



# The Hayfield School

## Inspection Report

**Unique Reference Number** 106811  
**LEA** Doncaster  
**Inspection number** 277634  
**Inspection dates** 27 March 2006 to 28 March 2006  
**Reporting inspector** Mr Peter Toft HMI

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

<b>Type of school</b>	Secondary	<b>School address</b>	Hurst Lane
<b>School category</b>	Foundation		Auckley
<b>Age range of pupils</b>	11 to 18		Doncaster, South Yorkshire DN9 3HG
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01302 770 589
<b>Number on roll</b>	1136	<b>Fax number</b>	01302 770 179
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr I Machin
<b>Date of previous inspection</b>	22 May 2000	<b>Headteacher</b>	Mr G Storey

Age group	Inspection dates	Inspection number
11 to 18	27 March 2006 - 28 March 2006	277634

---

© Crown copyright 2006

Website: [www.ofsted.gov.uk](http://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 one Her Majesty's Inspectors and four additional inspectors.

## Description of the school

The Hayfield School is a specialist mathematics and computing school catering for boys and girls aged 11 to 18. It has 1,136 pupils, 192 of whom are in the sixth form. Ninety four per cent of pupils are white British and all speak English. The school serves a mixed rural and suburban part of Doncaster and parents work in a variety of service and manufacturing industries. Pupils enter the school with slightly above average prior attainment. The number of pupils with learning difficulties is below average. The school runs an extensive community education programme.

## Key for inspection grades

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

## **Overall effectiveness of the school**

### **Grade: 1**

This is an outstandingly effective school. It provides an excellent all round level of education and care for its pupils and is very popular with parents. The headteacher, ably supported by a very professional team of managers and teachers and a very conscientious governing body, gives leadership of the highest order. The emphasis on continuously reviewing and improving performance is palpable and planning to achieve the latter is exceptionally thorough and far sighted.

Standards are high and pupils make good progress. The teaching which brings this about is usually good and often very good. Teachers and managers are well supported by access to an excellent range of performance data which is used to great effect by most staff. Teachers go to extraordinary lengths to meet the varied needs of the pupils. The curriculum is very good in its breadth and balance throughout the school. It is supported by an impressive range of extracurricular activities which include those provided within the school's large community education programme.

Pupils are very well behaved in the school generally and highly attentive in lessons. They are excellent ambassadors for the school. This underpins the very good progress which the vast majority make. Most enjoy school. This is supported by the excellent degree of care and guidance which the staff provide.

The school has improved its learning resources and courses well since it became a specialist mathematics and computing school. Financial management is excellent and very good value for money is provided.

## **Effectiveness and efficiency of the sixth form**

### **Grade: 1**

Students make excellent progress both academically and in their personal development. These highly mature young adults adopt a serious approach to their studies, and show a deep enjoyment of education. They are excellent role-models for younger learners and make an extremely valuable contribution to the school community. It is a delight to be in their company. They are effective independent learners, responding to consistently strong teaching from assured subject specialists. The high quality of the students' independent learning is no small achievement given the pressure exerted on teachers and students by the inadequate accommodation and facilities for a sixth form of this size. Students, teachers and parents deserve better. In all other respects the care and guidance of the students are outstanding. The curriculum provision is very well matched to their needs. Leadership and management are excellent, not only ensuring a sharp focus on raising standards, but also securely equipping the students with the skills and attitudes required for future achievement.

## **What the school should do to improve further**

- Improve the accommodation for sixth form students so that it effectively promotes the development of their independent learning.

- In Years 7 to 11, further strengthen pupils' capacity for independent learning by developing their thinking and evaluation skills.

## **Achievement and standards**

### **Grade: 2**

#### **Grade for sixth form: 1**

Achievement is good overall. Pupils enter the school with slightly above average results in their primary school tests. In the 2005 Year 9 tests, the results overall were significantly above average. The exceptionally high results in mathematics and science represent excellent achievement. Results in English in 2005 were broadly average. However, rigorous analysis of these test results and concerted action to improve teaching are leading to improved standards in the current Year 9. Standards in mathematics and science remain excellent.

