

Hayfield Lane Primary School

Hayfield Lane, Auckley, Doncaster, South Yorkshire, DN9 3NB

Inspection dates

16–17 January 2018

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- Senior leaders and governors have taken effective action to improve the school's effectiveness since the last inspection. They have a good understanding of the school's strengths and weaknesses. Expectations of staff and pupils are high. The school is continuing to improve as a result.
- In all key stages, pupils are now making good progress from their starting points in reading, writing and mathematics.
- The early years provides children with a good start to school. Good leadership, teaching and a well-organised environment results in good progress from below-typical starting points.
- By the end of Year 2, standards are at least average and sometimes above average. In reading, they are particularly high. This reflects the school's effective teaching of reading, and especially of phonics.
- In key stage 2, the quality of teaching has improved and standards are rising, especially in mathematics and in writing. Pupils' reading comprehension skills, however, still need some further improvement.
- As a result of well-targeted support and effective use of additional funding, disadvantaged pupils and those who have special educational needs (SEN) and/or disabilities make good progress.
- Although the most able pupils also do well, sometimes their achievement is hampered because work lacks enough challenge.
- The school is a happy, welcoming community. Pupils really enjoy school. They are confident, articulate and eager to participate in lessons. They behave well, bullying is rare and sanctions are seldom needed.
- Leaders ensure that pupils' safety is a high priority. Support for the most vulnerable pupils and their families is good. Pupils feel safe.
- Leaders of English and mathematics make an effective contribution to driving school improvement. Teaching in these subjects is checked carefully. Subject leadership roles in other curriculum subjects are not yet fully developed, however.
- The curriculum is rich and broad. Pupils enjoy a wide range of experiences both in and out of school. Opportunities to extend pupils' mathematical skills and to encourage pupils to produce written work to the standard they are capable of are sometimes overlooked when completing work across the curriculum subjects.

Full report

What does the school need to do to improve further?

- Improve the quality of teaching, learning and assessment even further in order to improve pupils' outcomes, by:
 - making sure that all groups of pupils are challenged to achieve their very best, especially the most able
 - extending the range of opportunities for pupils to use and apply their mathematical skills when undertaking work in other curriculum subjects
 - ensuring that planned reading activities in key stage 2 effectively develop pupils' comprehension skills
 - making sure that pupils' written work is of a high standard in all subjects.
- Strengthen the quality of leadership and management even further, by:
 - developing the role of subject leaders to provide teachers with support to improve the quality of teaching across the curriculum subjects
 - ensuring that the information from checks on teaching and learning is used quickly and effectively to make rapid improvements.

Inspection judgements

Effectiveness of leadership and management

Good

- Leaders have successfully improved the quality of teaching. Self-evaluation is accurate and leaders know what needs to be done to improve outcomes and the quality of teaching further. Senior leaders have been forward thinking and have prepared middle leaders well to carry out their roles in a growing school.
- The headteacher, ably supported by the deputy headteacher, has created a culture of high expectation and ambition. All staff are reflective and eager to improve. The whole-school community is committed to supporting leaders in achieving their aims. Parents who offered their views to inspectors were overwhelmingly positive about the experiences of their children.
- The headteacher, with effective support from the governing body and local authority, has developed good performance management systems, tracking systems and policies. This has resulted in improvements in teaching. The process of performance management is robust. However, checks on the quality of teaching and learning do not always provide the level of detail or follow up required to make even more rapid improvements.
- Work has been undertaken to improve the accuracy of assessment. Leaders have revised their systems to take into account the new expectations of the curriculum and have thorough systems in place to check how well all groups of pupils are achieving. Teachers work together and with teachers from other schools to improve their understanding of assessment criteria and to ensure consistency and accuracy through the moderation of pupils' work.
- Leaders and governors ensure that additional funding to support disadvantaged pupils is used effectively. There is now a leader in place who checks the progress these pupils are making throughout the year and ensures that the funding is allocated carefully. Disadvantaged pupils are currently making good progress throughout the school.
- Additional funding for special educational needs is used effectively to support pupils. Pupils who have SEN and/or disabilities receive effective support from the well-trained teachers and support assistants. Consequently, their progress is good.
- Leaders use the primary school physical education and sport funding effectively to develop pupils' skills in physical education. Participation in competitions and sporting events has improved considerably and teachers are developing their own skills as they work alongside coaches.
- Leaders have ensured that pupils benefit from a wide range of extra-curricular activities such as art and crafts, cooking and tennis. A high proportion of pupils regularly attend such activities and leaders ensure that all pupils receive opportunities to attend across the year. Pupils enjoy attending the school's breakfast club and take part in a wide range of activities before school.
- Senior leaders have recently appointed a leader to develop the school's curriculum. A new curriculum approach is in place for history, geography and science and work has been done to organise the content for other curriculum areas. A system for checking how well pupils are achieving has been introduced and subject leaders have produced

plans to check that the curriculum is being taught across the school. Subject leaders are not yet providing support for teachers to improve in subjects other than English and mathematics. Consequently, the quality of teaching and learning in these other subjects is not as good as in English or mathematics.

