



Hayfield Lane Primary School

Inspection Report

Unique Reference Number 106746
LEA Doncaster
Inspection number 277619
Inspection dates 19 October 2005 to 20 October 2005
Reporting inspector Mr Bill Keast CfBT Lead Inspector

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

Type of school	Primary	School address	Hayfield Lane
School category	Community		Auckley
Age range of pupils	3 to 11		Doncaster, South Yorkshire DN9 3NB
Gender of pupils	Mixed	Telephone number	01302 770427
Number on roll	229	Fax number	01302 772410
Appropriate authority	The governing body	Chair of governors	Mrs S Fox
Date of previous inspection	22 May 2000	Headteacher	Mrs C Round

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Introduction

The inspection was carried out by two additional inspectors.

Description of the school

Hayfield Lane Primary School is of average size with 229 boys and girls. It is close to the new Robin Hood airport outside Doncaster. Pupils come from the local area, where social and economic characteristics are similar to the national average, although higher than average numbers of pupils are entitled to free school meals. There are more children in the nursery than in other year groups because this is the only provision in a wider area. Families moving homes result in an above average movement of pupils in the course of a year. A small number of pupils come from minority ethnic backgrounds but none is at an early stage of learning English. The proportions of pupils with learning difficulties and/or disabilities and of those with statements of educational need are average.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

The inspectors agree with the school's self-evaluation that this is a good school. It provides good value for money. Pupils' standards when they join the school are broadly average. The overwhelming majority of pupils have made good progress by the time they leave. Pupils learn well as a result of the good teaching and their own good attitudes to learning. Pupils' personal development is a strength and they are taught well about healthy living. They enjoy being at their school. The quality of provision in the Foundation Stage is good and the standards reached by the end are securely average and sometimes better. The highest attaining pupils in Years 1 and 2 are not always sufficiently challenged by the work they are given. Pupils' progress in Year 6, where there are weaknesses in the curriculum, is less than in other years. The school assesses pupils' work regularly and maintains good records but promoting consistently good progress is not yet secure. The good leadership of the recently appointed headteacher is driving the school forward. Weaker aspects of management have been accurately identified and action planned to tackle them. Since the last inspection, particularly in the last two years, improvement has been good. All the key issues identified in the last report have been tackled effectively. The school's capacity to improve further is good.

What the school should do to improve further

- monitor pupils' progress more rigorously by being clearer about pupils' standards at an early stage and setting individual targets not only for Year 6 but for each intervening year
- increase the progress made by pupils in Years 1 and 2 by giving the higher attaining pupils even more challenging work
- ensure that Year 6 pupils have more practical opportunities to apply the skills they have learnt and take more responsibility for their own learning.

Achievement and standards

Grade: 2

After disappointing results in 2004, Year 6 pupils in 2005 reached above average standards, representing good progress through this school. This was a return to the good results of previous years when pupils made greater progress than similar pupils nationally. Results are rising faster than nationally. The school achieved most of its targets in 2005, most notably at the higher levels. Pupils come to the school with broadly average standards and make good progress in the Foundation Stage so that they go into Year 1 with securely average standards. Standards at the end of Year 2 are broadly average, representing average progress in these years, although the 2005 results were a little lower than previous years. Although pupils' overall achievement in Years 3 to 6 is good, progress is not as strong as it could be in Year 6. Here pupils have insufficient opportunities to apply their developing skills, for example, in history, geography and in practical investigations in mathematics and science.

Personal development and well-being

Grade: 2

Pupils enjoy coming to school and like their teachers. They work hard in lessons and their politeness and behaviour are good. All pupils are encouraged to develop the essential social skills that are needed to help them act responsibly in later life and so they contribute willingly and listen carefully to each other. Their skills of working and playing together amicably and helping each other are developed well. They enjoy taking on responsibilities such as being monitors or play buddies, and recognise the importance of these roles. They show a good understanding of each other's feelings and have a strong sense of right and wrong. Pupils' views have been sought through a questionnaire and the school is preparing a response to their concerns, for example, to look at resolving issues linked with bullying. Skills such as making decisions about how to plan a task are less well developed as pupils have too few opportunities for independent investigation. Pupils have a good understanding of how to lead a healthy lifestyle and they appreciate the need for a good diet and regular exercise. Attendance levels are higher than average and the school has effective systems in place to encourage punctuality.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good so that, in the main, pupils make good progress and achieve well. Teachers are well organised and most are keen to improve their practice. They have taken quickly to the new interactive whiteboards and are using them well to enliven teaching. Regular monitoring of teaching and learning and the open and honest discussion between all staff about performance means that the school's own view of learning is accurate. Some weaker areas of teachers' subject knowledge, for example, how to help the oldest pupils take responsibility for identifying and setting up their own investigations in science, are already identified for improvement. Pupils are motivated by the good quality teaching and behave well. Clear, established routines and high expectations help pupils develop positive attitudes to their work, although several wish they could write their own ideas more often rather than completing English exercises. Staff value pupils' efforts and achievements and display their work effectively. Praise and encouragement are strong features in most lessons and these help pupils feel successful. This overall approach goes some way to explaining why pupils do so well. Standards are assessed regularly but pupils have too few individual targets to help them focus on what they need to learn next. Support staff and other assistants work well in helping pupils with learning difficulties and/or disabilities practise the basic skills they need to be more confident and independent in their learning.

