

# Hayes School

## Inspection report

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<b>Unique Reference Number</b>	113554
<b>Local Authority</b>	Torbay
<b>Inspection number</b>	338205
<b>Inspection dates</b>	25–26 November 2009
<b>Reporting inspector</b>	Martin Kerly

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>	3–11
<b>Gender of pupils</b>	Boys
<b>Number of pupils on the school roll</b>	427
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Colin Peters
<b>Headteacher</b>	Malcolm Wright
<b>Date of previous school inspection</b>	7 December 2006
<b>School address</b>	Hayes Road Paignton Devon TQ4 5PJ
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## Introduction

This inspection was carried out by four additional inspectors. The inspectors visited 21 lessons and held meetings with governors, staff and groups of pupils. They observed the school's work, and looked at a range of school documents, including the school's records of pupils' progress and its monitoring activities, school policies and guidelines, teachers' plans, and questionnaires received from pupils, staff and 70 parents.

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

- the attainment of children when they start school and progress made by various groups throughout the school
- the consistency of teaching including the level of challenge, and the ways teachers use assessments and provide guidance to pupils to improve
- evidence of elements of outstanding personal development and care guidance and support
- the ways the school checks its performance and uses information gained to make improvements.

## Information about the school

The school is much larger than average. In the Early Years Foundation Stage department, there is a Nursery class for three-year-olds and two Reception classes for four-year-olds. There are two parallel classes in each of the older year groups. These pupils are taught in ability sets in the morning for English and mathematics and in mixed-ability classes for the rest of the curriculum. In Year 6, they are divided into three small classes for English and mathematics. The proportion of pupils with special educational needs and/or disabilities is much greater than usual. Almost all pupils are White British and speak English as their first language. There is a breakfast club managed by the governing body. The after-school club and holiday club that operates in the school dining hall is not managed by the governing body and so not reported on here. The school has Investors in People, Healthy Schools and Activemark awards.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?****2****The school's capacity for sustained improvement****2**

## Main findings

This is a good school. It has maintained previously recognised strengths and works diligently to improve further. Children get off to a good start in the Early Years Foundation Stage and pupils make good progress during their time in school. Standards are average by the time pupils leave and yet many arrive with attainment below expectations for their age. Music is a particularly significant feature through the school. Pupils' enjoyment when playing marimba and drums or singing is quite outstanding and is a moving experience for them as performers, and the audience.

Pupils behave well in class, around the school and outside. Many conscientiously take on responsibilities to help, such as being prefects, peer mediators or serving on the school council. They know how to keep themselves safe and almost all of those responding to the inspectors' questionnaire said they feel safe and secure in school. This view is not shared by a small minority of the few parents replying to the inspectors' survey who also raised concerns about several issues around school. These concerns do not match the picture obtained by inspectors, who found the school provides good care, guidance and support for pupils, and that in some aspects it is outstanding.

Teaching is good. On occasions, it is outstanding so pupils become totally absorbed and make excellent gains. However, there is some inconsistency in teaching with small pockets across the school where teaching is satisfactory rather than good. In these situations, the pace of learning slows because activities do not inspire the pupils, expectations are not high enough and assessment information is not used sufficiently to match work closely to the full range of abilities. The curriculum is good throughout the school.

Leadership is effective in maintaining a clear and balanced focus on pupils' academic progress and personal development with a clear commitment to improve. Previously identified weaknesses have been remedied and the school is well placed to improve further. Almost all aspects of leadership are good. The headteacher involves an extended team of able leaders in checking the school's performance, giving them an accurate view of almost all key elements of its work. However, the school has a complex system to track pupils' progress with some apparent anomalies in the information gained and subsequent targets being set. This reduces its value in supporting teachers when planning work and setting expectations. It also contributes to variability in teaching, reflected in the low expectations and weak match of work found in a few classes. It also makes it difficult for leaders to identify any variations in progress. The school has identified this weakness and is in the process of preparing to introduce a more efficient system. The school's communication strategies to help all parents feel engaged in their children's education and confident about the work of the school are satisfactory rather

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than good. This relative weakness is demonstrated in part by the very few responses in surveys and by the negative and critical feelings held by some parents, albeit very few of the total school community.

