



Hasland Junior School

Inspection Report

Unique Reference Number 112663
LEA DERBYSHIRE LEA
Inspection number 278985
Inspection dates 17 October 2005 to 18 October 2005
Reporting inspector Mrs. Joyce Cox LI

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

Type of school	Primary	School address	The Green
School category	Community		S41 0LN
Age range of pupils	7 to 11		
Gender of pupils	Mixed	Telephone number	01246234250
Number on roll	393	Fax number	01246229681
Appropriate authority	The governing body	Chair of governors	Mr.Simon Brewer
Date of previous inspection	7 February 2000	Headteacher	Mr. Robert Gilby

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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

Hasland is a larger than average junior school with 393 pupils. Most pupils are of white British heritage with a very low percentage of pupils having English as an additional language. The proportion of pupils entitled to free schools meals is average as is the number of pupils with learning difficulties and disabilities. There are more boys than girls, particularly in the current Year 6 classes. The school occupies a large split site separated by a busy road and there is a great deal of movement between the two sites. Staff, pupils and parents are looking forward to their new building which is scheduled to begin construction in Spring 2006. Pupils' attainment on entry to the school is average in reading and writing and slightly below average in mathematics.

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 outstanding school which provides extremely good value for money. Leadership and management are outstanding. There is a strong commitment to continuous improvement at all levels and the school is very well-placed to make further progress. The school views itself as good but has been too modest in recognising its own successes. Parents and pupils think the school is exceptional. One parent writes 'my child is actively encouraged to produce his best work at all times and has thrived in this environment.' Pupils reach very high standards in mathematics and science by the time they leave. In the 2004 national tests, Year 6 pupils also attained very high standards in English though these dipped in 2005, particularly in writing. However, the school wasted no time in questioning why this happened and immediately put plans in place to ensure that the upward trend in English seen in 2004 continues in the 2006 tests. Pupils make outstanding progress in their learning and personal development because the quality of teaching is of such a high calibre. Teachers provide a wide range of activities to bring pupils' learning to life which ensures that they really enjoy their lessons. The headteacher has created an atmosphere where everyone feels exceptionally well cared for and involved in the life of the school. The school certainly achieves its aim that all pupils will be 'safe, happy and successful.' Staff, pupils and parents feel that their views are listened to and acted upon. The school has very effective links with local schools and other agencies and skilfully uses these to benefit pupils' learning and personal development.

What the school should do to improve further

-Continue to improve standards in writing.

Achievement and standards

Grade: 1

Pupils make outstanding progress. They join the school with attainment that is average in reading and writing and slightly below average in mathematics. By the age of eleven, pupils reach very high standards in mathematics and science and above average standards in English. Since 2000 there has been an upward trend in pupils' results in national tests. Results in the 2004 national tests were well above national averages. Test results for 2005 showed further improvement in mathematics and science. However, in English results were still above average but dipped somewhat when compared to the very high standards in 2004. This was particularly true in the case of writing where not so many of the more able pupils attained the higher levels. The school quickly and accurately evaluated why this had occurred and is currently working very hard to improve the quality of writing, to good effect.

Personal development and well-being

Grade: 1

Pupils' personal development and well-being are outstanding. Pupils behave extremely well, including when walking to and from the dining hall outside school. Teaching captures pupils' interest very effectively so that they love coming to school. Learning is fun, one pupil describing it as 'really exciting.' Attendance rates are above the national average. Pupils have a very keen awareness of how to stay safe which is vital with a main road dividing the school. The school takes part in health promotion initiatives and pupils have a good understanding of the importance of healthy eating. Through the school council, pupils have started a healthy snacks initiative. Pupils make an outstanding contribution to the school community through an impressive range of activities. For example, they speak with considerable enthusiasm about growing vegetables on the school allotment and selling them. The school takes the views of pupils seriously. Through the school council, pupils have made decisions about how the school is run including changes to the school uniform. Pupils are consulted often and parents are very impressed by the way the school listens and acts upon what the pupils want. Pupils' moral and social development is excellent. Their cultural development is good. Pupils have a strong appreciation of their own culture. Their understanding of cultures beyond their own is satisfactory, as is their spiritual development. Pupils make outstanding progress in acquiring the necessary numeracy and literacy skills that will help in later life and they get a very good start to learning about the world of work.

Quality of provision

Teaching and learning

Grade: 1

Teaching is excellent. As a result, pupils are totally involved in their lessons, concentrate very well and are always eager to do their best. Detailed and accurate information about the progress pupils are making is used very effectively. Teachers plan activities very carefully to ensure that they build rapidly on pupils' knowledge and understanding. The pupils know the purpose of each lesson and are often reminded of this. They know their individual targets in English, mathematics and science, which show them what they need to do next. Classes are large but work is matched very carefully to the learning needs of individual pupils. In spite of the poor accommodation, the standard of display is high. The teaching throughout the school is lively, knowledgeable and enthusiastic, holding the pupils' attention well and moving learning on at a brisk pace. The teachers use questioning astutely to promote thinking and develop understanding. Activities are very interesting and well planned, using a good variety of methods and resources. Teaching assistants play a valuable role in supporting groups and individuals, helping them to make very good progress. Nevertheless, there are occasions, particularly the beginning and end of lessons, when teaching assistants' time is not used effectively.

