



# Hayfield Primary School

## Inspection Report

**Unique Reference Number** 112554  
**LEA** DERBYSHIRE LEA  
**Inspection number** 278958  
**Inspection dates** 4 July 2006 to 5 July 2006  
**Reporting inspector** Mr. Roger Brown AI

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

<b>Type of school</b>	Primary	<b>School address</b>	Swallow House Lane
<b>School category</b>	Community		SK22 2HB
<b>Age range of pupils</b>	4 to 11		
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01663 742357
<b>Number on roll</b>	216	<b>Fax number</b>	01663 742357
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr. Ian Platt
<b>Date of previous inspection</b>	6 March 2000	<b>Headteacher</b>	Mr. Jonathan Posnett

<b>Age group</b> 4 to 11	<b>Inspection dates</b> 4 July 2006 - 5 July 2006	<b>Inspection number</b> 278958
-----------------------------	---	------------------------------------

---

© 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 two Additional Inspectors.

## Description of the school

The school is slightly smaller than an average sized primary school and serves an area of economic and social advantage. It has relatively few pupils entitled to free school meals. Most children are of White British heritage, but there are a few from other backgrounds. The proportion of pupils with learning difficulties or disabilities is well below the national average. Pupils' attainment on entry to the school is generally just above average. The school has received a number of awards including Investors in People, Health Promoting School status, Basic Skills Agency Quality Mark and the ECO School Green Flag award.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

The inspection judges that this is a good school, confirming the school's own accurate self-assessment. It provides good value for money. Provision and standards in the Foundation Stage are good. By the end of Year 6, standards are above average in the core subjects of English, mathematics and science. Pupils achieve well in these subjects and they make consistently good progress as they move up through school, especially in science. Standards in some of the other subjects, such as history and geography, are not generally quite as strong, being closer to average. Pupils' personal development and well-being are good. Pupils feel very safe and secure in school and really enjoy the work they do in the strong family environment created by the staff. The quality of teaching and learning is good. Pupils value the fact the teachers listen. The curriculum is good. There are many opportunities for enrichment through visits out of school and links with outsiders who come into school to extend the pupils' experiences. The school is looking to develop creative ways through its curriculum to improve overall standards further. Pupils are very positive about the trusting and friendly relationships in the school. However, the school is aware that it needs to improve aspects of care, guidance and support. These are satisfactory but need increased rigour, for example, in how risk assessments are recorded and subsequently managed. Pupils get good advice and guidance about how to improve their work in English, mathematics and science, but the advice is not as good in other subjects. Leadership and management are good. The new headteacher leads the school well. Everyone - parents, staff, governors and pupils - like and respect his commitment to consulting and listening to them. The improvements since the last inspection have been good. The school has a good capacity to improve even further.

### What the school should do to improve further

- Implement the planned improvements to the teaching and assessment of the foundation subjects. - Tighten up on formal procedures and processes for the care and guidance of pupils to ensure that current practice is clearly understood and followed by everybody.

## Achievement and standards

### Grade: 2

Achievement is good. Children make good progress in the Foundation Stage because they are well supported and experience a rich and stimulating environment. The proportion of pupils reaching the expected levels in the national tests in Years 2 and 6 has been consistently above the national average for the past four years. This year, Year 2 pupils have again achieved high standards in reading, writing and mathematics. These results reflect the good progress made in lessons. Year 6 pupils have also achieved good results in English, mathematics and science. The results in science continue to be particularly good. The standards achieved in these core subjects are well above average and ensure that pupils' overall achievement is good. However, in some of the

other subjects, all pupils are given similar tasks in lessons, with the result that the more capable pupils are not always sufficiently challenged and pupils with learning difficulties struggle to complete the tasks they are set. The school consistently meets its challenging targets in English and mathematics.

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

### **Grade: 2**

Pupils' personal development, including their spiritual, moral, social and cultural development is good overall. Their social development is outstanding. Pupils develop very mature attitudes towards each other and their work. They have a strong sense of right and wrong. Relationships between children and adults are excellent. Pupils' initiative and self-confidence are well developed. They are polite and considerate. Consequently, they particularly enjoy their learning and take full advantage of the opportunities provided by the school. Pupils like coming to school and are very happy. Attendance rates are high and unauthorised absence is low. Pupils care about the environment. The 'ECO' committee is very conscientious and influential. Pupils are rightly proud of their ECO Schools Award. Pupils frequently organise fund-raising activities. Older pupils look after younger ones, acting as playground buddies and 'peer mediators' to any who need help. All classes have representatives on the school council. They take their responsibilities seriously and influence what happens at the school. For instance, they chose the furnishings for the new classroom. Just recently they have selected interesting new playground equipment. Pupils understand the importance of adopting a healthy lifestyle. Drinking water is freely available during lessons and pupils enjoy the fruit and vegetables provided at break time. Pupils demonstrate a good awareness of safety and behave well in and out of lessons. Pupils' high quality social skills, together with good skills in literacy, numeracy and information and communication technology (ICT), prepare them well for their future economic well-being.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching and learning are good. Teachers know their pupils well and plan lessons which interest and involve them very effectively. Basic skills in reading, writing, mathematics and ICT develop well as pupils move up through the school. Teaching in the Foundation Stage is good and gives pupils a grounding in the skills they will need in the next stage of their learning and makes them enthusiastic learners. Teaching assistants work closely with class teachers to provide good support for all pupils, but particularly for those with learning difficulties. As a consequence of the good teaching, all pupils enjoy their learning and make good progress. However, although the work in the subjects such as history and geography is interesting, too much of it is worksheet based. This limits opportunities for higher attaining pupils to achieve their full potential whilst a few pupils struggle to complete the tasks set. Teachers assess the core subjects

thoroughly and keep detailed records. This allows them quickly to identify those not making the expected progress and provide extra help. Pupils have learning targets and are keen to achieve them, although some of the targets would be more helpful if they were more specific.

