

# Hayfield Primary School

## Inspection report

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Unique Reference Number	112554
Local Authority	Derbyshire
Inspection number	325630
Inspection dates	17–18 June 2009
Reporting inspector	Mike Best

This inspection was carried out under section 8 of the Education Act 2005 under pilot arrangements; it was also deemed a section 5 inspection under the same Act.

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Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	216
Appropriate authority	The governing body
Chair	Mr Ian Platt
Headteacher	Mr Jonathan Posnett
Date of previous school inspection	4–5 July 2006
School address	Swallow House Lane Hayfield Derbyshire SK22 2HB
Telephone number	01663 742357
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## Introduction

This pilot inspection was carried out by two additional inspectors. The inspectors visited nine lessons, and held meetings with the Chair of Governors, staff, groups of pupils, parents and a local authority representative. They observed the school's work, and looked at the school's development plan, key policies, arrangements for safeguarding pupils and 146 parental questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- How consistently pupils make progress, particularly the more able.
- The effectiveness of the school's actions to improve pupils' behaviour and enjoyment of school.
- How effectively the school is using target setting to raise the quality of teaching.
- How well the school's leaders and managers are driving forward improvements in provision and outcomes.
- The provision for outdoor activities in the Early Years Foundation Stage.

## Information about the school

This is an average-sized primary school with fewer girls than boys on roll. The school serves an area that is relatively socially and economically advantaged. The proportion of pupils entitled to free school meals is well below average. Almost all pupils are from White British backgrounds and fewer than average join other than at the start of Reception.

The proportion of pupils registered as having learning difficulties and/or disabilities is below average, although a higher than average proportion has statements. These pupils have predominantly behavioural, emotional and social difficulties, or specific or moderate learning difficulties. When they start in the Reception class, many children have skills and experiences which are more advanced than might be expected for their age, particularly in their social skills.

The school holds a number of national accreditations, including the Basic Skills Quality Mark and the Eco School Green Flag Award. Before and after-school childcare on the school premises is run by a private provider, for which a separate report is produced.

## Inspection judgements

Grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Overall effectiveness

3

Capacity for sustained improvement

3

### Main findings

The school provides a satisfactory standard of education for its pupils and has a satisfactory capacity for sustained improvement. Effective action to identify and address the underlying causes of pupils' longer-term underperformance in both key stages is having a positive impact. A new and more rigorous system to track pupils' attainment and progress is at the heart of this improvement. Overall standards, having declined for the previous three years, are now above average at the end of Year 2 and broadly average at the end of Year 6. The school's leaders are effectively focused on priorities which are based on accurate information about the pupils' performance and the quality of teaching. However, subject leaders are not fully involved in monitoring teaching and learning. Plans for improvement, backed by appropriately challenging targets, are motivating both staff and pupils. The school's self-evaluation is accurate and essential systems are sufficiently embedded to enable the school to continue improving.

Pupils' achievement and enjoyment is satisfactory but improving. This is because they are making at least satisfactory and often good progress in lessons as a result of more stimulating teaching. Teaching is at least satisfactory with a number of good features. Pupils are pleased to be more involved in their learning because teachers share their expectations of what pupils can achieve in lessons and give guidance as to how work can be improved. However more able pupils are not always challenged sufficiently. The overall effectiveness of the Early Years Foundation Stage is good and has been maintained since the last inspection. Children make a good start to learning. However, a dedicated area for outdoor learning is lacking and this reduces opportunities for choice between activities.

Good standards of care underpin pupils staying safe. Vulnerable pupils are well supported, to enable them to access all aspects of school life. Parents are actively involved in the school and find the staff very approachable. The school successfully promotes pupils' good understanding of keeping fit and healthy, and helps them to work well together as members of a community. Pupils are rightly pleased that behaviour in lessons and around the school is now good. They fully support the school's positive action in implementing its policy to promote good behaviour

A small proportion of the schools whose overall performance is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next Section 5 inspection.

