

# The Hayfield School

Hurst Lane, Auckley, Doncaster, DN9 3HG

**Inspection dates** 11–12 February 2014

<b>Overall effectiveness</b>	Previous inspection:	Not previously inspected	
	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.

- Staff and students are committed to the school's aim of 'achievement, quality and community'. Consequently, there is a positive climate for learning and a caring ethos.
- Students make good progress and achieve above average standards in most subjects at GCSE. Achievement in English and mathematics are well above the national average.
- Students supported by the pupil premium make good progress and attain standards significantly above those achieved by their peers nationally.
- Teaching is good. Teachers' good subject knowledge and commitment is widely appreciated by students.
- The sixth form is good. Examination results are rising from a strong base and the reputation of the sixth form is well established in the local area.
- Procedures to keep students safe are outstanding. Students thrive in the secure environment. Behaviour is good and students are polite and courteous.
- The headteacher, senior team and governors are providing strong leadership that is improving achievement at all levels.
- There are effective systems to manage and improve teaching. Senior leaders are tackling areas where achievement is less strong.

### It is not yet an outstanding school because

- Teaching does not always provide a high enough level of challenge for the most able students and some A level students in some subject areas.
- Procedures for checking the impact of actions taken to improve the school at middle leadership level lack rigour and consistency to ensure all teaching is good or outstanding.

## Information about this inspection

- Inspectors observed 52 part-lessons and sampled a range of students’ work during lessons. A selection of mathematics books was scrutinised. Nine lessons were observed jointly with senior leaders.
- Inspectors met with the headteacher and other senior leaders, the heads of Years 12 and 13, a group of middle leaders and a group of teachers. They also met with five members of the governing body, including the Chair of the Governing Body and the vice-chair.
- Discussions were held with groups of students, including members of the student leadership team, and inspectors spoke to students in, and around, the school.
- A range of documentation was examined, including the school’s self-evaluation and development planning, monitoring records, safeguarding documentation and attendance and behaviour records. Performance management information and records from governing body meetings were also taken into account by the inspection team.
- Inspectors took account of the 104 responses to Parent View (the Ofsted online questionnaire), letters written by parents and responses to the school’s own parental questionnaire. The inspection team also took account of 61 staff questionnaires.

## Inspection team

Chris Smith, Lead inspector	Her Majesty’s Inspector
Tanya Harber Stuart	Her Majesty’s Inspector
Helen Lane	Her Majesty’s Inspector
David Thompson	Additional Inspector
Pamela Hemphill	Additional Inspector
John Dunne	Additional Inspector

## Full report

### Information about this school

- The Hayfield School converted to become an academy school on 1 April 2011. When its predecessor school, also called the Hayfield School, was last inspected by Ofsted, it was judged to be a good school.
- The Hayfield School is an above-average sized secondary school.
- There is a small proportion of students from minority ethnic backgrounds. Almost all students speak English as their first language.
- The proportion of students eligible for support through the pupil premium is below the national average. The pupil premium is additional government funding provided for students known to be eligible for free school meals, for children who are looked after by the local authority, and students whose parents are serving in the armed forces.
- The proportion of students who are disabled or have special educational needs and are supported through school action is slightly above the national average.
- The proportion of pupils supported at school action plus is below the national average, as is the proportion with a statement of special educational needs.
- The school meets the current government floor standards, which set the minimum expectations for students' attainment and progress by the end of Key Stage 4.
- The school has a mathematics and computing specialism.
- A very small number of Key Stage 4 students attend off-site provision provided by Doncaster College, the YMCA or the Hospital Tuition Service. Maple Medical Pupil Referral Unit is used for students with specific medical conditions that prevent them from attending mainstream school.
- The school has a number of informal partnerships with other schools. A partnership with Beauchamp College is focusing on teacher training, performance management processes and the development of the learning environment. A partnership with Thrybergh Academy and Sports College is focusing on leadership development and quality assurance systems.

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

- Ensure all teaching is consistently good or outstanding in order to further accelerate progress, in particular, of the most able and A level students, by:
  - ensuring teachers consistently plan and deliver lessons that challenge all students, particularly the most able students
  - deepening students' knowledge of the wider world and current affairs so new learning can be applied to real and relevant contexts
  - ensuring marking is more consistent and developmental, and leads to students acting upon feedback and improving their work
  - providing regular opportunities for students to develop the skills of analysis and evaluation in sixth form lessons.
- Increase the effectiveness, and impact, of middle leaders by:
  - equipping all middle leaders with the skills to rigorously check actions taken, and to enable them to hold colleagues to account for the quality of their teaching and the progress students make
  - ensuring they are held accountable for their responsibility for the quality of teaching in their subject area and meeting whole school and departmental priorities.

