



The Hayes Primary School

Inspection Report

Unique Reference Number 101760
LEA Croydon LEA
Inspection number 276586
Inspection dates 28 November 2005 to 29 November 2005
Reporting inspector Sandra Teacher AI

This inspection was carried out under section 5 of the Education Act 2005.

| | | | |
|------------------------------------|--------------------|---------------------------|------------------|
| Type of school | Primary | School address | Hayes Lane |
| School category | Community | | Kenley |
| Age range of pupils | 4 to 11 | | Croydon CR8 5JN |
| Gender of pupils | Mixed | Telephone number | 020 8660 4863 |
| Number on roll | 314 | Fax number | 020 8660 4870 |
| Appropriate authority | The governing body | Chair of governors | Mrs J P Anderson |
| Date of previous inspection | 6 November 2000 | Headteacher | Mr David Wilcox |

| | | |
|-----------------------------|---|------------------------------------|
| Age group 4 to 11 | Inspection dates 28 November 2005 - 29 November 2005 | Inspection number 276586 |
|-----------------------------|---|------------------------------------|

© Crown copyright 2006

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by three additional inspectors.

Description of the school

The school is larger than most schools of this type. Most children live in a residential area of Croydon. Only a small number of children receive free school meals. Five children have statements for their learning difficulties and disabilities which is lower than usual. The school has won a number of national curriculum awards and is part of a national learning programme to make learning even more enjoyable.

Key for inspection grades

| | |
|---------|--------------|
| Grade 1 | Outstanding |
| Grade 2 | Good |
| Grade 3 | Satisfactory |
| Grade 4 | Inadequate |

Overall effectiveness of the school

Grade: 2

This is an effective school with an increasingly good capacity to improve because of a realistic view of its own performance. It knows its own strengths and weaknesses well and takes effective action, which improves children's academic and personal successes. It therefore provides good value for money. Standards have continued to improve since the last inspection and more children are making good progress, particularly those with learning difficulties and disabilities. Most children reach standards that are above average, particularly in mathematics and science, although standards in writing are not as high as they could be. However, strategies are already in place to ensure that this issue is being dealt with. The school recognises that because of recent staffing difficulties, provision in the reception class is adequate. However, a strong plan of action is already in place, to raise achievement and ensure that the curriculum for the youngest children is based in learning through play. The impact of this is already beginning to show. Good leadership and management have been at the core of the improvements in teaching and learning, combined with an exciting and stimulating curriculum. The computer suite and computers in the classrooms are used to best effect, although better provision would enhance both teaching and learning even further. The school is a calm and orderly community where each individual is valued and both care and personal development are outstanding.

What the school should do to improve further

- * raise the number of children achieving the higher levels in writing by giving them even more exciting reasons to write*
- * continue the good start made in improving the provision in the reception classes by basing the learning in play*
- * improve the provision in ICT to help raise standards

Achievement and standards

Grade: 2

Children enter the school with average levels of attainment and achieve well in all subjects. By the time they start in Year 1, most will have reached expected standards in all the areas of learning, with a high level of personal, social and emotional development. In mathematics and science standards are well above the national average, almost half the children in the oldest classes reach the higher levels in the national tests. Although achievement and standards in English are above those expected nationally the brightest children do not achieve as well as they could in their writing, but the school is not complacent. It has put into place challenging targets and strategies to raise standards, particularly in writing, and these are being met. All groups of children achieve well in relation to their starting points and capabilities and progress over time is good. The school checks information on children's progress well. Because the school keeps a careful eye on every child, it was able to identify that the younger boys were not achieving as well as their classmates. Targeted support for these children helped them to improve, so that by the time they reached the junior school, both boys and

girls achieve equally well. Standards and achievement in ICT are satisfactory but children are restricted in reaching higher levels because both the teachers and the children do not have access to up to date equipment.

Personal development and well-being

Grade: 1

Children's personal development and well-being are outstanding. The youngest children settle in quickly and are very well looked after by the older ones. They are happy and well behaved and show a strong sense of responsibility. One child helped another on crutches to clear his lunch tray. They learn team work and to care about their own well-being and are ready to contribute to that of others. They do this through friendship support groups, and learning to sign for their hearing impaired friends. Through the active and influential school council, children are confident they have a voice in the school and give examples of where they have made changes. They have chosen their own playground equipment and organised the budget to help develop their financial skills. Attendance is very good because children enjoy coming to school to learn: parents were positive about this. Inspectors were struck by the enthusiasm displayed by children when they talk about their school. Children are very clear about healthy lifestyles including diet and exercise. They deliberately choose the healthy options such as the salad bar at lunchtime. They join in with the community to organise a school fete to help raise much needed funds. The school is calm and the children feel safe and protected.

