

Hayes Park School

Inspection report

Unique Reference Number	102439
Local Authority	Hillingdon
Inspection number	286377
Inspection date	20 June 2007
Reporting inspector	Nicola Davies

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

Type of school	Primary
School category	Foundation
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School	725
Appropriate authority	The governing body
Chair	Mr G Beasley
Headteacher	Dr E N Suggett
Date of previous school inspection	4 November 2002
School address	Raynton Drive Hayes UB4 8BE
Telephone number	020 8573 6117
Fax number	020 8813 7600

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This is a very large primary school which includes a Nursery. There is also a specialist resource unit for pupils with Autistic Spectrum Disorder (ASD). The majority of pupils are of White British heritage but the population of the school has become significantly more diverse since the last inspection. Just under half the pupils are from a wide range of minority ethnic heritages. A quarter of pupils are bilingual. Around one in ten of pupils are at the early stages of learning English as an additional language, usually when they first join the school. A lower than average proportion of pupils is identified as having learning difficulties and disabilities.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

Hayes Park Primary is an outstanding school which provides its pupils with a first class education. The school describes itself as 'committed to excellence' and this vision is shared very effectively with all those who make up the school community. Parents recognise the consistently high quality of teaching, curriculum and care and speak of the school as 'a place of excellence where children are encouraged to be the best they can be'. Pupils respond equally well to the school's high expectations. By the time they leave, they develop exceptionally mature attitudes to their work and their own skills, including a very clear idea of what is required on their part. This is due to the school's very effective focus on giving pupils opportunities to be responsible for themselves and their own learning. As a result, pupils of all abilities develop the confidence and self-awareness to make the most of their talents and the outstanding opportunities they experience during their time at the school. This includes the youngest children who get an excellent start to their education in the Foundation Stage and the pupils attending the specialist unit.

This successful work means that children are exceptionally well prepared for their futures. Achievement is outstanding. Academic standards are consistently above average and often exceptionally high. Added to this, the progress which individuals and groups of pupils make from their starting points is excellent. The school monitors this very carefully and has recognised that, whilst progress in writing is good, it has not matched the outstanding progress pupils make in other areas. Talking to pupils about writing, observing lessons and seeking out the best advice available has given staff the confidence to rethink their teaching of writing. As a result, pupils now have opportunities to talk and then write with a real purpose, using information and communication technology along the way. This approach has paid dividends in pupils' enthusiasm and the good or better progress they are making across the school. This is just one example of the school's exceptionally thorough approach to providing the best possible opportunities for all its pupils.

It is not only the pupils who become self aware at Hayes Park. The same self-awareness and commitment to excellence can be seen in all those who work at the school. This is due to its outstanding quality of leadership and management. The headteacher and senior managers are highly successful in creating extremely effective internal and external partnerships. These include high quality partnerships with pupils, parents, teachers, support staff and governors which are at the heart of the school's success. The impact of its successful partnerships further afield can be seen in the way it relentlessly seeks out new ideas and fresh challenges. This not only helps it to stay at the 'cutting edge' but also ensures that it evaluates its own work critically and effectively and so maintains its excellent capacity to continue to improve.

What the school should do to improve further

- Ensure pupils' standards and progress in writing matches that of other subjects.

Achievement and standards

Grade: 1

Overall, achievement is excellent. This includes the progress which pupils with learning difficulties and disabilities make, and the achievements of pupils with ASD. Standards are above average.

Children enter the Foundation Stage with skills which vary year-on-year, but are broadly similar to those expected of children their age. A close focus on their different needs and experiences ensures that each intake of children makes excellent progress. As a result, they generally meet and some exceed the expected early learning goals. This excellent progress continues in Years 1 and 2 and pupils attain above average standards. By the end of Year 6, standards in national tests are well above average and often exceptionally high. For example, last year, nearly half of the pupils reached higher levels in English and almost all did so in science. Pupils this year are on course to exceed their challenging targets. Although progress in writing is good, it does not yet match the high standards in reading, mathematics and science.

There are no significant differences in the achievement of different groups of pupils which the school monitors robustly.

Personal development and well-being

Grade: 1

The school prides itself on its inclusiveness and does much to promote very good attitudes between pupils. As a result, pupils' personal development, including their spiritual, moral, social and cultural development is excellent. As one child explained 'I like the way we have all different people here. That way you get to learn about everyone'. Pupils are very keen to describe their highly enjoyable responsibilities which include reading buddies, playground friends, school councillors, and compost monitors. During the inspection, the school assembly was expertly led by older pupils reflecting on changes which are taking place in their lives. These early experiences of responsibility prepare pupils very well for their future lives.

