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8 March 2017

Mrs Debra Barlow  
Headteacher  
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Dear Mrs Barlow

### **Short inspection of Hayes Park School**

Following my visit to the school on 7 February 2017 with Sheila Cohring, Ofsted Inspector, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. The visit was the first short inspection carried out since the school was judged to be good in June 2013.

#### **This school continues to be good.**

The leadership team has maintained the good quality of education in the school since the last inspection. There have been changes to the school's leadership since the last inspection, including the appointment of two new deputy headteachers and two new assistant headteachers. These appointments have helped to strengthen the leadership team. The school's ethos strongly promotes pupils' personal development, positive attitudes and disciplined behaviour. Pupils are keen to be recognised for displaying the school's values of perseverance, respect, excellence and partnership.

You and your leaders know your community well. Feedback received from pupils, parents, carers and staff was overwhelmingly positive about the work that you do to improve the school. They recognise the many positive changes that you have introduced since the previous inspection. For example, the school has recently received an award which recognises the work you do to improve outcomes for pupils who have special educational needs and/or disabilities, specifically in the autism resource base. One parent typically described Hayes Park as 'an excellent and well-rounded school'.

Governors know the school well. They are equally ambitious for all pupils to achieve their best and are increasingly involved in many aspects of the school's work. They have a firm understanding of the school's key strengths and weaknesses. You and governors recognised the need to take swift and decisive action to tackle a downturn in outcomes in reading and writing at key stage 2.

Subsequent intervention by senior leaders has resulted in improved outcomes at the end of key stage 2 in 2016. Provisional results in the national assessments in 2016 were higher than national averages. Work in pupils' books and the school's assessment information shows that pupils currently at the school continue to make strong progress in reading, writing and mathematics. However, you acknowledge that more work needs to be done to raise standards in reading and writing in key stage 1.

The work of subject leaders has improved since the previous inspection. These leaders are actively involved in monitoring, supporting and driving the work of the school. They have a strong understanding of school assessment information and correctly identify where improvements are necessary.

### **Safeguarding is effective.**

The leadership team has ensured that all safeguarding arrangements are fit for purpose. Safeguarding records are detailed and pre-employment checks on staff meet statutory requirements. Those responsible for the single central record of staff suitability checks undertake monthly audits. A member of the governing body makes sure that the record meets requirements.

Clear procedures are in place to ensure that any concerns are dealt with swiftly. Staff with specialist responsibility for safeguarding liaise with outside agencies effectively. Leaders provide relevant safeguarding training, including training relating to children missing from education, and safer recruitment training for governors and senior leaders. Staff also know how to recognise warning signs, including that a pupil may be at risk from female genital mutilation and extremism. Leaders use assemblies and the curriculum to raise pupils' awareness of possible risks, including the dangers associated with extremist views. Governors fulfil their statutory duties relating to safeguarding. Safeguarding is routinely discussed in governing body meetings and governors undertake relevant training, for example on the 'Prevent' duty and online safety.

A culture of safeguarding is well developed throughout the school. For example, the 'Pupil Parliament' helped to develop a strategy for tackling an issue at lunchtime which had previously left a number of pupils feeling unsafe. The school's 'Behaviour Watch' reporting system is clear and supports evidence seen of excellent pupil conduct both in the playground and in classrooms. Behaviour incidents that contravene the school's behaviour policy, such as racist or homophobic bullying, are rare. Classroom displays and a range of accreditations also promote a strong awareness of safeguarding.

### **Inspection findings**

- You have strengthened the school's leadership. Leaders, including governors have a firm understanding of the school's key strengths and areas for improvement. Your careful analysis of assessment information enabled you to implement strategies to improve pupils' outcomes. This is having a positive

impact, particularly for disadvantaged pupils at the end of key stage 2. Actions to improve the progress and attendance of pupils who have special educational needs and/or disabilities are not as sharply identified. As a result, the impact on outcomes is not as strong as for other pupils.