Curriculum and other activities

Grade: 2

There is an interesting and well-designed curriculum that provides a secure basis for teachers to plan their lessons. All subjects have sufficient time to ensure that they are covered in enough depth, and the programme of personal and health education is covered well. In order to raise standards in speaking and listening, drama is skilfully and successfully incorporated into lessons in many subjects, particularly history. The curriculum is enlivened by a tremendous range of activities, visits and visitors, providing great expertise and excitement. French has been introduced this term and specialist secondary language teachers teach Year 6 pupils, thereby fostering important links. Provision for the pupils with learning difficulties and disabilities is very good; procedures are well organised and reviews held regularly. The pupils' individual education plans show what they need to learn and how they should be supported. Classwork is designed carefully to help them make progress and the adults who work with them do so well. However, some pupils have additional work in English and mathematics and on occasions miss lessons in other subjects.

Care, guidance and support

Grade: 1

The care, guidance and support given to pupils are outstanding. The school places considerable importance on ensuring pupils' safety. Child protection arrangements are robust and regularly reviewed. Additional mid-day supervisors and a full-time crossing patrol officer help to make sure pupils are protected when crossing the road and walking to the dining hall. The school is good at promoting pupils' awareness of healthy eating. In this extremely supportive environment, pupils are set and reach very challenging targets. They are thoroughly involved in measuring their own progress and know what they need to do to improve further. Any learner who is not making the expected progress is quickly identified and effective arrangements put in place to keep them engaged. The school has appointed a teaching assistant to support pupils with behaviour difficulties and to help pupils cope with the considerable turbulence involved with the new school building project.

Leadership and management

Grade: 1

Leadership and management are excellent. The headteacher provides outstanding leadership that focuses strongly on raising standards and improving the achievement of all pupils. He knows the staff, pupils and parents exceptionally well and is regarded very highly in the local community. Together with the deputy headteacher, he makes very good use of information gathered through rigorous monitoring to plan future developments. The very clear direction provided by the headteacher and senior managers is complemented by a highly committed and hard working governing body. Governors know exactly what is expected of them and work in close conjunction with the school to improve its work. The school has made excellent progress since its last

inspection and has successfully tackled the areas requiring improvement. It is well-placed to continue its improvement. The school has highly effective systems for checking how it is doing and identifying where it could do even better. These systems take into account the views of staff, parents and pupils. There is a culture of never settling for second best and everyone critically examines all aspects of the school's work and constantly strives to improve. The headteacher has built an excellent staff team who are enthusiastic, hard working and determined to raise standards even higher. There are very good opportunities for training, closely linked to staff responsibilities and pupils' needs. Staff make sure that all pupils, including those with learning difficulties and disabilities, are given work at a level that challenges them and results in outstanding progress for most pupils. Everyone in the school works cheerfully and tirelessly to make sure that the very poor accommodation is not in any way detrimental to pupils' learning. Staff do an excellent job of making the accommodation into an exciting and interesting place to work.

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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?	1	NA
How well does the school work in partnership with others to promote learners' well-being?	1	NA
The quality and standards in foundation stage	NA	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?	1	NA
The standards ¹ reached by learners	1	NA
How well learners make progress, taking account of any significant variations between groups of learners	1	NA
How well learners with learning difficulties and disabilities make progress	1	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	1	NA
The attendance of learners	2	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	2	NA
The extent to which learners make a positive contribution to the community	1	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	1	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	1	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?	1	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1	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	1	NA
How effectively and efficiently resources are deployed to achieve value for money	1	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

Thank you so much for welcoming us to your school when we visited. It was a real pleasure to talk to some of you and to watch you working. This letter is to tell you about some of the important things we saw. We think that you are really lucky to go to such an outstanding school. Your headteacher is an excellent leader and your school has brilliant teachers who are dedicated to helping you learn as much as you can. They make sure that you reach high standards in your work and that you are happy and very safe at school. They encourage you to be healthy and they make sure you have very good opportunities to learn exciting new things. Many of you told us how much you liked your headteacher and all the other staff and how well you thought they helped you to learn. You also really like being responsible and helping the staff through the school council and all the many ways you help around the school. You behave very well and this makes it easier for the teachers to teach and for you to learn. You enjoy looking after each other, such as when you are crossing the very busy road and helping new Year 3 children to settle. You are also very interested in doing different things and love taking part in clubs, trips, plays, apple days and other exciting things the school provides for you. Because you go to such an outstanding school there is very little that we could find that the school should be doing better. We think that your teachers have done a lot to help to make your writing better and that they should keep on doing that so it gets better still. It was so good to find out that all of you are very happy at school and doing so well and that your parents appreciate and value your school so highly. Keep working hard and enjoying life at Hasland.