

# Inspection of Hadfield Infant School

Mersey Bank Road, Hadfield, Glossop, Derbyshire SK13 1PN

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Inspection dates: 21–22 January 2020

## **Overall effectiveness**

## **Requires improvement**

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The quality of education

**Requires improvement**

Behaviour and attitudes

**Good**

Personal development

**Good**

Leadership and management

**Requires improvement**

Early years provision

**Good**

Previous inspection grade

Good

## **What is it like to attend this school?**

Pupils enjoy coming to school. They know that staff work hard and care about them. Pupils feel safe while in school. Parent and carers agree, saying, 'Children are made to feel safe and welcome.' Pupils make friends and get along together well. Everyone is proud of each other. We saw pupils give their friends a 'thumbs-up' when they got the answer to a question right. Pupils behave well. They are kind and respectful. We saw many happy pupils holding doors open for staff and visitors.

Pupils enjoy contributing to the local community. They pick up litter, sing to the residents of care homes and take part in Macmillan coffee mornings. Leaders make sure that pupils get to experience many exciting things. Pupils especially like the whole-school trips to the seaside and farm. Pupils love to sing and perform. They have recently won the High Peak Radio Christmas carol competition. They are looking forward to spending the £500 prize!

Not all pupils get a good enough quality of education. Some teachers do not have high-enough expectations of what pupils can learn and do. Sometimes pupils in the same year group do not receive the same good-quality teaching as others do.

## **What does the school do well and what does it need to do better?**

Leaders do not ensure that all teachers follow the planned curriculums in all subjects. Some pupils are taught well, while others are not. Subject leaders have not checked well enough that all pupils receive the best possible education. Some older pupils do not gain the knowledge and skills needed to be well prepared for key stage 2. The headteacher and governors are a passionate team. They know what needs to improve and are determined that all pupils will do better.

Leaders have set out impressive plans for what they want pupils to learn in phonics and reading each year. However, some key stage 1 teachers do not teach these plans well enough. Some pupils do not gain the phonic knowledge they need to get better at reading and writing. Teachers do not check well enough that the books pupils read are well matched to their ability. Some pupils cannot read fluently. Teachers in the early years deliver good phonics lessons. Children make quick gains in their knowledge. Some can already read and write simple sentences. Children in the early years get off to a flying start.

Leaders work hard to encourage pupils to read books for pleasure. Pupils enjoy visiting the local library and listening to favourite stories read by teachers. We saw Year 2 pupils laughing and joining in with the story 'Grumpy Frog'. Pupils told us how much the 'reading friend' volunteers help them to get better at reading.

Leaders have not fully planned the science curriculum. They have not made sure that pupils' knowledge builds well enough after they leave the Reception Year. Teachers in the early years have high expectations of what children can achieve. We

saw children investigating how ice melts and testing different materials to keep themselves dry in the outdoors. They achieve well and remember what they have been taught. This is not the case for some older pupils. Some teachers in key stage 1 do not plan lessons that build on the knowledge pupils have gained in the early years. The work they set pupils is not demanding enough. Some pupils do not achieve well.

Leaders make sure that teachers know what knowledge pupils need to learn, and by when, in mathematics and geography. Pupils achieve well in these subjects. For example, pupils told us all about the equator and how countries nearer to it are hotter, drier places to live.

The quality of some pupils' work in religious education (RE) and history is not of a good standard. Some teachers do not have high-enough expectations of what pupils can learn, discuss and write about.

Leaders make sure that the school is inclusive. Pupils with special educational needs and/or disabilities (SEND) achieve well across all subjects. They get good help and support from staff. All pupils learn sign language in a weekly assembly.

Leaders want all pupils to be polite, tolerant and well-behaved. They make sure that teachers use the 'good to be green' system to reward good behaviour. Pupils respond well. They want to do the right things.

Leaders want pupils to support others and live together happily. Pupils make soup and pizza for the homeless. They deliver food parcels to vulnerable families in the local community. Pupils enjoy visits from Derby Open Centre to learn about Sikhism.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders and staff provide high levels of care for pupils and families. Leaders make sure that staff are well trained in safeguarding and first aid. Staff are vigilant and report concerns about pupils' safety and well-being quickly. Leaders act upon these concerns and make sure that pupils and families get the right help and support as soon as possible.

Leaders and staff nurture pupils. They teach them to stay safe and well. Leaders use weekly safeguarding assemblies to teach pupils about online safety, stranger danger and road safety. Pupils know who they can talk to in school if they are worried about something.

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

### (Information for the school and appropriate authority)

- Not all teachers implement the planned phonics and reading curriculums effectively. The books that some pupils read are not well matched to their ability. Some pupils are not able to read words accurately or fluently enough. Leaders should ensure that all teachers follow the planned curriculums. They should check that teachers select books that match the phonic knowledge that pupils have already been taught.
- The science curriculum is not fully planned or sequenced towards building the most ambitious knowledge and skills over time. Some older pupils do not have enough scientific knowledge to prepare them for the next stages of education. Leaders should make sure that older pupils receive more-demanding work and achieve better by the end of key stage 1.
- The quality of some pupils' work in the foundation subjects is not of a high quality. There are inconsistencies in the content of what is being taught in classes in the same year groups. Subject leaders should make sure that teachers deliver the content of the curriculums consistently well and have the same high expectations of what pupils can achieve.

### How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

### Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	112692
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	10121237
<b>Type of school</b>	Infant
<b>School category</b>	Maintained
<b>Age range of pupils</b>	4 to 7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	173
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Kath Holtom
<b>Headteacher</b>	Alison Barnes
<b>Website</b>	<a href="http://www.hadfield-inf.derbyshire.sch.uk">www.hadfield-inf.derbyshire.sch.uk</a>
<b>Date of previous inspection</b>	4 May 2016, under section 8 of the Education Act 2005

## Information about this school

- There have been no significant changes since the previous inspection.

## Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

- We met with the headteacher, subject leaders, the special educational needs coordinator, the early years leader, six members of the governing body and a representative of the local authority.
- We looked closely at the quality of education in reading, mathematics, science and geography. We visited lessons, looked at pupils' work, listened to pupils reading and spoke with pupils and teachers about their lessons. We also examined the quality of pupils' work in RE and history.
- We looked at a wide range of documents, including those relating to safeguarding, behaviour, the school's plans for improvement and curriculum planning. We considered information about pupils' achievement from published information and looked at information on the school's website.

- We took account of the nine responses to Parent View, Ofsted's online questionnaire. There were 15 responses to the staff survey. There were 55 responses to the pupil survey.

### **Inspection team**

Steve Varnam, lead inspector

Her Majesty's Inspector

Julian Scholefield

Ofsted Inspector

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