- Leadership in the early years is strong. Well-thought-out strategies to improve children's writing have been introduced, specifically relating to writing. The learning environment both indoors and outdoors is well-resourced and early literacy and mathematics skills are promoted well alongside other areas of learning. Teachers promote children's spiritual, moral, social and cultural development effectively. For example, there are strong and positive relationships between staff and children and teachers plan many opportunities for children to celebrate festivals, such as Chinese New Year and Diwali.
- Provision for children who have special educational needs and/or disabilities in the early years is strong. Visual timetables, for example, are used well to support children with their learning. As a result, outcomes at the end of the Reception Year are rising and are close to the national average.
- The teaching of phonics in key stage 1 is a strength. Work is tailored to the needs of pupils who have special educational needs and/or disabilities and selected disadvantaged pupils. Teachers make sure that the most able boys are encouraged to extend their writing. The work seen in pupils' books demonstrates that progress is strong for most pupils. Lower prior attaining pupils are provided with a range of appropriately demanding books. However, the most able pupils in key stage 1 are not consistently provided with work that is sufficiently challenging to develop their reading skills to the highest levels.
- Leaders have correctly analysed the school's performance information and this is acted upon to ensure that pupils, particularly boys, across key stage 2 are well-supported. Digital technology and a variety of electronic applications motivate boys effectively.
- You have invested in reading across key stage 2 to provide a wide range of more challenging texts. This is to help improve reading outcomes, develop reading for pleasure and encourage parental participation. This work is having a positive impact and pupils said that they enjoy reading at school and at home.
- School assessment information shows that for current pupils, the differences in outcomes between boys and girls are reducing. Boys are now making good progress in reading and writing and similar to that of girls.
- Throughout key stage 2, the challenge for the most able pupils is strong, particularly in Years 5 and 6. For example, in a Year 6 class, pupils were challenged and made good progress when using advanced grammatical features to improve the quality of their 'broken sentences'. The school's assessment information shows that the most able pupils, including the most able disadvantaged pupils, make good progress throughout key stage 2.
- Leaders acknowledge that the strategies used in some classes to support pupils who have special educational needs and/or disabilities are not consistently effective. Consequently, progress for these pupils is not as swift as for other pupils.

- Leadership of the school's autism resource provision are effective. Work is well-matched to pupils' needs. Staff make effective use of interventions and planning from external professionals and therapists who provide helpful plans with clear targets for improvement. The classroom atmosphere is calm because adults engage with pupils positively. Staff support pupils who become upset or unsettled very effectively. Where appropriate, pupils are integrated into mainstream classroom provision. This demonstrates the school's full commitment to inclusion. From their individual starting points and against targets set, including for social and emotional development, pupils in the autism resource base make good progress.

### **Next steps for the school**

Leaders and those responsible for governance should ensure that:

- the teaching of reading in key stage 1 improves further so that the most able pupils are consistently given work and texts that are sufficiently challenging
- the attendance of pupils who have special educational needs and/or disabilities across the school improves
- staff use effective strategies to support pupils who have special educational needs and/or disabilities to make consistently good progress from their starting points.

I am copying this letter to the chair of the governing board and the director of children's services for Hillingdon. This letter will be published on the Ofsted website.

Yours sincerely

Calvin Henry  
**Ofsted Inspector**

### **Information about the inspection**

The inspectors carried out the following activities during the inspection:

- meetings with the headteacher and other senior leaders
- meetings with representatives from the governing body and middle leaders
- a telephone conversation with a local authority representative
- visits to lessons in all year groups, including in the autism resource base
- looking at pupils' work
- conversations with pupils in lessons and in the playground
- listening to pupils reading

- scrutiny of documentation, including information on safeguarding and pupils' achievement
- considered the 92 responses to Ofsted's online survey, Parent View
- analysis of school survey documentation from pupils and staff.