Quality of provision

Teaching and learning

Grade: 2

Teaching is good and brings about effective learning. It is characterised by well planned work with an emphasis on literacy, numeracy and the best use of the ICT equipment available. Children respond to this, work hard and as a result, achieve well. Children with learning difficulties are supported well in their learning because the school identifies the needs of these children quickly and accurately. Teaching in the Foundation Stage is satisfactory and there have been recent improvements with new staffing arrangements. Good teaching and the support children receive is based on understanding how well they are doing, what they have learnt and how they can improve. This was demonstrated in a good science lesson, where the children reviewed the way they had made observations of running water and learnt how to observe even closer. The school has worked hard to set up a programme for the teachers to help them improve the way they teach writing. This is already having an effect on learning. Assessments of children's progress are good. Teachers' marking gives children a clear idea of how well they have done and how they can do even better. When questioned by one of the inspectors, one child was very clear about the level at which he was working, but also knew how he was going to reach the higher level.

Curriculum and other activities

Grade: 2

The curriculum is well planned to give children interesting experiences which enable them to make consistently good progress. Increased effort has been made in the reception classes to set up a wide range of learning activities based in play. Children thoroughly enjoyed the time when they invited their grandparents to a tea party. An exciting project to raise standards in writing is linked to African drumming, stories and dance. Extra time is spent on writing to help more children reach even higher levels. Special days or weeks are used to boost children's interest and provide a different approach to learning, for example, Science and Friendship Weeks. The school is engaged in a thrilling new project, for which it is the lead school. New resource materials are used to help develop children's emotional intelligence using both the creative and performing arts. Outside of lessons, children are encouraged to take part in a wide range of clubs and other activities. Sport is well represented and popular with boys and girls of all ages. Many learn to play a musical instrument and have the chance to perform in public.

Care, guidance and support

Grade: 1

The care, guidance and support given to children are outstanding. Child protection procedures are rigorous and all staff are fully aware of them. Through regular review of individuals, potentially vulnerable children are quickly identified and subsequently very well supported. They develop good, positive attitudes to learning and are effectively integrated. Relationships with parents and other agencies are very strong and they are involved in helping children to achieve as much as they can. Adults build up the children's trust and confidence. Preparation before children begin school and for the children's next stage of education is very thorough. Parents hold the school in high regard and know their children are safe and well cared for. The very frequent assessment of children enables teachers to check on progress and gain a good understanding of what the children need to learn next. Expectations are very high and children are set highly relevant and personal targets which they are familiar with. They work hard to achieve these.

Leadership and management

Grade: 2

The strong leadership and management of the school which has outstanding features is a significant factor in maintaining the very good educational provision since the last inspection. The headteacher has created an environment where all staff share responsibility. They work as a team to set more challenging targets to raise standards even further and bring enjoyment into the curriculum. Through careful analysis, the school knows its strengths and weaknesses and uses that knowledge to bring about improvement. For example, the new subject leaders in English and Foundation Stage are already bringing about good changes for both teaching and learning. The school

uses external advice to support those with difficulties and disabilities to help them achieve as well as they can. The school manages its limited resources well and parents contribute generously to provide essential resources, particularly in ICT. Parents are kept fully informed of developments and have the opportunity to offer opinions. The governing body has good educational understanding and offers clear support to the head and staff. As a result of these structures, teaching, learning and overall provision has improved and is continuing to do so. Staffing difficulties have been dealt with sensitively and correctly. This is confirmed by other external monitoring which reports that relative weaknesses in the past have been acted upon quickly and effectively. This, along with future developments identified by the school, means that there is a good capacity to bring about further change.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Inspection judgements

| | | |
|--|-----------------------|--------------|
| <i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i> | School Overall | 16-19 |
|--|-----------------------|--------------|

