

The Hayes Primary School

Hayes Lane, Kenley, Surrey, CR8 5JN

Inspection dates

27–28 November 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
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 enjoy their lessons and are keen to learn. They achieve well because the quality of teaching is good. Pupils' attainment is above average.
- Teachers make lessons enjoyable and plan activities that capture pupils' interest and motivate them to want to work hard and do well.
- Teachers mark pupils' work regularly and make clear what they might do to move up to the next level. Older pupils develop a good awareness of how to edit and improve their own writing when they review one another's written work.
- Pupils' behaviour in lessons and around the school is good. They are polite and friendly. They attend school regularly.
- Pupils develop a good awareness of how to keep safe from harm. All the parents and carers who responded to the online survey confirmed their child is happy and feels safe at the school.
- Leaders, managers and governors work closely together as a strong team. They have successfully maintained good quality teaching and pupils' good achievement since the previous inspection.

It is not yet an outstanding school because:

- Teaching is not yet outstanding. Teachers' planning does not always make clear how additional adults should support pupils' learning in lessons.
- Occasionally, information on pupils' progress is not used to plan tasks that challenge pupils to move on even more quickly in their learning.
- School leaders have not always checked the information on pupils' progress sharply enough to identify quickly where even further improvements can be made.

Information about this inspection

- Inspectors observed teaching and learning in all year groups. They visited 24 teaching sessions including 13 joint observations with the senior leaders.
- Inspectors held discussions with groups of pupils, staff, members of the governing body and a representative from the local authority.
- Inspectors listened to groups of pupils reading. They looked at work in pupils’ books and the school’s information showing pupils’ progress.
- Inspectors looked at a range of documents provided by the school, including assessment information, minutes of meetings of the governing body, the school action plans, the self-evaluation report, records of the monitoring of lessons and information relating to teachers’ performance management and professional development. The school’s website and records relating to safeguarding were also checked.
- The inspection took account of 126 responses to the Ofsted online survey (Parent View), and spoke to parents and carers informally.

Inspection team

Madeleine Gerard, Lead inspector	Additional Inspector
Najoud Ensaff	Additional Inspector
Michael Elson	Additional Inspector

Full report

Information about this school

- The Hayes Primary is larger than the average-sized primary school.
- The proportion of pupils who are supported through school action is below average. An above average proportion are supported at school action plus or with a statement of special educational needs.
- The proportion of pupils for whom the school receives the pupil premium (additional government funding for looked after children, pupils known to be eligible for free school meals and the children of service families) is below average. There are currently no looked after children or children of service families at the school.
- Children in the Early Years Foundation Stage are taught in two Reception classes.
- The school meets the government's current floor standards, which set the minimum expectations for children's attainment and progress.
- Since the previous inspection the school has increased the number of pupils on roll and undergone a substantial amount of building development.
- The headteacher joined the school in September 2013.

What does the school need to do to improve further?

- Increase the proportion of outstanding teaching by ensuring that:
 - teachers' planning is always clear about what additional adults should do in lessons in order to play a full part in supporting pupils' learning
 - information from assessments is always used to plan work that moves pupils on even more quickly in their learning.
- Increase the rigour with which information on pupils' progress is checked in order to identify quickly where even further improvements can be made.

Inspection judgements

The achievement of pupils

is good

- Pupils achieve well and are well prepared for the next stage in their education during their time at the school. Pupils make good progress to reach standards that are typically above average by the end of Year 6. More pupils than nationally attain particularly highly in reading, writing and mathematics. Achievement is good and not outstanding because there is some variability in rates of progress between classes and subjects.
- Disabled pupils and those who have special educational needs make good progress from their starting points because they benefit from support and guidance tailored to their needs from dedicated additional staff. The school works hard to make sure that all pupils have an equal opportunity to access all the school has to offer.
- Children in the Early Years Foundation Stage work and play well together. They make good gains over the Reception Year from levels of skills that are generally those typical for their age when they join the school. They were observed during the inspection working and playing well together and choosing activities for themselves with confidence.
- Younger pupils are helped to develop their reading skills well because they practise letters and the sounds they make (phonics) regularly. In the recent Year 1 phonics screening check, more pupils than the national average reached the expected standard showing pupils' growing fluency in reading familiar and unfamiliar words. Group reading sessions in class, reading regularly at home and reading well-selected books by authors that reflect pupils' interests help them make good progress in reading and develop an enjoyment of books.
- The most-able pupils achieve well because they enjoy the challenging tasks the teachers set and follow carefully the strategies they are offered to reach high levels in their work. Pupils' neat, careful work in books shows their enthusiasm to do well in English and mathematics.
- Although the achievement of pupils known to be eligible for the pupil premium funding is good, their attainment at the end of Year 6 fluctuates from one year to the next because of the small number of eligible pupils. In last summer's national assessments the gap in attainment between pupils who benefited from the pupil premium and other Year 6 pupils was narrower than that found nationally. In unconfirmed results from this year's national assessments, few eligible pupils reached the highest levels in English and mathematics at the end of Year 6 compared with those who are not eligible. As a consequence, eligible pupils were six terms behind the others in reading, three terms behind the others in writing and two terms behind in mathematics. These gaps are larger in literacy than those found nationally, and the same as those found nationally in mathematics. The school's information on the progress of eligible pupils currently at the school shows they are helped to make similar good progress to the others.
- Pupils' positive attitudes to keeping fit and healthy are well promoted because they enjoy the wide variety of sporting clubs that the school organises including netball, street dance and tennis. Pupils' success in local sporting competitions is evident from the many awards and trophies on display. All pupils benefit from weekly swimming lessons in the school's indoor pool. The additional sports funding is being used to establish links with a local secondary school and to train staff in delivering high-quality physical education sessions.

