

# The Hayes Primary School

## Inspection report

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<b>Unique Reference Number</b>	101760
<b>Local Authority</b>	Croydon
<b>Inspection number</b>	323524
<b>Inspection date</b>	24 March 2009
<b>Reporting inspector</b>	Grace Marriott

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	314
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Jennifer Peters Anderson
<b>Headteacher</b>	Mr David Wilcox
<b>Date of previous school inspection</b>	28 November 2005
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Hayes Lane Kenley Croydon CR8 5JN
<b>Telephone number</b>	020 8660 4863
<b>Fax number</b>	020 8660 4870

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<b>Age group</b>	4–11
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## Introduction

The inspection was carried out by two Additional Inspectors.

Inspectors evaluated the overall effectiveness of the school and investigated the following issues: the quality of the Early Years Foundation Stage; and the progress that pupils are making, particularly in Years 1 and 2 and in writing. Evidence was gathered from the school's self-evaluation form, national published assessment data, observing lessons, discussions with staff, pupils and governors, and analysis of parents' questionnaires. Other aspects of the school's work were not investigated in detail, but inspectors 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

This is a larger-than-average primary school. About three quarters of the pupils come from White British backgrounds with small numbers of pupils coming from several other ethnic groups. Very few pupils are at an early stage of learning English. The proportion of pupils entitled to free school meals is below average. The school has a similar proportion of pupils who have learning difficulties and/or disabilities to most schools. Their needs are mainly physical, specific learning difficulties, hearing impairment and communication difficulties. The school has achieved a number of awards including the Activemark and the Basic Skills Quality 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 Hayes is a successful school which is providing its pupils with a good education in a lively and stimulating atmosphere. Pupils respond very well to all that the school offers and develop into friendly and confident young people who are proud of their school and really enjoy learning. Parents are also positive about the school. A typical comment from parents was, 'My child is happy at school and learning well'.

The Reception classes give children an outstanding start and the children make excellent progress. Progress in Years 1 and 2 is satisfactory and results in reading, writing and mathematics are broadly average, though slightly lower in writing. In Years 3 to 6, progress is good and, at the end of Year 6, standards are consistently well above average, though still somewhat lower in writing. The staff know that standards in writing should be higher and that progress in Years 1 and 2 is not as good as it is elsewhere in the school. They are taking effective action to improve standards and to accelerate progress in Years 1 and 2. The teaching is good overall. Planning for the mixed-age classes is good, and work is well matched to pupils' interests and abilities. Teachers mark pupils' work very carefully and give them good guidance on how to improve. Systematic tracking of pupils' progress is providing teachers with good information which they are using well to plan the next steps. This is having an impact on standards in writing and on progress in Years 1 and 2. Girls have been achieving better than boys, so teachers are increasingly focusing on planning activities that will capture the interest of boys and improve their achievement. Where satisfactory teaching was observed, this was because teachers were not checking pupils' understanding effectively enough to guarantee that everyone in the class was ready to move on.

Excellent care and support for pupils and a good curriculum lead to outstanding personal development. The school's inclusive ethos promotes excellent spiritual, moral, social and cultural development. Pupils behave very well and their attendance is well above average. The school works hard to deal with any bullying or name-calling that might arise and pupils did not see this as a particular issue. The pupils show a very good understanding of how to stay safe and have a healthy lifestyle. They take part in a very wide range of activities, particularly music and sport, with enthusiasm and very evident enjoyment. The use of specialist coaches is building important skills and keeping pupils fit and active.

Pupils make an excellent contribution to the life of the school. Year 6 'buddies' provide excellent support for younger pupils, and a large number of Year 5 pupils have trained as Sports Leaders. School councillors from all year groups take their responsibilities very seriously and have regular discussions with governors on how to improve the school. Pupils' ability to work together, their good standards in basic skills and their maturity ensure good preparation for their future learning. Work to promote community cohesion is well planned and monitored. The school is involved well in the life of the community and its commitment to expanding global links is demonstrated in the link with a school in India. This helps to broaden pupils' understanding of other cultures.