Overall effectiveness

| | | |
|--|-----|----|
| How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners? | 2 | NA |
| How well does the school work in partnership with others to promote learners' well-being? | 2 | NA |
| The quality and standards in foundation stage | 3 | NA |
| The effectiveness of the school's self-evaluation | 1 | NA |
| The capacity to make any necessary improvements | Yes | NA |
| Effective steps have been taken to promote improvement since the last inspection | Yes | NA |

Achievement and standards

| | | |
|--|---|----|
| How well do learners achieve? | 2 | NA |
| The standards ¹ reached by learners | 2 | NA |
| How well learners make progress, taking account of any significant variations between groups of learners | 2 | NA |
| How well learners with learning difficulties and disabilities make progress | 2 | NA |

Personal development and well-being

| | | |
|---|---|----|
| How good is the overall personal development and well-being of the learners? | 1 | NA |
| The extent of learners' spiritual, moral, social and cultural development | 2 | NA |
| The behaviour of learners | 2 | NA |
| The attendance of learners | 1 | NA |
| How well learners enjoy their education | 1 | NA |
| The extent to which learners adopt safe practices | 1 | NA |
| The extent to which learners adopt healthy lifestyles | 1 | NA |
| The extent to which learners make a positive contribution to the community | 2 | NA |
| How well learners develop workplace and other skills that will contribute to their future economic well-being | 2 | NA |

The quality of provision

| | | |
|---|---|----|
| How effective are teaching and learning in meeting the full range of the learners' needs? | 2 | NA |
| How well do the curriculum and other activities meet the range of needs and interests of learners? | 2 | NA |
| How well are learners cared for, guided and supported? | 1 | NA |

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

| | | |
|--|-----|----|
| How effective are leadership and management in raising achievement and supporting all learners? | 2 | NA |
| How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education | 2 | NA |
| How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review | 1 | NA |
| How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can | 2 | NA |
| How effectively and efficiently resources are deployed to achieve value for money | 2 | NA |
| The extent to which governors and other supervisory boards discharge their responsibilities | 1 | NA |
| The adequacy and suitability of staff to ensure that learners are protected | Yes | NA |

| | |
|---|-----|
| The extent to which schools enable learners to be healthy | |
| Learners are encouraged and enabled to eat and drink healthily | Yes |
| Learners are encouraged and enabled to take regular exercise | Yes |
| Learners are discouraged from smoking and substance abuse | Yes |
| Learners are educated about sexual health | Yes |
| The extent to which providers ensure that learners stay safe | |
| Procedures for safeguarding learners meet current government requirements | Yes |
| Risk assessment procedures and related staff training are in place | Yes |
| Action is taken to reduce anti-social behaviour, such as bullying and racism | Yes |
| Learners are taught about key risks and how to deal with them | Yes |
| The extent to which learners make a positive contribution | |
| Learners are helped to develop stable, positive relationships | Yes |
| Learners, individually and collectively, participate in making decisions that affect them | Yes |
| Learners are encouraged to initiate, participate in and manage activities in school and the wider community | Yes |
| The extent to which schools enable learners to achieve economic well-being | |
| There is provision to promote learners' basic skills | Yes |
| Learners have opportunities to develop enterprise skills and work in teams | Yes |
| Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form | NA |
| Education for all learners aged 14–19 provides an understanding of employment and the economy | NA |

Text from letter to pupils explaining the findings of the inspection

The inspection team would like to thank you all for looking after us so well during our recent visit to your school. You really made an effort to welcome us and we very much enjoyed joining you in your lessons and in your hymn practice on the first morning. No doubt you would like to know what we thought about your school so I have written a few of the main points below.

All the adults working in your school make sure you are very well cared for and work hard to make things even better for you in the future. As you told us, your teachers give you lots of exciting things to do and are planning even more. I know you enjoy the dance lessons. Everyone wants you to enjoy your lessons but also to do your very best. We think they get just the right balance. We like the way that you were able to work out how well you were doing in mathematics and how you could keep a track on whether you were improving. You all get very good results in your mathematics and science tests but those in English, particularly writing could be better.

We have asked your teachers to make some further improvements in: * ICT equipment so that your computing skills get better* the quality and amount of writing that you do, particularly in the full range of subjects* the way the children in the reception classes are taught and provided for; you will know that some improvements have already been made and these have been successful; there are even more exciting plans in place for the future. Thank you again for being so polite and well mannered. We wish you all the best in your future schooling.