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

- Ensure teaching is at least good in the majority of lessons in all classes by the end of 2010 by:
  - using the outstanding practitioners as models for colleagues
  - ensuring teachers use accurate assessment information when planning work so that it closely matches the abilities of different groups
  - raising further the expectations and pace of learning set by a few teachers.
- Improve the use of information on the progress pupils make by the end of this school year by:
  - establishing a more efficient system for tracking pupils' progress
  - enabling leaders to easily review patterns and variations between groups to set realistic yet challenging targets
  - ensuring all teachers have been trained and are able to use the system confidently when planning work.
- Improve the partnership with parents by:
  - working more closely with parents to enable more of them to feel confident about ways to support their children's learning
  - communicating more effectively with a small number of parents to allay their concerns about the way the school operates.

## Outcomes for individuals and groups of pupils

2

Pupils of all abilities make good progress, although the rate of progress is not entirely consistent in all years. Boys do well and their performance is closer to that of girls than is often found nationally. Standards reached in Year 2, confirmed by work seen in lessons, are at least in line with expectations. Progress by older pupils accelerates particularly in Year 5 and Year 6 as a consequence of good teaching and smaller classes. As a result, pupils in Year 6 reach average levels and achieve well. Results in national tests rose this year, especially in English, where nearly half the pupils exceeded national expectations. Pupils' learning is occasionally very rapid, for example in Year 5 when they investigated probability in a mathematics lesson. Year 6 make good progress in their English, mathematics and science work due to skilful teaching in small classes. They are on track to maintain the recent upward trend and acquire sufficient key skills needed for the next stage of education. Pupils with special educational needs and/or disabilities make good progress, thanks to the carefully targeted support and well structured additional guidance. Many of them catch up well from low starting points.

Pupils' spiritual, moral, social and cultural development is good with some outstanding

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elements. Their joy of music making is clearly spiritually uplifting and is a feature of the strong contribution made by pupils to the wider community, for example when 250 of them sing in the Torbay Prom. Pupils have a good awareness of the importance of healthy lifestyles. They appreciate the exceptionally good school lunches, and recognise the value of the recent 'healthy week' as being a useful reminder about such things as personal hygiene and taking exercise. Pupils say that inappropriate behaviour such as bullying is very rare in school and that they are confident about the way such rare incidents are handled by the staff. They clearly enjoy their time in school and their overall achievement is good. Attendance is good by most pupils but a few persistent absentees reduce it to average levels overall.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

## How effective is the provision?

Teachers work effectively in small teams to plan interesting and stimulating experiences, usually tailored to reflect different pupils' abilities and needs. They use computers well in their teaching. In the outstanding lessons, pupils are inspired by the enthusiasm and expertise of the teachers, strive to please them and respond very positively to the high

<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.

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expectations and sense of belief engendered by the teachers. Most teachers are good at assessing pupils' levels of understanding, and ensuring work is matched well to the different needs, but this is not the case in all classes. Skilled and trained assistants, who frequently and confidently take the lead with small groups, support teachers well. In a few lessons, pupils become bored, as they are not required to make any contribution during very long teacher-led explanations and the pace of learning therefore slows. Most teachers mark pupils' work effectively and provide them with clear guidance about how to improve.

The curriculum is adapted well to meet the interests and needs of pupils, particularly those with special educational needs. Frequent special events such as culture week enrich it well, enabling a deeper focus on specific aspects. Pupils enjoy the lively French sessions and have good and frequent opportunities to use computers in their work across many subjects. The school is about to embark on a major review of the curriculum to ensure a fully coordinated approach as it responds to recent national initiatives.