## What does the school need to do to improve further?

- Raise pupils' achievement and enjoyment to good by the summer of 2011 by:
  - improving the quality of teaching so that it is good or better in the majority of lessons
  - ensuring that all groups of learners, particularly the more able, are consistently challenged
  - setting demanding, but achievable, targets for pupils to meet at the end of Year 6.
- Develop the roles and responsibilities of subject leaders in monitoring teaching and learning so that they have a greater impact on raising and sustaining standards and across the school.
- Improve the provision in the Early Years Foundation Stage by developing a secure, well-equipped outdoor area during the school year 2009-10 which enables children to learn freely both inside and outside.

## Outcomes for individuals and groups of pupils

3
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The quality of learning and pupils' progress was at least satisfactory and often good in all the lessons seen during the inspection. Improved standards at the end of both key stages reflect similar performance and progress by boys and girls. In English and mathematics an increased proportion of pupils are working at the higher levels. A greater emphasis on investigative and problem-solving skills in science is strengthening pupils' understanding and thinking skills. Pupils with learning difficulties and/or disabilities make satisfactory progress; when supported by an adult, they often make good progress.

Pupils increasingly act on teachers' advice, help each other and find ways of improving the quality of their work. The quality of their learning has improved and their pace of progress has quickened during the current school year. This is because teachers have higher and better informed expectations of what different groups of pupils are capable of achieving. Pupils are clearer about what they are aiming for and about the next steps they need to take in their learning. There remain, however, inconsistencies which prevent pupils making faster progress. For example, pupils' misunderstandings are not clarified and resolved promptly enough, and more able pupils are not always challenged.

Pupils show good respect and consideration for others. They stay safe and are confident that staff will deal with any matters that concern them. They have a good understanding of healthy eating and participate enthusiastically in sporting and other activities. Good support for the local community and international charities complements pupils' regular responsibilities for tasks around the school, and through the School Council decision making. These skills, together with above average attendance and the sound progress they make in acquiring literacy, numeracy and information and communication technology (ICT) skills, make a positive contribution to pupils' future economic well-being. Pupils' spiritual, moral and social development are strong. They learn about other faiths and cultural traditions beyond their own community.

*These are the grades for pupils' outcomes*

Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with learning difficulties and/or disabilities and their progress	3
How well do pupils achieve and enjoy their learning?	3
To what extent do pupils feel safe?	2
How well do pupils behave?	2
To what extent do pupils adopt healthy lifestyles?	2
To what extent do pupils contribute to the school and wider community?	2
Pupils' attendance <sup>1</sup>	2
How well do pupils develop workplace and other skills that will contribute to their future economic well-being?	3
What is the extent of pupils' spiritual, moral, social and cultural development?	2

## How effective is the provision?

While the quality of teaching is not as high as that reported at the time of the last inspection, shortcomings have been addressed and improved teaching is evident in pupils' improving progress and enjoyment of learning. At the start of each lesson, teachers share the learning objectives and success criteria with pupils to give them an idea of what they will achieve. However, occasionally the learning objectives are too general, and the success criteria are not demanding enough for more able pupils. Good use of new technologies and practical activities successfully engage pupils, especially those who have difficulties with reading and writing. Time is mostly well used and progression in learning is well managed. Staff and volunteers support individual pupils' learning effectively through careful questioning and small-steps guidance. Individual targets are regularly set, shared and reviewed. Pupils' work is regularly marked, often with written guidance given on improvement, particularly in writing. However, where oral feedback has been given, there is rarely a written comment on the work for future reference.

The curriculum is suitably planned to meet the range of pupils' needs and develop their basic skills in literacy, numeracy and ICT. Appropriate programmes are in place to support pupils in danger of falling behind. There is an increased emphasis on developing links between subjects. The phasing out of mixed-age classes is addressing identified gaps in pupils' learning. The 'taster' lessons in French, German, Italian and Spanish are popular with pupils, as are the many sporting and other activities on offer. All staff consistently promote pupils' good social skills, behaviour and regular attendance.

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<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

*These are the grades for the quality of provision*

The quality of teaching	3
The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

## How effective are leadership and management?

The headteacher has worked hard to develop teamwork and improve the care and guidance for pupils. Subject leaders regularly look at pupils' work and teachers' planning, and help review pupils' progress against tracking data. Links with other providers and outside agencies benefit vulnerable pupils in particular. Arrangements for safeguarding pupils meet requirements. The school compares its performance with national and local benchmarks and consults widely in identifying its priorities for improvement. Governors hold the school to account satisfactorily and manage the school's resources efficiently to provide value for money. The school promotes cohesion well within the local community and has effective links with other, ethnically different, communities in Manchester. Its well-defined action plan identifies the more systematic development of existing and new national and global links.