Curriculum and other activities

Grade: 3

The Foundation Stage curriculum is good. The combination of direct teaching activities and well designed play opportunities meets pupils' needs well, although play opportunities to work outside within all the areas of learning are limited. In a few cases, the curriculum does not challenge the most able pupils well enough. Pupils in Years 1 and 2, for example, copy sentences when they could work independently. Several subjects, for example, information and communication technology (ICT), art and design and geography - in Year 5 in particular - are exciting and in most aspects meet the needs of all pupils. However, the skills pupils learn, often to a high level, are not always extended through practical or independent activities and the school rightly identifies this as an area for further improvement, particularly in Year 6. Visits are well linked to work in lessons. Residential visits widen pupils' experience and support their social development well. Good opportunities are provided for pupils to consider spiritual and moral issues. The work of the school is extended through a satisfactory range of extra-curricular activities. Pupils particularly enjoy music and sport clubs. Developing a healthy lifestyle is a strong feature and the school has earned the Healthy Schools Award for its work in this area.

Care, guidance and support

Grade: 2

The school provides good care and support for its pupils. All pupils are valued and treated with consideration. They trust the adults they work with and feel confident and safe at school. Child protection procedures are updated regularly and all staff are trained and aware of these. Effective risk assessment ensures pupils stay safe and that the site is secure. The staff know their pupils well and relationships are good. Pupils feel that there is at least one adult they would go to if they had any worries. They are clear about what to do if they believe bullying is happening and have trust in the effectiveness of the action the school takes. Teachers work well with outside agencies and parents to ensure pupils receive the support they need.

Leadership and management

Grade: 2

The headteacher's good leadership is driving the school forward. All the key issues identified in the previous report have been successfully tackled. Much of this improvement has taken place in the last two years since the appointment of the current headteacher. The capacity for further improvement is good. Subject leadership is more variable as teachers develop their roles. The school is accurate in its self-evaluation, correctly identifying areas where further improvement can be made, and has planned action to tackle these. One of the weaker areas, confirmed by inspectors, is in the close monitoring of the rate at which pupils progress. Sound systems are in operation but are not as robust as they could be in identifying targets to be reached each year. As a result, pupils in Years 1 and 2 make progress that is only in line with that made

by pupils nationally. Governors fulfil their responsibilities well and now ensure that the school fully meets its statutory requirements. Their regular visiting ensures they are aware of strengths and weaknesses in their areas of responsibility and that they monitor the progress of planned developments. Parents' responses to a school questionnaire and to the inspection questionnaire show that they are very pleased with the school's provision. The school has already begun action to tackle those areas in which some parents were less enthusiastic. The development of the individual is at the heart of what the school seeks to achieve and in this it is broadly successful. Pupils' personal development, in a safe and caring environment, is particularly strong. New library and ICT resources are impressive and well used.

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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
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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?	3	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	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?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	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?	3	NA
How well are learners cared for, guided and supported?	2	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	3	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	2	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	NA
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

Thank you for your help when we visited your school earlier this month. We enjoyed talking with you about your work and finding out about the things you like doing.

We found that your school gives you a good education. It is a school that has improved a lot during the past two years, mostly because your headteacher is brilliant at spotting what needs improving and she knows how to make things better. You enjoy coming to school and work hard. You get on well together and are kind and helpful to each other. Your teachers also work hard and are good at helping you make fast progress in much of your work.

We think your school could continue to improve by making sure your teachers use what they know about you to help you learn well throughout the school. We think it would help if your teachers picked out the main things you need to work on next to help you learn more quickly. They should also provide more exciting and challenging work, particularly for the brighter and older pupils. For example, they should give you more opportunities to write your own ideas and stories rather than copying or doing exercises. We think you should try some science, art and ICT work on your own without your teachers telling you exactly how to do it and have asked your teachers to arrange this.

You are enthusiastic about your school and we hope you carry on enjoying lessons and helping your teachers make Hayfield Lane School a good place in which to learn.