

Inspection of a good school: Hayfield Lane Primary School

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

Inspection dates: 17 and 18 May 2023

Outcome

Hayfield Lane Primary School continues to be a good school.

What is it like to attend this school?

Hayfield Lane Primary School is a happy and caring school. Pupils understand the importance of tolerance and respect. Pupils say bullying is rare and when it does happen, staff deal with it quickly. Pupils behave very well. Leaders ensure that pupils who have specific needs receive extra pastoral support to help them manage their behaviour.

Leaders have developed an ambitious curriculum, where the most important knowledge is connected across different subjects. This helps pupils to remember the key content that they have been taught. Some older pupils have gaps in their knowledge that leaders are working to address. As a result, some older pupils have not recently made as much progress as expected in key stage 2 national tests.

The personal development of pupils is a priority for leaders. Pupils from early years to Year 6 access a very wide range of opportunities to develop their talents, interests and cultural capital. These include the opportunity to learn a musical instrument, work with dancers from the English National Ballet or perform cultural dances with the Samoan rugby team.

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

Leaders have prioritised developing the curriculum. They have identified the most important knowledge and concepts that they want pupils to learn. Leaders have made sure that pupils revisit this information across different topics and year groups. For example, pupils learn about the concept of conflict in history when they study the gunpowder plot and the Roman invasion of Britain in Year 3. Teachers build on this knowledge when pupils study ancient armies in Year 5 and again in Year 6 when they study the Viking invasion of Britain. This results in pupils being able to compare and contrast historical conflicts that have occurred across different periods of history.

The mathematics curriculum is equally as ambitious. Teachers routinely recap previous learning. They provide clear explanations and model vocabulary. This means, for example,

that children in the early years are routinely encouraged to talk about what they are doing and to express their thoughts and ideas using numerical language. Older pupils build on this strong start. Pupils' grasp of mathematical language is strong and a feature throughout the school.

Leaders prioritise the importance of reading. The youngest children start reading as soon as they join the school. Leaders have established a consistent approach to teaching phonics. Pupils who need extra help with reading get the support they need. This includes those pupils in key stage 2 who require support to become confident and fluent readers.

Children in the early years make a strong start. They learn to be independent and communicate well. Leaders have developed effective approaches to widening children's vocabulary. This enhances the early reading curriculum, as well as children's social development. Children in the early years enjoy warm relationships with adults. Children are developing the behaviours that they will need to move into key stage 1.

Pupils behave well in lessons and at social times. There are positive relationships between staff and pupils. Pupils demonstrate positive attitudes to their learning. Most pupils show independence and resilience when they find work challenging. Leaders use a range of approaches to support pupils with more complex needs, including those with special educational needs and/or disabilities (SEND). This includes enhanced pastoral support from well-trained staff, who help pupils to access the curriculum.

There is an extensive range of opportunities which cater exceptionally well for pupils' wider development. Pupils have opportunities to develop their sense of responsibility. For example, they can become play leaders or organise events to raise money for charities and good causes. Leaders have a genuine commitment to ensuring that pupils get a wide set of experiences during their time at school. Recently, this has included a visiting circus and ice skating. Pupils also enjoy visits to places of worship and museums to enhance what they learn in the curriculum. Leaders also provide well for pupils' mental health, with activities that help them to manage their emotions or the opportunity to talk to pupils appointed as 'take 5' ambassadors.

Hayfield Lane Primary School is well led and managed. Members of staff who spoke with the inspector were highly complementary about leaders' consideration of their well-being. Leaders act positively to support teachers in managing their workload. Governors know the school well. They have a secure knowledge of their roles and responsibilities. Leaders are taking clear action to address gaps in knowledge for some older pupils to improve the progress that pupils make in key stage 2 national tests.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have robust systems in place to report and record any concerns that staff may have about pupils' safeguarding. Staff have received thorough training to enable them to identify signs of abuse or neglect. Leaders are swift to respond to any issues that emerge and provide pupils with the help that they need. They refer concerns to outside agencies,

such as social services, if they need to do so.

Staff help pupils to keep themselves safe by giving them relevant information. For instance, pupils learn about the risks associated with using the internet. Leaders ensure that pupils with particular needs, such as young carers, get the support they need.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some older pupils have gaps in their knowledge, partly as a result of the disruption to learning caused by the pandemic. As a result, some pupils did not make as much progress as they could by the end of key stage 2 in national assessments. Leaders should continue to implement their plans to address these gaps to allow pupils to make more progress by the end of Year 6.

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 January 2018.

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

Unique reference number	106746
Local authority	Doncaster
Inspection number	10255868
Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	430
Appropriate authority	The governing body
Chair of governing body	Kathleen Lister
Headteacher	Louise Tempest
Website	www.hayfieldlane.org
Date of previous inspection	16 and 17 January 2018, under section 5 of the Education Act 2005

Information about this school

- The school has a Nursery provision.
- Leaders do not use any alternative providers of education.

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 carried out deep dives in early reading, history and mathematics. As part of the deep dives, the inspector visited lessons, reviewed curriculum plans and spoke with curriculum leaders and teachers. He also talked to pupils about their learning and looked at the work they had completed.
- The inspector spoke to pupils with SEND, reviewed plans to support these pupils and visited lessons to see how pupils are supported to learn.
- The inspector met with the designated safeguarding leads and reviewed a range of documentation, including safeguarding records and policies, to ensure that appropriate

actions are being taken to keep children safe.

- The inspector considered the views of pupils, parents and staff through Ofsted surveys, as well as additional communication from parents during the inspection.
- The inspector scrutinised the school's records of bullying, reviewed the actions leaders take when bullying occurs and spoke to several groups of pupils, including some single-gender groups, to understand their experience of school.
- The inspector met leaders to discuss pupils' behaviour and reviewed the school's data on suspensions.
- The inspector met with representatives from the local governing body.
- The inspector scrutinised records relating to attendance and pupil movement.

Inspection team

Stuart Voyce, lead inspector

His Majesty's Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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