## Inspection judgements

### The achievement of pupils

is good

- On average, students enter the school with attainment above the national average in both English and mathematics. The proportion of students making expected progress, from their different starting points, is significantly above the national average. The proportion making more than expected progress is in line with the national average. At the end of Year 11, over the last three years, students have gone on to attain significantly high standards in GCSE English and mathematics. Students with lower prior attainment, those who are disabled or who have special educational needs make good progress.
- The progress made by the most able students is in line with that of similar students nationally, but not as good as it is for other students in the school. This is because the most able are not challenged and their learning extended in enough lessons. The school is aware of this, and, in line with its commitment to equality of opportunity, has prioritised the progress of this group as a key development aim. As a result, the rate of progress for this group is accelerating.
- Most students attain well in other subjects. In 2013, the proportion of students attaining A\*-C grades at GCSE was particularly good in core science, art and design, English literature, geography, mathematics and physical education.
- Students' achievement in the sixth form is good. Students tend to make better progress at AS level than at A level. This is because teaching does not always develop students' higher order thinking or provide enough opportunities to deepen students' knowledge of the wider world and current affairs.
- Most students make good progress in reading. Those who need more help benefit from well-targeted support to develop their key literacy skills.
- The school has had a policy of entering students early for GCSE mathematics in the winter of Year 11. This policy was appropriate for many students as their mathematical understanding was sufficiently mature for them to achieve highly at this point. However, the school has now decided to enter students in the summer of Year 11 to give all students, particularly the most able, extra time to reach their full potential.
- The school makes effective use of Years 7 and 8 catch-up funding and provides a range of bespoke support, including one-to-one and small-group tutoring, and Easter and summer schools. Consequently, these students make rapid gains in both English and mathematics.
- Students supported by the pupil premium receive a wide range of support to help their academic and personal development. The school knows each student well and takes care to provide individualised support. These students make better progress than similar students nationally. The gap between the attainment of those known to be eligible for free school meals and their peers in school is narrowing. However, the gap is about half a grade behind other students in the school at GCSE, in both English and mathematics.
- The school ensures the progress of different groups of students is regularly checked. The achievement of students from minority ethnic backgrounds, and the very small number of students that attend alternative provision is good.

### The quality of teaching

is good

- In the majority of lessons, students make good or outstanding progress, although in some lessons their progress requires improvement. Most parents who responded to Parent View believe their child is well taught.
- Students are clear about what they are expected to learn. In many lessons, students are challenged to think and give extended answers to questions asked. Inspectors saw examples of students developing their understanding. For example, in an art lesson, students learned how to stylise the tones in a still life, through the use of a projected image. In the most effective lessons, where students made the greatest progress, activities were carefully organised to

develop the students' knowledge and learning.

- Many lessons are planned carefully to stretch and challenge students, especially the most able. In some lessons, however, planning does not challenge all students and sometimes work is too easy for the students.
- Most teachers have good subject knowledge and use key words effectively to develop students' literacy. Students read in most lessons and their literacy needs are supported effectively across the curriculum. The science department, for example, has ensured there is a mini-library in each classroom, which is well used. Inspectors also saw good examples of students applying mathematics skills in science lessons.
- Most teaching in the sixth form is of good quality. However, there are not enough opportunities for students to develop the critical thinking skills that are essential to attain top grades in A level examinations.
- Teachers take care to attend to the needs of students with special educational needs. In English and mathematics, they are taught in smaller groups with the additional support of teaching assistants. The quality of support from teaching assistants is variable however. Inspectors saw examples of students not being left to work things out for themselves. In other lessons, however, teaching assistants developed a positive working environment and students were engaged and learning.
- The quality of marking is inconsistent. Marking in English is well developed and provides students with specific feedback on how to improve their work. English books contain many examples of students acting upon feedback and making the necessary improvements. In mathematics however, a scrutiny of books revealed marking was more superficial.
- Students are well prepared for the next stage of their education, employment or training. They receive good information and guidance during Year 8 about courses at Key Stage 4 and again during Year 11 about possible destinations. Virtually all students go onto the sixth form, further education or training. In Year 13, students are given much helpful support about their options, especially about going to university.

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

- The behaviour of students is good. A very large majority of parents who responded to Parent View believe students are well behaved.
- Students display positive attitudes to learning and are very respectful of one another. They bring the necessary equipment, and arrive punctually to lessons. Students respond quickly to instructions and lessons flow smoothly without interruption. Students collaborate well with each other in class and during practical activities. In a Year 7 physical education lesson for girls, students quickly organised themselves into groups and worked effectively to develop their football skills. When students are given responsibility for their own learning they display a thirst for knowledge and support one another in a mature manner.
- There is a positive ethos around the school. Uniform rules are fully adhered to and students are very smart. The sixth-form students provide excellent role models for younger students through their professional dress and commitment to student leadership.
- There have been no permanent exclusions since the school became an academy. Fixed-term exclusions are very low, reflecting the good behaviour around the school.
- Students are keen to come to school. Attendance is above the national average and data for the current academic year show it is continuing to improve. The proportion of students that are persistently absent is well below the national average. Students supported by the pupil premium attend well.
- Students' spiritual, moral, social and cultural awareness is promoted very well in lessons, tutor time and through the wider curriculum, including the five 'Hay Days' when the normal timetable is suspended. Students are confident to discuss ethical issues sensitively and are appreciative of one another's views.
- Student voice plays an increasingly important role in the school. Many students are committed to

supporting others and participate in work led by sixth formers to improve the learning environment, the quality of learning and sport. Many sixth-form students provide academic mentoring for students in Years 7 to 11. Other sixth-form students make valuable contributions as prefects, sports leaders and coaches.