At general certificate of secondary education (GCSE) the overall 2005 results were significantly above average. The proportion gaining five GCSEs at grades A\* to C, including English and mathematics, was also significantly above average. Pupils' achievement was notably good in design and technology, physical education, mathematics, science and sociology. However, a small group of previously lower attaining boys did not do as well as they should. Current tracking of progress, which includes the results of externally assessed examinations, shows good achievement in the current Year 11. Pupils are on course to meet their targets.

Students enter the sixth form with broadly average results for commencing advanced level courses. Overall achievement and progress are excellent. Results in the A2 examinations in 2005 were well above average, an improvement on the above average results in 2004, and repeating the well above average results of 2003.

## **Personal development and well-being**

### **Grade: 1**

Pupils' personal development is outstandingly good. They are very proud of their school and clearly enjoy being there. Attendance is good and exclusions are few. Most pupils show very good attitudes to work in lessons. They respond very well to their teachers, work very well in pairs and small groups and do their best when working on their own. Excellent relationships with adults and amongst pupils ensure that learning takes place in a supportive atmosphere, yet with clear boundaries, 'that keep things together in a good way', a Year 9 pupil observed. Pupils value the way they are treated with respect by all adults, who are very helpful. Pupils' behaviour is very good in lessons and elsewhere. Pupils feel safe. They confirm that occasional bullying incidents, mostly teasing and name calling, are taken seriously and well handled, once reported to adults. The school is very effective in minimising the impact of the very few incidences of low-level disruption which take place. 'Nothing bad ever happens, little misdeeds get sorted straight away', one Year 9 pupil observed.

Pupils' cultural, moral, social and spiritual development is very good. Pupils are effectively encouraged to adopt healthy lifestyles. Many pupils make excellent contributions to the life of the school in response to the rich and varied range of opportunities they are given. They respond very positively to the school's well developed efforts to promote equality of opportunity and racial equality. The school gives its pupils an impressive range of workplace and other skills, important for later life.

## **Quality of provision**

### **Teaching and learning**

**Grade: 2**

**Grade for sixth form: 1**

Teaching and learning are good in the main school and outstanding in the sixth form. Teachers have good subject knowledge and real enthusiasm to which pupils respond with very good behaviour and attitudes to learning. In the sixth form, teachers' excellent knowledge of examination requirements and the development of independent study skills are key factors in the students' excellent progress.

The best lessons are well planned, have a variety of tasks where pupils are challenged by the use of open-ended questions and given sufficient time to think and answer in an extended way. Teachers make good use of interactive whiteboards to capture pupils' interest. Where teaching is most effective, pupils are shown ways to approach a task and are encouraged to ask questions. In the very few less effective lessons teachers' planning does not take enough account of pupils' individual needs and explanations are not clear enough for pupils to understand fully. Pupils in Years 7 to 11 are not given enough opportunities to become independent learners by developing their thinking and evaluation skills.

Classroom assistants take an active role in lessons to support the learning of pupils including those with learning difficulties and/or disabilities.

Teachers know their pupils' capabilities well and they use assessment data effectively to inform planning and to stretch pupils of different abilities. They usually mark work regularly and in the best examples feedback to pupils is precise, indicating clearly how they can improve.

A great deal of thought is given to the development of teaching and learning and this is aided by the school's status as a training school. Teachers work hard to share and improve expertise. Their expertise and expectations are high and pupils learn effectively.

### **Curriculum and other activities**

**Grade: 1**

The quality of the curriculum is outstanding and it has the potential for further improvement as the initiatives planned for 2006 bear fruit. Since the last inspection, the school has retained the breadth and balance of the curriculum, whilst continuing

to develop it to ensure that all pupils are well provided for. For example, curriculum reviews have led to more suitable routes for less able pupils, with additional support for literacy, numeracy and information and communication technology. As a result, students with learning difficulties and/or disabilities make very good academic and personal progress. In the sixth form retention is outstandingly high: students have an excellent choice of academic courses and those who prefer vocational pathways are well guided to local providers. The school has also used its specialist status funding to enhance courses in mathematics and information and communication technology.

Work-related learning is very good and developing, for example, in classes in business studies, catering, information and communication technology and media studies. The development of pupils' skills for economic well-being as demonstrated through work experiences, mock interviews, enterprise challenges and business education is excellent. Pupils have a clear understanding of their progression routes and career options and there is excellent access to careers guidance which pupils value.

Extracurricular provision is outstanding as it is wide ranging and has high levels of participation.

