

# Inspection of a good school: Hasland Infant School

Eyre Street East, Hasland, Chesterfield, Derbyshire S41 0PE

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Inspection dates:

23 and 24 November 2022

## **Outcome**

Hasland Infant School continues to be a good school.

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

Leaders have high expectations of pupils at Hasland Infant School. They are ambitious that every pupil will do as well as they can. Pupils know how important it is to do their best. They value their learning. One pupil told the inspector: 'Learning helps you to be clever.' Corridors and classrooms are full of attractive displays that exhibit pupils' high-quality work.

Relationships between adults and pupils are positive. Pupils feel safe and secure because they know that the adults in school look out for them. Bullying is not tolerated. If a pupil is worried about bullying, they know that they can tell a trusted adult or pass their worries on to the class 'worry monster'.

Pupils say that they welcome everyone to the school. They understand that not everyone is the same and know that this should not make a difference to how they treat each other. Pupils show respect for one another. They are rightly proud of their school.

The vast majority of parents and carers are happy with the work of the school. They particularly value the care and support their children are given. One parent commented: 'The teachers go above and beyond, day in day out, for the children at this school.'

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

Leaders have worked closely with staff to develop an ambitious curriculum. The curriculum is designed so that pupils build up their knowledge gradually. For example, in art and design, children in the Nursery class are provided with opportunities to mix colours with paint. Over time, pupils' understanding of colour-mixing becomes more and more advanced. By the time they reach Year 2, pupils understand colour as shades and tones and mix colours with precision.

Leaders have also planned the mathematics curriculum in detail. Each lesson begins with a counting activity. Teachers explain new learning well. Pupils then have the chance to

practise key concepts before completing independent work. Teachers routinely check that pupils remember the knowledge taught. This well-considered approach enables pupils to tackle new learning with confidence and determination. However, while teachers check that pupils do not have any gaps in their learning in English and mathematics, these assessment systems are not fully developed in other subjects.

Staff provide strong support for pupils with special educational needs and/or disabilities (SEND). Their needs are identified quickly. Staff use a range of appropriate strategies to help pupils with SEND to access the same curriculum as their peers. In lessons, they are engaged in their learning and experience success.

Leaders promote a love of reading. Teachers read to pupils regularly from a carefully chosen range of texts. Pupils are introduced to different authors and genres. 'Rhyme of the week' is a favourite with many pupils. Pupils say that they love visiting the school library. Phonics is taught on a daily basis by expert staff. Pupils use their phonic knowledge well to read and write. Pupils get the extra help they need when they find it hard to keep up. Pupils read books that are closely matched to the sounds they know.

Almost all pupils behave well in school. Pupils know how they are expected to behave, based on the school's 'SMILE' expectations. The rewards and acknowledgement they receive for behaving well motivate them to get it right. As a result, lessons are well ordered. Playtimes are fun and lively. Pupils participate in their own imaginative games or activities organised by midday staff. A very small number of pupils do not always behave to the same high standards that are met by the very large majority of pupils. Occasionally, this behaviour is not seen or addressed by the adults in school.

Pupils' personal development is well planned for. Pupils are provided with opportunities to take on leadership roles as playground pals, global guardians or members of the school council. Many of these opportunities require pupils to write an application or to be interviewed. Pupils take these responsibilities seriously. They say that they are making a genuine difference to school life. The school has strong links with the local community. Pupils can also represent the school in a range of competitions and events.

Governors are committed to the school. They have wide-ranging skills that enable them to hold leaders to account for the work of the school. They balance support for leaders with the right amount of challenge. Careful consideration is given to the workload of staff. All staff agree that the school is a positive working environment.

## **Safeguarding**

The arrangements for safeguarding are effective.

There is a strong culture of care in this school. Leaders ensure that staff are trained in order to have the skills they need to do this aspect of their work well. Staff have regular refresher training so that they do not forget important messages. As a result, staff keep a close eye on pupils and pass their concerns on without delay. Record-keeping is detailed.

Pupils are taught about how to keep themselves safe in a range of settings. Parents are also provided with important information about how they can support their child to stay safe when online.

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

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

- On a few occasions, staff do not spot or address pupils' behaviour that does not reach the same high standards as that of most other pupils. This means that a very small number of pupils do not give their full attention in lessons, and there is some boisterous play in the playground. Leaders should ensure that the behaviour of all pupils is consistently meeting the same high expectations that other pupils meet.
- Leaders are at the early stages of assessment in subjects other than English and mathematics. Teachers are not yet routinely checking how well pupils are learning over time or identifying pupils who may have gaps in their learning in these subjects. Leaders should ensure that a proportionate system for assessing foundation subjects is fully developed and implemented, and that the information gathered is used effectively by teachers.

## **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 an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good in December 2016.

## **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.

## 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>	112664
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	10211614
<b>Type of school</b>	Infant
<b>School category</b>	Community
<b>Age range of pupils</b>	3 to 7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	334
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Barbara Arrandale
<b>Headteacher</b>	Charlotte Lavender
<b>Website</b>	<a href="http://www.hasland-inf.derbyshire.sch.uk">www.hasland-inf.derbyshire.sch.uk</a>
<b>Date of previous inspection</b>	30 November and 1 December 2016, under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

## Information about this school

- A new headteacher has been appointed since the previous inspection.
- The school does not use any alternative provision.

## Information about this inspection

- This was the first routine inspection the school had received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into consideration in her evaluation of the school.
- The inspector met with the headteacher and other school leaders, including the special educational needs coordinator.
- The inspector met with seven members of the governing body, including the chair and vice-chair of governors. She also spoke to a representative of the local authority.
- The inspector carried out deep dives in early reading, mathematics, and art and design. For each deep dive, the inspector met with subject leaders, visited lessons, spoke to pupils about their learning, looked at samples of pupils' work and spoke to teachers

about the lessons visited. The inspector also listened to pupils reading to a member of staff.

- The inspector reviewed further curriculum plans for religious education and geography.
- The inspector reviewed a range of documents relating to the school's safeguarding arrangements, including the school's single central record. She also spoke to the designated and deputy designated safeguarding leads and to staff and pupils in order to understand the school's culture of safeguarding.
- The inspector observed pupils' behaviour in lessons, around school and at lunchtime.
- The inspector spoke to staff, pupils and parents to gather their views of the school. She reviewed responses to Ofsted Parent View and the free-text comments. She also considered the responses to the staff and pupil surveys.

### **Inspection team**

Caroline Poole, lead inspector

His Majesty's Inspector

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