## **Curriculum and other activities**

### **Grade: 2**

The quality and range of the curriculum is good. The school provides an interesting curriculum that meets the pupils' needs well and ensures they enjoy their learning. In addition to the National Curriculum, older pupils now have the chance to begin to learn modern foreign languages. Pupils use computers on a regular basis and appreciate the support provided by the effective ICT technician. Provision for the Foundation Stage is good and the children are provided with a rich and stimulating environment. Curriculum enrichment is very good and clubs are well attended. A broad range of interests is catered for through the clubs for sports, art, ICT, knitting, choir, recorder, and puzzles and challenges. Pupils are very pleased that they now have the chance to take part in competitive sports. A good range of visits and visitors adds interest to the curriculum and these help pupils enjoy their learning. Personal, social and health education is taught through 'circle time' and ensures pupils know how to stay safe and be healthy. Homework is given regularly and opportunities are provided for pupils to complete it at school if it is difficult for them to do it at home.

## **Care, guidance and support**

### **Grade: 3**

The school has a strong, caring and supportive ethos. It results in happy, secure pupils who love their school. Parents value the care taken of their children and say their children feel safe. Procedures are in place to ensure the safety, security and health of the pupils. The school is aware that some of its processes and policies need to be tightened up, especially in how risks are assessed, recorded and managed. Child protection procedures are satisfactory. Pupils benefit from conscientious mid-day supervisors who have all had first aid training. Pupils with learning difficulties receive effective support from the school and, if necessary, from external agencies. Pupils receive good guidance on how to improve their performance in the core subjects. More effective assessment systems are being developed for other subjects so that similar advice can be given to pupils about these aspects of their work. Work is marked regularly, but the impact of the marking varies. The best provides constructive criticism and leads to focused targets which move pupils on. However, some marking praises pupils, but does not tell them what they have done well or how they can improve. Good liaison arrangements ensure a smooth transition between the pre-school settings and the receiving secondary schools.

## Leadership and management

### Grade: 2

Leadership and management are good and there are important strengths in this area that the school underestimates in its otherwise rigorous and accurate self-evaluation. In almost all respects, the school knows its strengths and weaknesses well and is taking sensible action to continue its successful development. The parents' views are very positive and there is overwhelming praise for the recent developments at the school. It is clear to everyone that the headteacher, staff and governors all share a clear vision for the direction of the school and a strong commitment to the pupils. The governance of the school is good. The governors are well informed about how the school is performing through detailed reports from the headteacher, the analysis of results and the outcomes of lesson observations. The governors have been successful in creating a very dedicated and committed team of people who work together very effectively. They have prudently allocated funds to improve the building, which now provides a light and modern environment for learning. Funds are well managed and, as a result, resources are of good quality. In view of the good progress the pupils make, the school gives good value for money. The parents are particularly positive about the way the new headteacher has actively sought their views and opinions and has begun to act on these. The staff too are pleased that he has worked with them to continue to build upon the strong foundations established by his predecessor and that the emphasis on high standards is still at the forefront of all the school's work. The pupils firmly believe that they are listened to and welcome the opportunity to have a say in the development of the school. Everyone's views are reflected in the school's improvement plan which identifies sensible priorities and developments. The school is aware that it needs to improve aspects of care and guidance, but its good record of improvement shows that it has the capacity to make these necessary improvements.

**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](http://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>	<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>	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	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

<b>How well do learners achieve?</b>	2	NA
The standards <sup>1</sup> 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

<b>How good is the overall personal development and well-being of the learners?</b>	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	1	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

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2	NA
<b>How well are learners cared for, guided and supported?</b>	3	NA

<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>	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	2	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

<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	No
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	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 warm welcome when we visited your school. It was a real pleasure to be with you. We enjoyed watching your classes and talking to you about your work. What we liked most about your school: - You are so polite and friendly to each other, both in the classroom and when you are playing outside. - The adults in your school look after you very well and want to make sure you are always happy, healthy and safe. - You enjoy your school, you think learning is fun and you want to do well. - You all work hard and achieve good standards, particularly in science. However we have asked your teachers to improve a few things: - Make some changes to the way they teach subjects such as history and geography so that everybody gets the chance to shine and do their very best. - Check that the ways they make sure you are safe in school are written down carefully so that all adults, especially those who are new to the school, know exactly how these things work in your school. Many of your parents wrote to us saying that they think that you go to a good school, and we agree with them. We thoroughly enjoyed the time we spent with you in school and we wish you and the staff well. Best wishes for the future.