- Leaders ensure that pupils' spiritual, moral, social and cultural education is promoted well throughout the school through a wide range of activities. For example, pupils met teachers from China when the school hosted an international visit. Leaders ensure that pupils get along well. This is encapsulated in a display in school which states, 'We are each unique and beautiful but together we are a masterpiece.'

Governance of the school

- Governors have a secure understanding of the school's strengths and weaknesses and are clear about priorities and plans for improvement. They offer an appropriate balance of support and challenge to leaders and are fully committed to improving the school.
- There is a range of expertise within the governing body and governors are discerning when appointing new members. They have undertaken a skills audit and are aware of the expertise they need to ensure that further developments can be made.
- Governors receive appropriate training and are proactive in maintaining the most recent information that enables them to perform their duties, for example taking part in local authority training.
- Governors receive detailed information about the achievements of different groups of pupils. They know that in the past, for example, pupils at the end of key stage 2 did not make the progress they needed. They challenge leaders to ensure that the actions they are taking are effective, and make a real difference to pupils' outcomes.
- Governors are fully conversant with their statutory duties for safeguarding and ensure that their systems and processes comply with government regulations.

Safeguarding

- The arrangements for safeguarding are effective.
- Leaders are well organised and knowledgeable, taking swift action when they have concerns. They make sure that the policies in place are lived out in daily practice.
- There is a strong culture of safeguarding in school. All staff take their responsibility to keep pupils safe seriously. They are aware of what to do should they have any issues and systems are clear and simple, allowing information to be communicated quickly.
- There is strong support in place to help families, including effective liaison with external agencies if necessary. Leaders are tenacious in their approach and are determined to ensure that pupils remain safe. A programme is in place to support pupils with their mental well-being.
- Appropriate checks are made when staff are appointed. Records are comprehensive and detailed. Training for staff is maintained and monitored for when it needs renewal.

Quality of teaching, learning and assessment

Good

- Leaders have successfully improved the quality and consistency of teaching across the school since the last inspection. Teaching is now good in reading, writing and mathematics, and, as a result, pupils make good progress.
- Teachers have good subject knowledge. The questions they ask prompt pupils to think deeply and complete tasks with high levels of independence. Teachers are passionate about their teaching and this, in turn, enthuses pupils. Pupils are encouraged to contribute to discussions. Expectations of pupils' participation are high and pupils are very eager to do so. Relationships between adults and pupils are strong. Pupils clearly enjoy learning as a result.
- Teaching assistants make an effective contribution to pupils' learning. They know how much support to offer pupils while also encouraging them to become confident and independent in their learning. Teaching assistants are a core part of the teaching team and benefit from involvement with whole-staff training and discussions about the progress that pupils make.
- Teachers use their assessment information well to plan lessons that meet the needs of most pupils. However, pupils' learning is sometimes held back, such as when they have to wait for others to catch up or complete work that is too easy for them. This means that some pupils, especially the most able, are not always sufficiently challenged.
- The teaching of mathematics has been strengthened and is now good. Outcomes in mathematics are improving as a result. In mathematics lessons, resources are used well to enable pupils to visualise abstract ideas and to get a more secure understanding of number. Problem-solving is now a central part of learning and so pupils' reasoning and problem-solving skills are developing at a good rate. Pupils are now given more opportunities to discuss their thinking and to test their ideas in their mathematics lessons. Even so, there remains scope to further develop the range of opportunities for pupils to use and apply their mathematical skills when undertaking work in other curriculum subjects.
- Leaders have introduced a clear approach to the teaching of writing. Pupils' English books show that pupils write frequently, including longer pieces of writing. These books are very well presented, showing pupils' good basic skills including their handwriting and English grammar, punctuation and spelling skills. Teachers' expectations of pupils' writing, including their presentation, are clearly high. However, this is not always the case in their work in other curriculum subjects. Teaching is yet to ensure that pupils always apply their skills to the standard they are capable of in other subjects.
- The teaching of reading overall is good. The teaching of phonics is particularly strong throughout the school. Pupils are encouraged to use their phonics skills in all aspects of their work. They use these skills well to tackle unfamiliar words. This reflects in the high standards achieved in reading by the end of Year 2. Leaders have already taken swift and effective action to strengthen the quality of teaching in reading in key stage 2 and this is starting to pay off. Pupils now take part in focused reading sessions each day aimed at developing their understanding of texts. While this is generally having a positive impact, leaders have recognised that activities within these sessions are not always planned well enough to develop the comprehension skills that pupils need to