Behaviour across the school is excellent and pupils enjoy school enormously. This can be seen in their good attendance, both at school and at the host of clubs the school organises. Pupils are highly alert to the dangers of bullying and racism, and are confident that their 'bully buster' system is effective. As a result, nearly all feel very safe and supported. Their understanding of the importance of healthy lifestyles is excellent.

Quality of provision

Teaching and learning

Grade: 1

Teaching and pupils' attitudes to learning are excellent. One reason for this is pupils' extensive involvement in assessing both their own learning and the effectiveness of their lessons. This includes children in the Reception classes, who can already sensibly decide how well they have done in sessions. Similarly, classroom observations by senior staff are routinely followed by discussions with pupils to gather their perspectives. In this way, teachers get an excellent view of what pupils need and want. As a result, they set a fast pace and make excellent use of time and resources. Pupils recognise that work is very well matched to meet their particular needs and feel that they 'always get help' when they need it. This help is provided by both the excellent support staff and through teachers' ready ability to adapt their teaching styles and resources. For example, the frequent use of digital video and 'talk partners' has helped pupils' successfully build their motivation and skills in writing. Teachers and support staff work very effectively together to help pupils who are learning English as an additional language.

Curriculum and other activities

Grade: 1

The curriculum is outstanding. Learning in the Foundation Stage is guided extremely well by skilful staff to cover all areas of early learning. For example, three and four year olds in the Nursery 'travel agency' skilfully typed destinations into the office computer whilst their customers searched travel brochures. The curriculum is very well planned to ensure that pupils gain from meaningful links between and across subjects. This includes the excellent use of information and communication technology as a support and a tool for pupils' learning. Their recent cross-curricular work on bullying is one successful example. Another is a themed week linking creative work with enhanced opportunities for speaking, listening and writing. The curriculum for pupils with ASD skilfully blends very clear and supportive routines with participation in mainstream sessions.

Parents and pupils speak approvingly of the exceptionally wide range of after school clubs and activities. As they rightly note, these give pupils 'a great opportunity to discover new skills and talents they have'.

Care, guidance and support

Grade: 1

Care, guidance and support are excellent. As one parent explained, 'My children each have their own, very different, skills and needs but I have been very impressed with what they have achieved and the young people they have become'. Academic and pastoral support is blended to ensure that all pupils make good or better progress. Targets and effective assessment are well established. This has recently been extended by the school's coaching programme. 'It has helped me think for myself', is one highly positive comment, whilst other pupils explain how coaching has improved their writing or their attitudes. As much as pupils relish being coached by teachers, they enjoy passing on their skills even more, such as when they are chosen to coach or befriend others. This includes befriending their peers with ASD.

Procedures to protect and safeguard pupils are good. The school has thorough procedures to protect pupils from bullying or racist incidents.

Leadership and management

Grade: 1

The school describes itself as 'building on a very successful period in its history'. Its success in doing this is due to its highly organised and imaginative leadership and management. Responsibilities in this large school have been shared well between very effective teams. These teams monitor their own performance very well which leads both to day-to-day improvements and to the school's shared vision. This structure ensures that specialist areas, such as the provision for pupils with ASD, are included very well and enhance the work of the school. Governors manage resources very well and take a very active role in the school. However they need to ensure that they are fully informed of the regular monitoring of equality issues which takes place.

The learning environment of the school is first class and has been significantly enhanced since the previous inspection. The very recent addition of a sensory garden is just one example of how the school continually adapts to extend the experiences of its pupils.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	1
The effectiveness of the school's self-evaluation	1
The capacity to make any necessary improvements	1
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

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

Personal development and well-being

How good is the overall personal development and well-being of the learners?	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	1
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

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

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

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	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	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, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

3 July 2007

Dear Pupils

Inspection of Hayes Park School, Hayes, UB4 8BE

You may remember that some inspectors visited your school recently. We know you are very used to having visitors in your school. This showed in the extremely polite and helpful way you showed us around. We were particularly grateful to all of you who spoke to us about all the things you enjoy and all the things about the school that you are proud of. We found out a lot about the school in our short visit which we have included in our report.

Some of the older pupils told us that they have been writing their own class mottos. One of these was 'Keep going. You can do it.' After visiting your school we decided that you have 'done it'. We judged all aspects of your school to be outstanding. You should be very proud of this, as much of it is down to your hard work and effort. We have asked the school to help you to continue to work on your writing so that this matches the very high standards you reach in your other subjects.

We particularly liked wearing the badges you have made for all your visitors but unfortunately your headteacher made us leave them behind at the end of our visit.

Congratulations on your success.

Nicola Davies

Lead Inspector