

# Inspection of a good school: Hayes Park School

Raynton Drive, Hayes, Middlesex UB4 8BE

---

Inspection dates:

22 and 23 February 2022

## Outcome

Hayes Park School continues to be a good school.

## What is it like to attend this school?

Pupils are happy here. They are kept safe and report little or no bullying. If incidents do occur, they say they are always dealt with quickly. 'Worry boxes' are available for pupils to report any concerns they may have. They appreciate that teachers respond to these worries quickly and are always there to help them.

Leaders are ambitious for all pupils to do well. They have identified the knowledge they want them to learn across all subjects. This knowledge is well sequenced to promote greater understanding over time. Pupils enjoy visits that further enrich the curriculum. While these have been interrupted due to the COVID-19 pandemic, they have now been resumed. For example, Year 6 pupils recently visited the Battle of Britain Bunker and Hendon RAF Museum, as part of their learning about the Second World War.

Respect is a key part of the school's ethos and interwoven throughout the expectations for behaviour and learning. Pupils say the 'PREP' (perseverance, respect, excellence and partnership) and 'SORT' (safe, obey, respect and truth) values, continuously remind them of expectations for both their learning and their behaviour. As a result, pupils behave well and show respect to both adults and peers.

A wide range of clubs and activities are available. Pupils enjoy these, and the opportunity to take part in new experiences.

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

There is a strong reading culture in the school. Pupils are enthusiastic about reading and enjoy reading and being read to. The teaching of phonics starts as soon as pupils enter Reception. Even earlier exposure begins in the Nursery, with pre-teaching of vocabulary that children will need. A daily story time for all, from Nursery to Year 6, develops a love of reading. Staff are well trained and the phonics programme is taught consistently. Pupils are assessed regularly to identify those at risk of falling behind. They are helped to catch-up with additional interventions. The books used to teach reading are carefully matched to the sounds pupils know. As a result,

pupils are developing the knowledge they need, and practising this, to become fluent, independent readers.

Pupils follow a full curriculum. All subjects match the depth and breadth of the national curriculum. Leaders' curricular thinking is strong. They have developed clear, well-sequenced learning in mathematics, history, geography, art, computing and science. In many subjects, the curriculum is bespoke to the school and designed to meet the needs of the school community. Teachers are knowledgeable. Additional training is provided for those who need it. As a result, teachers understand the sequence of learning in the subjects taught and teach it effectively. Pupils are enthusiastic about their learning. They work hard in lessons and are proud of their achievements.

Importance is placed on developing pupils' vocabulary. The key language that they will need, in each area of learning, has been identified. This enables pupils to learn and apply a range of subject-specific words to deepen their understanding. For example, in art, pupils talk about shading, and the correct pencil and hand-pressure to use, to achieve a realistic drawing of a hand. Teachers also make clear what pupils have learned before that will help them with new learning. This helps them make links, and as a result, they learn more. For example, in science, pupils talk confidently about the photography project they completed in art, furthering their understanding in a science unit about light.

All subject leaders have clear expectations for learning in the Early Years. This is evident with early mathematics. In Reception, a range of activities are provided to enable children to learn about and practise counting. Consequently, children are well prepared for their learning in Year 1.

Despite all these strengths, implementation of the curriculum has been interrupted due to the COVID-19 restrictions. Due to catch-up, occasionally, learning is not taught deeply enough. For example, in science, pupils in Year 6 found it difficult to explain the concept of making a bulb brighter, as they have not had sufficient opportunity to investigate this. Leaders are aware and are continuing to review and adapt their curriculum to further strengthen learning.

Pupils with special educational needs and/or disabilities are well supported. They access the same curriculum as their peers, with key adults used to help. Support provided is tailored to each individual so they can make the best possible progress from their starting points. Those pupils in the Specialist Resourced Provision (SRP) are part of mainstream lessons where this is suitable.

Pupils behave well in lessons and outside in the playground. They are usually kind to each other. Clear behaviour rules mean they know what is expected and they rise to that.

Pupils' wider development is prioritised. They are given opportunities to learn about democracy and encouraged to take on extra responsibility with the 'Pupil Parliament'. They are proud of the work they do and their involvement in school decisions. For example, the choice of new play equipment for the playground.

Staff are overwhelmingly positive about leaders' care, and consideration of their workload and well-being. They feel valued and trusted, and appreciate the opportunities provided to help them develop further.

## **Safeguarding**

The arrangements for safeguarding are effective.

There is a strong safeguarding culture in the school. Leaders, including governors, and staff, are well trained. As a result, they identify any concerns they have quickly. Rigorous reporting procedures ensure any concerns raised are dealt with promptly. Leaders work well with the local authority and other agencies, to safeguard pupils and get them the help they need.

Leaders know families well. They are particularly committed to supporting those families who are most vulnerable, to ensure the best possible outcomes for children.

The curriculum has been designed to keep pupils safe. Consequently, they are aware of ways to stay safe online and who they can go to if they feel unsafe.

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

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

- Curriculum plans identify, the key knowledge and essential vocabulary for pupils to learn. They are well sequenced. However, the full implementation of the school's curriculum is not firmly embedded in a few subjects, due to catch-up from COVID-19. This means that pupils' knowledge is not always being deepened progressively over time. Leaders should continue their work to ensure that the well-planned curriculum is fully embedded, and pupils are supported to make connections. This will further expand, and deepen, their knowledge and understanding.

## **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 June 2013.

## 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

<b>Unique reference number</b>	102439
<b>Local authority</b>	Hillingdon
<b>Inspection number</b>	10211363
<b>Type of school</b>	Primary
<b>School category</b>	Foundation
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	679
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Michelle Rose
<b>Headteacher</b>	Debra Barlow
<b>Website</b>	<a href="http://www.hayesparkschool.co.uk">www.hayesparkschool.co.uk</a>
<b>Date of previous inspection</b>	7 February 2017, under section 8 of the Education Act 2005

## Information about this school

- The school is a larger than average-sized primary school.
- The school runs a breakfast- and after-school club.
- The school has a SRP unit for pupils with autism.

## Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with school leaders and has taken that into account in their evaluation.
- The inspectors met with the headteacher, deputy headteachers, assistant headteachers and members of staff. They also spoke with a representative of the local authority, and met with six governors, including the chair of governors.
- The inspectors carried out deep dives in these subjects: early reading, mathematics and history. For each deep dive, the inspectors met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to some pupils about their learning and looked at samples of pupils' work.

- The lead inspector also looked at curriculum plans and samples of pupils' work, and spoke to pupils for art and design, science, geography and computing.
- The inspectors considered early mathematics in the Nursery and Reception classes.
- The inspectors looked at a range of documents, including leaders' priorities for improvement.
- The inspector reviewed the arrangements for safeguarding by scrutinising records and through discussions with leaders, staff and pupils.
- The views of pupils, parents and staff were gathered through discussions and Ofsted's surveys were considered.

### **Inspection team**

Samantha Ingram, lead inspector

Her Majesty's Inspector

Sahreen Siddiqui

Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates:  
<http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2022