local authority has taken a 'light-touch' approach to the school, given the school's good track record of performance.
- Safeguarding systems are robust and meet all statutory requirements. These are reviewed

regularly and are valued highly by pupils, parents and carers.

- Inspection questionnaires returned by members of staff show that the leadership of the school has full support. All members of staff provide good role models in consistently promoting the inclusive values and beliefs that permeate all aspects of school life.

■ **The governance of the school:**

- The governing body shares the same high expectations for all pupils as the senior leadership team and promotes equality of opportunity and eco systems well. It has visible presence in school. Governors are relentless in fulfilling their statutory duties and providing sufficient support and the correct amount of challenge to the senior leadership team. For example, one monitoring visit involved governors scrutinising pupils' writing in response to the school's indication that it had improved. The governing body is fully aware of the school's strengths and areas for development. Governors ensure the efficient management of financial resources; a recent independent audit confirms this. They have very good knowledge of the amount the school receives for the pupil premium and take steps to ensure its effective deployment. They ask the headteacher to provide termly progress reports regarding the allocation of pupil premium funds and its impact on progress. Governors attend professional development training regularly. They take performance management seriously and regularly question the senior leaders about performance of staff, and how it is linked to salary and progression. They know what the school is doing to tackle any underperformance.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	102439
<b>Local authority</b>	Hillingdon
<b>Inspection number</b>	412402

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

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary Aided
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	717
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Michelle Rose
<b>Headteacher</b>	Mrs Debra Barlow
<b>Date of previous school inspection</b>	20 June 2007
<b>Telephone number</b>	020 8573 6117
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