

# Hayes Primary School

## Inspection report

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<b>Unique Reference Number</b>	101665
<b>Local Authority</b>	Bromley
<b>Inspection number</b>	307771
<b>Inspection date</b>	10 July 2008
<b>Reporting inspector</b>	Margaret Coussins

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

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<b>Type of school</b>	Primary
<b>School category</b>	Foundation
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	633
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs S Brackpool
<b>Headteacher</b>	Dr A P Hayes
<b>Date of previous school inspection</b>	28 June 2004
<b>School address</b>	George Lane Bromley BR2 7LQ
<b>Telephone number</b>	020 8462 1769
<b>Fax number</b>	020 8462 5762

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<b>Age group</b>	4-11
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## Introduction

The inspection was carried out by an Additional Inspector. The inspector evaluated the overall effectiveness of the school and investigated the following issues:

- achievement and standards, particularly in writing
- teaching and learning
- leadership and management.

Evidence was gathered from performance data, school information and records, and pupils' work. Parents' questionnaires, and discussion with pupils, staff and governors also contributed to the judgements. Other aspects of the school's work were not investigated in detail, but the inspector found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified and these have been included, where appropriate, in this report.

## Description of the school

Hayes Primary is a very large primary school. The percentage of pupils eligible for free school meals is well below average. The proportion of pupils from minority ethnic groups is below average as is the proportion learning English as an additional language. The proportion with learning difficulties and/or disabilities is below average. Their needs relate mainly to dyslexia and speech, language and communication difficulties. The school has Healthy School, Activemark and International School awards.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

This is a good school where parents agree that there is not only a good emphasis on academic achievement, but also on developing the whole child, so that pupils are well equipped for later life. One parent wrote, 'I am very pleased with my child's progress, happiness and general well-being in her school life.' Pupils' personal development and well-being are outstanding. They develop as very well rounded individuals who are happy and confident. The school's strong work ethic, inclusive ethos and good care, guidance and support all make a very positive contribution to pupils' excellent spiritual, moral, social and cultural development. Pupils say they think their school is good and they really enjoy learning. Attendance is above average.

Behaviour is excellent and pupils work and play well together. They feel safe, secure and free from bullying, which they said never happens but as one child said, 'Even if it did, we know something would be done about it really quickly.' Relationships between children and adults are excellent and, as a result, pupils trust their teachers and say they can always talk to an adult if there is anything they are worried about. One child commented, 'They look after you and keep their promises.' Pupils have an excellent understanding of the need for regular exercise and a healthy, balanced diet to keep fit and well. There is a strong sense of community within the school. The school council is active and pupils said that adults listen to them. They relish their responsibilities, take them very seriously and would like to do more.

The leadership team has been very successful in creating a school where standards are significantly above average by the end of Year 6 and all pupils achieve well. In the last year, there has been an important focus on writing because the results of national assessments in 2007 identified that standards were not as high as those in reading, particularly at the end of Year 2 and for more able boys. This year, standards in writing are much higher and this reflects the positive impact of the school's work in this area, which includes a consistent approach to teaching and learning in writing in Years 1 and 2. The school has rightly planned to continue this strategy into Years 3 to 6. Effective intervention and support is given to pupils to ensure that they all have the same opportunities, whatever their backgrounds or abilities. As a result, pupils with specific learning needs and those who are learning English as an additional language make similar progress to others. Teaching assistants make a valuable contribution to pupils' learning.

Good teaching and a good curriculum contribute well to pupils' good achievement. The purpose of each lesson is carefully explained and most move at a brisk pace. Teachers provide interesting and exciting lessons that generally meet the needs of pupils. However, a few are not planned well enough to meet the different ability levels of all pupils in the class. The progress each child makes is carefully tracked and recently introduced systems set clear targets for pupils' learning. Pupils in general know their targets and many know how they can improve their work to achieve them because of effective marking and feedback. This is not consistent across all classes. Pupils are very enthusiastic about their learning and say that they learn most when they are allowed to find things out for themselves. One said, 'I feel I learn much better when they let us do things ourselves because you don't know something's wet until you touch it.'

The leadership and management of the school are good. The headteacher, staff and governors constantly strive to improve things further. The headteacher's strong, innovative and effective leadership and management ensure the school continues to move forward. The governing body provides good strategic leadership, supports the school well and holds it to account for its

performance. The headteacher is well supported by an effective and strong team of senior and subject leaders. The headteacher's firm belief that everyone in the school community matters is a strong motivation for staff and pupils. He is committed to developing staff as leaders and, as a result, the impact of the work of senior and subject leaders is significant in school improvement. Staff feel valued and supported in developing their skills and expertise. Monitoring and evaluation procedures are robust and enable staff to have a very clear view of the school's strengths, and to keep track of initiatives they wish to develop. The school's self-evaluation is effective and demonstrates its determination to build on its success. There is good capacity to improve further as demonstrated by the successful drive to raise standards whilst ensuring that pupils' personal development is not overlooked. The issues from the last inspection have been dealt with well.

## **Effectiveness of the Foundation Stage**

### **Grade: 2**

Children get off to a good start in the Reception classes. They make good progress from their above average starting points in all areas of their learning. By the end of the Reception Year, almost all reach the goals expected for their age and many exceed them. This is because of a well-planned curriculum and good teaching, which help them to achieve well. Children make good progress in their early skills of linking sounds and letters because of a consistent approach and skilled teaching. There is a good balance between activities directed by the staff and those where children make their own choices. Children benefit from a carefully planned induction process, including home visits and links with Nursery providers, that helps them settle very well once they start school. One parent wrote, 'I am very pleased with the induction programme for the children in Reception.' Children quickly learn to work together and develop independence. The outside area is used well to enhance children's learning. Leadership and management of the Foundation Stage are good and enable all staff to work well together to create an environment where children thrive.

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

- Improve teaching by consistently setting tasks that meet the differing learning needs of all pupils and making sure that all pupils know how to improve their work.

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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?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

### Achievement and standards

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

### 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 extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
How well learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

### The quality of provision

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

<sup>1</sup> 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**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
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

18 July 2008

Dear Pupils

Inspection of Hayes Primary School, Bromley, BR2 7LQ

I am writing to let you know how much I enjoyed my visit to your school and what I found out. Thank you all for making me so welcome, for talking to me about your work and telling me what you think about your school. I found out that yours is a good school and these are the reasons why.

- You really enjoy being at the school and get on well with each other and your teachers.
- I thought your behaviour in class and in the playground was excellent. It was great to see how well you help each other in your work and play.
- Your achievement in your English, mathematics and science work is good. I was pleased to see how well you have done in your writing this year. Well done and keep it up.
- Your teachers make sure your lessons and all the other activities that go on in the school are interesting and exciting and because of this you said you really enjoy learning.
- Everyone in the school works very hard and looks after you well and they help you develop your confidence and the belief that you can succeed in whatever you do.
- Your headteacher and senior teachers do a good job and know how to make the school even better in the future.

To make your good school even better, teachers should make sure that the tasks they set should be just right for all of you, whatever class you are in and make sure you know how you can improve your work.

Thank you again for all your help and for being so friendly and polite and interesting to talk to.

Yours sincerely

Margaret Coussins

Lead Inspector