achieve success at the end of Year 6.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good. The inclusive culture that leaders have nurtured enables pupils to develop respect for others. For example, the use of books that explore transgender themes allows pupils to reflect on their own opinions, to empathise and to understand the feelings of others.
- Pupils are extremely supportive of one another. For example, they help those in need and encourage those experiencing difficulties. Within lessons, they are keen to talk about their learning and share ideas when tackling problems.
- Pupils are proud to be members of the school. They are glowing when talking about their experiences and know that adults will help them should they need it. They recognise that adults go above and beyond to help them to enjoy their learning by planning exciting activities. For example, impressive, large-scale pieces of art were created as a reward for reading and enhance the school environment.
- Pupils understand how to stay safe. They are aware that people could be bullied because of their appearance or because of their beliefs but they acknowledge that bullying is rare in school. School records confirm that this is the case. Pupils are aware of how they can stay safe online. Opportunities to teach pupils about aspects such as road safety are planned into the curriculum.
- There are good systems in place to identify when pupils may need additional support. Staff are trained to support these pupils and leaders maintain thorough records of the support pupils have received and the impact of this work. The school has strong links with external agencies.

Behaviour

- The behaviour of pupils is good.
- Pupils' conduct around school and in lessons is consistently good. Pupils usually walk around the school sensibly and demonstrate good manners in the dinner hall. They open doors for others and are polite and courteous when talking to each other.
- Pupils are confident and articulate when talking to adults. They are keen to explain what they are learning and they do this maturely.
- The school site is well kept and cared for. Environments are warm and inviting and model leaders' high expectations. Pupils respect this and ensure that classrooms and shared areas are tidied when used.
- Pupils show positive attitudes to learning. They respond well to adults' instructions and are quick to settle into learning as soon as they enter in the morning. They support each other well and listen to ideas, helping each other with their work.
- Leaders have established systems and procedures to check pupils' attendance. Absences are followed up swiftly on the first day. As a result, attendance is now in line

with the national average. The proportion of pupils that are persistently absent has reduced considerably and is now well below the national average.

Outcomes for pupils

Good

- Since the last inspection, the effective actions of leaders have improved the quality of teaching and learning and, as a result, across the school pupils are now making good progress in reading, writing and mathematics. Inspection evidence shows that the proportion of pupils currently working at the levels expected for their age has increased right across the school.
- In 2017, outcomes at the end of key stage 2 fell and were below average. These pupils did not make good progress from their starting points, especially in mathematics. Leaders have taken swift action to improve the quality of teaching in key stage 2. Any pupils who are not making good enough progress are identified and leaders act swiftly to put plans in place to support them. This is paying off, particularly in mathematics and in writing.
- The school's current assessment information, evidence in pupils' books and in the quality of the teaching observed show that pupils are now achieving well in key stage 2. However, pupils' current progress in key stage 2 is better in mathematics and writing than it is in reading. Pupils' reading comprehension skills, including their understanding of texts, still need some further development to ensure that they achieve success at the end of Year 6.
- Leaders have also strengthened the quality of teaching in key stage 1 and, as a result, pupils in Years 1 and 2 are making good progress from their starting points. Achievement in reading is particularly good. The proportion of pupils reaching the national standard in the phonics screening check at the end of Year 1 has improved year after year and is at least average. The proportion of pupils meeting or exceeding the expected levels in reading at the end of Year 2 is now well above the national average.
- The outcomes for disadvantaged pupils have increased in reading, writing and mathematics. The effective use of the pupil premium funding ensures that disadvantaged pupils make good progress in all year groups. They make similar or better progress than their peers in most year groups.
- Pupils who have SEN and/or disabilities make good progress. The support pupils receive is of a consistently high quality. This means that these pupils make good progress and are able to acquire the skills that they need to achieve well across the year groups.
- The achievement of the most able pupils is more variable. While some do well, especially in reading in key stage 1, at times their progress is held back. This is because pupils are not challenged sufficiently or quickly enough in lessons. Too few pupils reach the higher levels of attainment as a result. Leaders know that they need to increase the proportion of pupils reaching the higher levels by the end of key stage 2.
- While pupils achieve well in English and in mathematics, opportunities to use and apply these key literacy and numeracy skills when completing work in other subjects of the curriculum are sometimes overlooked. Pupils' written work in their English books, for

example, is of a high quality. They take a pride to present their work well and to use and apply their good handwriting and spelling skills effectively. Pupils' written work in other curriculum subjects is not always of the same high quality.