The quality of teaching

is good

- Teachers have high expectations of their pupils and provide interesting activities that inspire them to work hard. For example, in an English lesson, older pupils were motivated to practise their skills in writing persuasively. They were keen to express their views convincingly about plans to lengthen the school day and shorten school holidays, or about the amount of homework they should be given, because the topics were relevant to their interests and experiences.
- Pupils enjoy their learning when teachers make effective connections in lessons between different subjects. For example, younger pupils in a literacy lesson worked hard to write

paragraphs describing the healthy benefits of riding a bicycle, and how to keep safe when cycling.

- The most-able pupils make swift progress because teachers' explanations are clear and emphasise the importance of using subject-specific vocabulary and key terms. They were observed particularly enjoying challenging questions in mathematics to solve problems.
- Topic themes are well chosen in the Reception classes to capture children's interest. Children working with an adult enjoyed using recycled materials to make model houses for the characters in a story about three little pigs. Working independently, others reordered muddled-up pictures from the story. In the outside area, children were acting out the story and huffing and puffing together to blow down the pigs' houses.
- The staff consistently model respect and courtesy, promoting good relationships. Pupils' social skills are fostered well when teachers set them to work together in pairs and small groups. Pupils were observed collaborating successfully and listening carefully to one another's ideas to develop their understanding and thinking. Children in the Early Years Foundation Stage, working in pairs, discussed adjectives to describe the big bad wolf in a story.
- Teachers' marking is regular. They identify what pupils do well and give feedback on what pupils might do next in order to improve further. Older pupils routinely use success criteria that the teachers set to evaluate one another's work and suggest improvements. This helps them to edit and improve their own work.
- In a few lessons, when tasks are not as sharply matched to pupils' specific abilities the pace of their learning slows which is why teaching and pupils' achievement are not outstanding.
- Teachers' planning does not always make clear what additional adults should do to support pupils' progress. When they sit listening to teachers their impact on raising achievement is reduced.
- Pupils are enthusiastic about the outings and visits that the school organises including a residential trip to the Isle of Wight for pupils in Year 6.

The behaviour and safety of pupils are good

- Pupils enjoy school as their very regular attendance shows. They are welcoming, confident and polite young people. They get on well together and show caring attitudes because the school emphasises spiritual, moral, social and cultural development and tackles discrimination strongly. Pupils are keen to take on responsibilities to build a friendly and happy school community. Year 6 pupils look after the reception children as break-time buddies. Trained pupil playground buddies also help make sure all pupils enjoy break times.
- In the survey, the very large majority of parents and carers who responded agree that the school makes sure its pupils are well behaved.
- Pupils have eager attitudes to learning, concentrate and listen carefully so that teachers waste very little time managing behaviour. Sometimes, when they are not set work that sharply challenges them, their attention wanders but rarely disrupts learning. Behaviour is not outstanding because some pupils do not have the necessary skills to work independently and are sometimes over reliant on adult supervision.
- Pupils are confident that bullying of any form is rare and dealt with effectively, as the school's records confirm. They feel safe in school and are confident that staff will help them should any problems occur.
- Pupils have a good knowledge of how to keep themselves safe from harm. Discussions in assembly emphasise how to keep safe in a wide variety of situations, for example when crossing the road or when using public transport. Together with a strong emphasis on safe practices when using computers and information technology, pupils develop a good awareness of risks.
- Children in the Early Years Foundation Stage respond very positively to established routines. They fell silent and were ready to listen to instructions from the adults as soon as the tidy up bell was rung.

The leadership and management are good

- Senior leaders and governors have worked successfully with the staff while the school has expanded in size and undergone building work, to maintain good quality teaching and pupils' good achievement since the previous inspection. As a result, the school continues to provide a good standard of education and demonstrates capacity to improve further.
- Through accurate self-evaluation, the new headteacher and senior leaders and governors have identified key areas for improvement in order to raise pupils' achievement further. Development planning is sharply focused and tackles the most appropriate priorities for action.
- The school has well-established systems to gather information on how well pupils achieve. Information about the pupils' progress is not always scrutinised sharply to check they make consistently rapid gains and identify where any further improvement may be needed.
- Senior leaders and leaders of subjects and phases monitor the quality of teaching rigorously and provide appropriate coaching and guidance to improve the quality of teaching further. Changes to the way phonics is taught have secured further improvement in pupils' reading skills.
- Activities supporting pupils' spiritual, moral, social and cultural development are carefully organised to make sure these aspects of pupils' learning are well promoted. Opportunities to develop music skills, including instrumental lessons and choir singing, are a particular highlight. Regular opportunities to perform in school and within the local community foster pupils' self-confidence and self-esteem.
- The local authority provides appropriate support for this good school.
- **The governance of the school:**
 - The governing body works closely with the school and makes regular visits, meeting senior leaders, leaders of subjects and groups of pupils to discuss recent improvements and how the school can improve further. Governors examine the information on pupils' achievement to see how it compares with other schools nationally. Governors attend relevant training for their roles to keep up to date with developments in education in order to hold the school to account, and are ambitious to secure even better achievement for pupils. Governors know the quality of teaching and are making sure a strong link is established between teaching quality, pupils' learning and salary progression through performance management. Safeguarding arrangements meet requirements and are regularly scrutinised.

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

Unique reference number	101760
Local authority	Croydon
Inspection number	429638

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	407
Appropriate authority	The governing body
Chair	Jennifer Peters-Anderson
Headteacher	Phil Mercer
Date of previous school inspection	24 March 2009
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