- The school's work to keep pupils safe and secure is outstanding. Students report bullying is extremely rare because of the strong approach against it. Students told inspectors there is almost no homophobic or other derogatory language because of the highly effective work done by the school to raise awareness on this issue. Restorative practice is used effectively to address the very few incidents of bullying that do occur. Inspectors observed an assembly on the potential risks and dangers of using the internet, which provided good advice for students about how to stay safe in the 'virtual world'. Students adopt safe working practices in practical lessons. The range of policies and risk assessments are extensive and teachers are well trained in managing risk.
- The highly impressive manner in which the school coped with recent damage to the school roof, which involved the roof coming off 26 classrooms, showed the effectiveness of policies and procedures to keep students safe. On-going repairs have been expertly managed and there has been minimal disruption to learning.
- Students are very appreciative of the caring ethos within the school, saying, for example, 'School is great and very supportive. Staff are very approachable and don't give up on us.'

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

- The headteacher and governing body provide a clear vision and sense of direction. The headteacher has skilfully led the school during a challenging period of change. Her steady influence has ensured students thrive and make good progress. She is highly visible around school and has built loyalty amongst the staff and students. She empowers staff and students to take responsibility and has not ducked difficult decisions required to move the school forward.
- Leaders and governors ensure the school is a harmonious community in which excellent relationships are fostered. The ethos of the school provides a platform for good academic achievement and personal development.
- The school's self-evaluation is thorough and accurate. Improvement plans focus on the right priorities, such as challenge for the most able and addressing pockets of weaker practice at A level. Leadership responsibilities are now widely delegated and middle leaders have been charged with delivering results. However, some middle leaders do not take enough responsibility for driving forward improvements in teaching and student progress and rely too much on senior leaders.
- The procedures to manage the performance of teachers are effective. Teaching is monitored closely and teaching that falls short of expectation is supported to improve. Applications for pay progression are not approved by governors unless performance warrants it. Procedures to manage the performance of teaching assistants are less rigorous. There is a well-planned programme of professional development focused on the key priorities in the school development plan. Leaders and managers have taken action to address weaker teaching in some subjects, leading to an improvement in standards.
- Support for lower -attaining students, those with special educational needs and those supported by the pupil premium is led well. Leaders ensure funding is allocated effectively and, because they know the students well, their needs are fully met.
- Most parents who responded to the online Parent View survey and the school's own survey believe the school is well led and managed. Some parents did raise concerns about homework, although inspectors saw homework used effectively during the inspection.
- The academic curriculum provided ensures students achieve well. For example, the proportion of students achieving the English Baccalaureate is significantly above the national average. The courses studied, together with the enrichment activities provided, prepare young people well for the future. A small number of more vocational courses have been introduced and standards

achieved on these courses are good. Students' personal and academic achievement is enhanced through the many clubs and sporting opportunities at lunchtimes and after school, for example fencing, ballroom dancing and board-game clubs.

- Senior leaders and governors are exploring the possibility of more formal links with outstanding schools in the region, so that expertise can be shared more systematically.
- **The governance of the school:**
  - Governors are highly effective. Together with the headteacher, they are heavily involved in setting the strategic direction of the school. They have a good understanding of the school's performance data and are kept well informed about strengths and weaknesses in teaching. This is enhanced by their links with each department and through challenging discussions with heads of faculty at governor meetings. Governors have high aspirations and are ambitious for the school. Over the last two years, they have secured significant improvements in the learning environment and have increased the size and reputation of the sixth form.
  - Governors are rigorous in ensuring safeguarding and child protection arrangements meet statutory requirements.
  - Governors monitor closely the use of funding to support students eligible for support through the pupil premium and the Years 7 and 8 catch-up grant. They ensure funding is used well and has a positive impact on raising standards.

## 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>	136672
<b>Local authority</b>	Doncaster
<b>Inspection number</b>	431563

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

<b>Type of school</b>	Secondary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	11–18
<b>Gender of pupils</b>	Mixed
<b>Gender of pupils in the sixth form</b>	Mixed
<b>Number of pupils on the school roll</b>	1,113
<b>Of which, number on roll in sixth form</b>	200
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr G Hartshorn
<b>Headteacher</b>	Ms M Rock
<b>Date of previous school inspection</b>	Not previously inspected
<b>Telephone number</b>	01302 770589
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