Early years provision

Good

- Until this year, many children have entered the Nursery class with knowledge and skills below those typical for their age. Leaders have recognised that this year, children have entered the setting with more advanced knowledge and skills and have adapted their approaches appropriately to meet their needs.
- Teachers and other adults have a good awareness of the needs of the children through the assessments that they make each day. They have identified that writing is a key area of focus and have ensured staff have been trained to support children to improve their writing using a range of strategies. As a result, children's writing is improving quickly.
- Over the last two years, the proportion of children reaching a good level of development has been similar to the national average. This means that all groups of children have made good progress from their starting points. The school's assessment information shows that this good progress is continuing this year and more children are working at a higher level.
- Teaching in the early years is good. All staff are knowledgeable about the early years curriculum and adapt their activities effectively to suit the changing needs of the children. Support staff are managed well and this means that adults, as a team, ensure that children are supported and challenged when taking part in a wide range of activities. Expectations of the children are high and adults model the behaviour they wish children to display.
- Behaviour in the early years is good. There is a calm, welcoming atmosphere where children feel safe and secure. Routines are well established and this allows children to be independent and to access resources easily. Children share resources and cooperate well. The positive relationships that children form with staff and their peers help them to use the environment with confidence while moving around their activities sensibly.
- The learning environment is stimulating, well organised and welcoming. The theme of the learning permeates the setting and responds to the interests of the children. The outdoor area is well organised and supplements the learning that takes place in the classroom.
- The development of reading takes a high priority and the teaching of phonics is effective. Children enjoy reading a range of books with other adults and the school's approach to the development of reading and writing starts here.
- The early years leader has good subject knowledge and supports the development of other adults well. Adults have the opportunity to plan activities together and this allows them to share their knowledge of the children and ensure that activities meet their different needs. Leaders are always looking at ways to improve provision and make use of the latest research and development available for the early years setting.
- Safeguarding and the welfare of children are a high priority and all procedures are implemented thoroughly. Children are kept safe and understand how to keep

themselves safe.

- Leaders have worked hard to ensure that parents are involved in their children's education. Parents have regular opportunities to talk to staff about their children's learning and enjoy looking at books and what has been taught with the children at the start of the day.

School details

Unique reference number	106746
Local authority	Doncaster
Inspection number	10042153

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

Type of school	Primary
School category	Maintained
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	305
Appropriate authority	The governing body
Chair	Kath Lister
Headteacher	Louise Tempest
Telephone number	01302 770427
Website	www.hayfieldlane.org
Email address	office@hayfieldlane.doncaster.sch.uk
Date of previous inspection	15–16 December 2015

Information about this school

- The school has grown steadily and is a larger than average-sized primary school.
- The proportion of disadvantaged pupils is above average.
- Most pupils are from White British backgrounds.
- The proportion of pupils who have SEN and/or disabilities is slightly below average.
- The school meets current floor standards, which set out the minimum expectations for pupils' attainment and progress by the end of Year 6.

Information about this inspection

- Inspectors observed learning in 20 lessons.
- Discussions were held with senior and middle leaders, other staff, the governing body and representatives from the local authority.
- Inspectors looked at pupils' work in lessons and samples of pupils' books.
- Inspectors observed pupils' behaviour during lessons, before school and during lunchtime.
- Inspectors listened to pupils read and spoke with pupils in discussion groups and informally around the school.
- Inspectors looked at a wide range of documents including the school's improvement plans, minutes of meetings of the governing body, information about the progress of pupils, records relating to behaviour and safeguarding, and information on the school's website.
- Inspectors considered the 105 responses to Parent View, Ofsted's online survey, and the 148 free-text responses from parents. Inspectors also considered the 18 responses from staff to Ofsted's survey.

Inspection team

Jaimie Holbrook, lead inspector	Ofsted Inspector
Lynne Selkirk	Ofsted Inspector
Melissa Milner	Ofsted Inspector

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