## **Care, guidance and support**

### **Grade: 1**

The quality of care provided by the school is outstanding. Rigorous and regular risk assessments are made and child protection arrangements to safeguard pupils and to ensure their health and safety are excellent. There are also very good arrangements for dealing with bullying and conflict where they occur, although most pupils report that this is not a major problem.

Pastoral staff are skilled in supporting and caring for the pupils and work well with parents and a wide range of agencies to ensure that all pupils are safe and make good progress. Pupils report that 'individual support is a real strength here'. The role of the form tutor is highly valued within the school and as a result of excellent arrangements for tracking and monitoring pupil's progress, tutors know their strengths and weakness and provide timely academic, career and personal guidance. The work of the special needs department is highly effective in identifying, supporting and engaging those with specific needs. Pupils throughout the school understand their targets and what they need to do to improve.

There are highly effective systems to settle new pupils into the school. Extensive advice and guidance are provided about courses and career options and these help people to make considered and appropriate choices about their future.

## **Leadership and management**

### **Grade: 1**

Leadership and management are outstandingly effective. The highly experienced headteacher has focused unswervingly on providing, and continuously updating, an excellent education for pupils and service to the local community. Issues from the last

inspection have been dealt with to a very high standard. Management is highly effective throughout the school and there is a striking coherence in the way in which staff work as a team. A very strong senior management team oversees developments and operations across the school, well supported by similarly effective middle managers. Management is very well supported by close analysis of the excellent range of sharply focused data on pupils' performance and the school's finances. Financial management is excellent and the school gives very good value for money. School managers have developed self evaluation to a high level and they have a very clear and accurate picture of the school's performance. This is aided by the excellent procedures for staff performance review and management, the professional development of staff throughout the school. The vetting of adults who work with children meets requirements in full. The governors are highly effective in steering the overall development of the school and in monitoring its functions rigorously. They have a detailed and objective view of the school's performance.

The school is highly inclusive. Pupils of all levels of ability are very well provided for and the school is, rightly, currently seeking out courses which better meet the needs of a small group of pupils in Key Stage 4 who find some of the academic courses too difficult. Day-to-day running is smooth. Internal communications are excellent as are relationships which have been forged with parents: much effort is made to gather their views on the school. The vast majority are rightly very satisfied with the education and care provided.

The range of learning resources is very good, including those which are computer based, and they are used to great effect in the teaching. The buildings and grounds are very well maintained and decorated, providing an excellent atmosphere for learning, with the exception of accommodation for the sixth form, which is inadequate.





## Inspection judgements

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

### Overall effectiveness

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

### Achievement and standards

<b>How well do learners achieve?</b>	2	1
The standards <sup>1</sup> reached by learners	2	1
How well learners make progress, taking account of any significant variations between groups of learners	2	1
How well learners with learning difficulties and disabilities make progress	1	

### Personal development and well-being

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

### The quality of provision

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

<sup>1</sup> 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**

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

<b>The extent to which schools enable learners to be healthy</b>	
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
<b>The extent to which providers ensure that learners stay safe</b>	
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
<b>The extent to which learners make a positive contribution</b>	
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
<b>The extent to which schools enable learners to achieve economic well-being</b>	
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	Yes
Education for all learners aged 14–19 provides an understanding of employment and the economy	Yes

## **Text from letter to pupils explaining the findings of the inspection**

After our visit to inspect your school I would like to tell you of our findings.

- The Hayfield School is outstandingly good.
- The education and care it provides for you are excellent.
- The school is exceptionally well run by the headteacher and the staff.
- Most of the teaching is good or very good. The teachers respect you and they work very hard to ensure that you learn as well as you do.
- The staff do a great deal to ensure that your time in school is safe, interesting and busy.
- You are given an excellent range of subjects and activities.
- Very many of you are proud to come to Hayfield, work and behave very well and make real efforts to play a full part in the life of the school.
- Examination results are very good, and they are excellent in the sixth form.
- You are given plenty of good advice on choosing careers and further study after leaving school.
- The school's staff and governors are always looking out for ways to make the school even better.

Although the school is excellent overall, two improvements are needed. These are:

- improving the facilities for sixth form students to help them to study independently
- teaching pupils in Years 7 to 11 how to think more clearly about their work and to evaluate it carefully.