

Inspection of a good school: Hasland Junior School

Broomfield Avenue, Hasland, Chesterfield, Derbyshire S41 0LY

Inspection dates:

25 and 26 January 2022

Outcome

Hasland Junior School continues to be a good school.

What is it like to attend this school?

This junior school is valued highly by pupils and their parents. It is a deservedly popular school. Pupils appreciate the care they receive from their teachers. They enjoy their learning.

Pupils feel safe in school. They understand what bullying means. They do not believe that bullying is a problem. They trust that if bullying happens it would be quickly resolved by staff.

Pupils enjoy their lessons. They appreciate the efforts their teachers take to make their learning interesting, challenging and fun. In lessons, pupils are keen and ready to learn. There is a positive buzz of learning and enjoyment throughout the school.

Teachers' expectations of pupils' behaviour are high. Pupils' conduct is first rate. They show respect to their teachers and each other. They work well with their learning partners. At social times, they play happily and make sure that no one is left out.

Pupils are involved in lots of activities that help to make them active and engaged citizens. Pupil groups such as the pupil council, peer mediators and mini librarians take their roles extremely seriously. They put into action their learning about the importance of democracy and helping each other.

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

Leaders are ambitious. They have put careful thought into curriculum planning. The curriculum is built on a strong foundation of how pupils learn. Leaders want pupils to be motivated, curious and enthusiastic learners who contribute to and thrive in the local community.

Leaders have reviewed the curriculum in light of COVID-19. They are clear about pupils' learning delays and knowledge gaps. They have identified the key learning pupils need.

They have planned this learning well. Pupils have a confident grasp of the knowledge and skills they learn in the subjects they study. Many pupils can apply their learning in a range of contexts.

Many teachers are experts. They enthusiastically promote the love of their subject. Pupils pick up on their enthusiasm. Teachers have high expectations for all pupils. They promote pupils' understanding because they explain things clearly.

Pupils with special educational needs and/or disabilities (SEND) are supported well. Assessment is used skilfully to check that pupils know more and can do more. Pupils know that their teachers want them to do well. They enjoy learning and appreciate the support they receive.

Reading is a high priority for all. Recently, leaders have put in place a new reading programme. This has had a significant impact, particularly in Year 3. A greater number of pupils can read with confidence.

The love of reading is promoted well. Pupils read regularly. They have access to an inviting library space which they describe as a 'wonderland'. They have quiet spaces to read and be read to. Pupils can access a range of interesting texts by different authors. Various reading competitions spark pupils' enthusiasm to read at home.

The actions taken to promote pupils' personal development are a strength. Leaders make sure that all pupils, including disadvantaged pupils and pupils with SEND, benefit from activities that take place outside of the classroom. Pupils can learn to play a musical instrument, take part in many sports and get involved in the arts. Leaders are keen to make sure that pupils venture outside of the school community. Pupils go on visits and residential trips. They benefit from a well-planned personal, social and health curriculum.

Staff appreciate the efforts taken by leaders to protect their health and well-being. They feel valued. Effective actions have been taken to reduce workload. All staff who contributed to the Ofsted survey believe that the school is well led and managed.

Safeguarding

The arrangements for safeguarding are effective.

There is a strong culture of safeguarding and welfare. Pupils said they have many people they feel confident to speak to if they had a problem. Pupils in need are quickly identified. They receive effective help. Leaders make sure that the correct support is in place, including from external agencies. A family support worker ensures that pupils and their families receive the assistance they need.

The school's single central record of staff meets statutory requirements. Recruitment processes are rigorous.

All staff receive safeguarding training. They know what to do if concerns are raised. Pupils are taught about the risks they may encounter. For example, they learn about the risks of

working online. Organisations such as the National Society for the Prevention of Cruelty to Children regularly come into school so that pupils can learn from experts about keeping safe.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some early readers have gaps in their phonics knowledge. This means that they do not read fluently as quickly as they should. Leaders must continue to implement the structured phonics programme. They must ensure that pupils can access the curriculum and read with confidence.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the second section 8 inspection since we judged the school to be good in May 2012.

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 information from Ofsted Parent View 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

Unique reference number	112663
Local authority	Derbyshire
Inspection number	10211628
Type of school	Junior
School category	Community
Age range of pupils	7 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	377
Appropriate authority	The governing body
Chair of governing body	Evert Van Gemeren
Headteacher	Matthew Winson
Website	www.hasland-jun.derbyshire.sch.uk
Date of previous inspection	13 December 2016, under section 8 of the Education Act 2005

Information about this school

- The headteacher joined the school in September 2019.
- The school does not use alternative provision for pupils.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in their evaluation of the school.
- The inspector met with the headteacher and other senior leaders to discuss their evaluation of the quality of education. She met with the chair and vice-chair of governors and three members of the governing body. She spoke with the school's improvement adviser by telephone.
- The inspector carried out deep dives in reading, history and mathematics. For each deep dive, the inspector met with subject leaders, looked at curriculum planning, visited lessons, spoke with teachers and pupils and looked at samples of pupils' work. She heard pupils read with an adult.

- The inspector met with the designated safeguarding leads to discuss the actions taken to keep children safe. She reviewed a range of documents, including the school's single central record of staff. She looked at information about the actions taken to protect pupils.
- The views of 27 members of staff were considered. The 48 responses to Ofsted's parent survey and 47 responses to the pupil survey were taken into account.

Inspection team

Jayne Ashman, lead inspector

Her Majesty's Inspector

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