Staff know pupils and their families well and pupils know that, if they have a problem or concern, there are adults who will help them. The legal requirements for child protection and safeguarding are met. Pupils who have learning difficulties and/or disabilities make good progress, as do those children for whom English is an additional language. The partnerships with parents and outside agencies ensure that individual needs are identified and specific support is given where

necessary. The provision for hearing-impaired children has been particularly successful. The headteacher provides strong leadership. He is well supported by the deputy headteacher and a team of senior and subject leaders who play an effective role in monitoring the school's performance and sharing good practice. Governors challenge the school well through their monitoring of the curriculum and standards. Staff and governors have a shared vision for the future direction of the school. The school's evaluation of its own performance is excellent and demonstrates its determination to build on its success. The action taken as a result of the monitoring has resulted in significant improvement, for example in the Reception classes and in the provision of information and communication technology (ICT). Raising standards in writing is a current priority and the inspection evidence suggests that the action being taken here is proving effective. The school has improved since the last inspection and, given the strong and effective leadership and management, the capacity for further improvement is good.

## **Effectiveness of the Early Years Foundation Stage**

### **Grade: 1**

The strengths in personal and social development in the school have their foundation in the Reception classes. Children start school with knowledge, skills and understanding that are broadly in line with expectations for their age, though a number of children have quite significant special educational needs. Children settle happily, feel secure and enjoy the wide range of activities. Staff have an excellent understanding of the Early Years Foundation Stage curriculum. Children's progress is very carefully assessed and recorded and the subsequent planning ensures that individual needs are very well met. By the end of Reception, most children achieve at a level above expectations for their age and many are achieving well above expectations. They have real curiosity about the world around them and develop high levels of independence and self-confidence. Speaking skills are particularly good and many children are able to hold an interesting conversation with adults. The staff are working hard to encourage children to choose more writing activities. They are providing more interesting play activities to promote writing so children are making faster progress. The balance is good between direct teaching and opportunities for children to learn through their own choice of play. Staff respond well to children's own interests. For example, the visit of a wildlife photographer to the whole school caught the children's imagination and a 'safari' corner was set up. The children were avidly learning about animals and insects. The outdoor area, though small, is used very well to provide stimulating learning opportunities. The provision for the youngest children has improved considerably in recent years as a result of excellent leadership and management.

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

- Improve the rate of progress in Years 1 and 2.
- Raise standards in writing across the school.

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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?	1
The capacity to make any necessary improvements	2

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	1
How well do children in the EYFS achieve?	1
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	1
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	1

### 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/or disabilities make progress	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.

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	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
The extent to which learners enjoy their education	1
The attendance of learners	1
The behaviour of learners	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	2

## The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	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?	1

## 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	1
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	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



**Annex B****Text from letter to pupils explaining the findings of the inspection**

20 April 2009

Dear Pupils

Inspection of The Hayes Primary School, Croydon, CR8 5JN

We really enjoyed the day we spent with you recently. Thank you very much for being so friendly and helpful to us. It was obvious that you are proud of your school and we agree that you are right to be proud of it. The Hayes is a good school. These are some of the things that we liked most.

- You get an excellent start in Reception.
- By the time you leave school in Year 6, the standards you achieve are much higher than in most schools. You do particularly well in reading and mathematics.
- Your behaviour is very good and you play and work together well.
- You have lots of opportunities to take part in clubs and activities which you really enjoy. We were particularly impressed by the sports and the music.
- All the adults take very good care of you so you are happy and safe in school.
- Your headteacher, staff and governors work hard to make sure you have a good education. They are always looking for ways to make your school even better.

Even a good school can be improved, however, and we agree with the headteacher, staff and governors that:

- your standards in writing are not as good as in reading and mathematics
- pupils in Years 1 and 2 could be making faster progress.

We hope you continue to enjoy your time at school. Please keep working hard, particularly at improving your writing.

Best wishes for the future.

Yours faithfully

Grace Marriott

Lead Inspector