*These are the grades for leadership and management*

The effectiveness of leadership and management in communicating ambition and driving improvement	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	3
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

## Early Years Foundation Stage

From their starting points, children make good progress and most meet or exceed the early learning goals in each of the areas of learning by the time they start in Year 1. Good systems for tracking children's progress are well supported by the regular collection of examples of children's work. Staff successfully promote children's use of a rich mix of vocabulary and imagination through stories and discussions. A good range of stimulating activities are well-matched to children's needs and development. Individuals work well together and on their own, sustaining their interest and developing their concentration. Children behave very well, listen carefully and act responsibly. The classroom is welcoming and stimulating, with a good range of resources and activities readily available. The adjacent hard standing and grassed areas are used regularly to support children's effective physical and creative development but there are insufficient opportunities for children to independently choose and move between activities.

Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management in the Early Years Foundation Stage	2
Overall effectiveness of the Early Years Foundation Stage	2

## Views of parents and carers

The overwhelming majority of parents say that they are happy with the progress their children make at the school. A small minority are concerned about the adverse impact of mixed age groups on their child's progress and a similar proportion are concerned about large class sizes.

Inspectors found that the school has thoroughly considered its plans to phase out mixed age classes and that it is now limiting admissions to thirty per year. In Key Stage 2, the school uses its staffing and accommodation appropriately to support pupils' learning.

Ofsted invited all the registered parents and carers of pupils registered at Hayfield Primary School to complete a questionnaire about their views of the school. If a parent has more than one child at the school, we ask them to record an answer against all the questions, for each of their children.



The inspection team received 146 completed questionnaires. In total, there are 157 parents and carers registered at the school.

	Always	Most of the time	Occasionally	Never
Overall, I am happy with my child's experience at this school	105	27	8	1

## What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs. In 2007-8, 15% of schools were judged to be outstanding.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well. In 2007-8, 49% of schools were judged good.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils. In 2007-8, 32% of schools were judged satisfactory.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves. In 2007-8, 5% of schools were judged inadequate.

## Common terminology used by inspectors

- Attainment:** the standard of the pupils' work shown by test and examination results and in lessons.
- Progress:** the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.
- Achievement:** the progress and success of a pupil in their learning, training or development. This may refer to the acquisition of skills, knowledge, understanding or desired attributes. Attributes include qualities or personal competencies which are important to the development of the pupil; for example personal, social, cultural, emotional or health.
- Capacity to improve:** the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
- Leadership and management:** the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.



19 June 2009

Dear Pupils

Inspection of Hayfield Primary School, High Peak, Derbyshire, SK22 2HB

Thank you very much for making us so welcome when we visited your school last week. We very much appreciate the time you spent showing us your work and talking to us about all the things you do in school. You have a good understanding of keeping safe, fit and healthy and you work well together as members of a happy and caring school community. You are right to say that behaviour in lessons and around the school is good and we congratulate you on the efforts you have made to bring about this improvement.

Children get off to a good start in the Reception class but did not always keep this up in Key Stages 1 and 2. This was because the systems for checking how well you were doing were not good enough. Mr Posnett has changed these so that he and your teachers can quickly see if you are starting to slip behind and give you the help you need. They are also involving you more in lessons, especially in helping you take the next steps to improve your work. Those of you who are capable of more complex work sometimes have to do easier things to begin with. We have asked the school to make sure that all of you have demanding but achievable targets to work towards.

So that you continue to improve, teaching needs to be good or better in the majority of lessons. This is one of the targets we have set the school. To help the staff and governors meet this, we have asked the teachers responsible for each subject to become more involved in checking on what you are learning in lessons so that they can help the other teachers bring about further improvements. We have also asked the governors to improve the outdoor area used by children in Reception so that they can make more choices and move in and out of the classroom more easily.

All these need your help and you have already shown that you are up to it. Keep working hard in lessons and do all you can to continue to support and help each other.

With best wishes for the future,

Yours truly

Mike Best  
Lead inspector

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