The care and support for specific pupils who may be considered to be vulnerable is excellent. A specially designated room provides a safe haven with regular informal gatherings and play-therapy sessions. These pupils are closely monitored and there are frequent links with their parents. The school's website contains useful information to help all parents regarding things like cyber-bullying and internet safety. The coordination of support for the large group of pupils with special educational needs is given a high priority and the provision is effective. There are good links with external professionals and other providers. The breakfast club provides good care and support and responds well to a need within the community.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

**How effective are leadership and management?**

The headteacher provides a very clear vision and sense of direction at a strategic level. The staff feel valued and individuals are clear about their roles in promoting improvements. Responsibilities for leading major initiatives are shared across an extensive leadership team, and all the key leaders fulfil their roles effectively. Governors fulfil their responsibilities well. They ensure required policies are in place and are well informed about the school's performance through a range of visits and reports. Leaders have an exceptionally clear and accurate view about the quality of teaching in each

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classroom and are starting to address the inconsistencies that have been identified. There is a clearly structured improvement plan based on a rigorous review of needs. Previously identified weaknesses, such as the approach to marking and feedback, have been addressed, reflecting the school's good capacity to continue to improve. The shortcomings in the present system for tracking and analysing pupils' progress and using this to help set long-term targets is acknowledged by the school.

The school demonstrates its strong commitment to promote equal opportunities in a number of ways, including the deployment of substantial time and resources to support the most vulnerable, and enabling all pupils, regardless of circumstances, to take part in the residential visits. Policies designed to safeguard pupils are in place and implemented rigorously, for example the checks made when recruiting staff. Although the school has struggled to help all parents feel involved in their children's learning and gain their universal support for its work, it has reflected carefully on its role within the wider community. The school works well to promote community cohesion and has established local, national and global links. It has conducted a detailed audit of community needs and is implementing plans for promoting this further, widening pupils' horizons beyond their immediate area.

*These are the grades for leadership and management*

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

**Early Years Foundation Stage**

The attainment of children on entry is below expectations, particularly in relation to language skills and personal, social and emotional development. Those who join the Nursery get off to an exceptionally good start with high quality activities and



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experiences provided in the classroom, including lots of speaking and listening opportunities, stimulating things to handle such as leaf mould and gluey porridge, and areas to explore and play in, including the 'baby clinic'. Children make good progress which is maintained through the Reception Year. Nevertheless, although their social, emotional and confidence levels are developed well, a few children do not attain the levels expected, particularly in language skills.

Planning is very good. Children's interests are systematically considered and help to inform the weekly planning. This planning ensures a good balance between child-initiated activities and those directed by an adult, including free-flow between the three classrooms and outdoor areas in the afternoons. Despite several staffing changes recently, the leader manages the new team well and ensures the teaching assistants are fully involved in leading small groups or observing children's responses while teachers work with the children. The outdoor areas are satisfactory, but their size and position means they are somewhat divorced from the Reception rooms and a little cramped for the Nursery. This limits the opportunities for free-flow and the range of outdoor experiences for children to explore. However, there are advanced plans to extend the areas and canopies to provide more all-weather cover and improved access.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

**Views of parents and carers**

Fewer than 20% of the parents responded to the inspectors' questionnaire. The large majority of responses were positive for all aspects of the school's work, with a number of very positive additional comments, such as, 'the school is a very caring one'. However, a few of the responses indicate that not all parents have confidence in the school. Inspectors found the school works effectively in all major respects but there is clearly scope for improving communications and the working partnerships with a small minority of parents.

## Responses from parents and carers to Ofsted's questionnaire

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	40	57	25	36	3	4	0	0
The school keeps my child safe	38	54	18	26	12	17	2	3
The school informs me about my child's progress	26	37	28	40	16	23	0	0
My child is making enough progress at this school	28	40	28	41	10	14	3	4
The teaching is good at this school	32	46	27	39	5	7	5	7
The school helps me to support my child's learning	26	37	28	40	10	14	5	7
The school helps my child to have a healthy lifestyle	36	51	28	40	3	4	3	4
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	25	36	32	46	7	10	0	0
The school meets my child's particular needs	28	40	26	37	5	7	8	11
The school deals effectively with unacceptable behaviour	21	30	31	44	8	11	8	11
The school takes account of my suggestions and concerns	18	26	34	49	9	13	7	10
The school is led and managed effectively	23	33	34	49	4	6	6	9
Overall, I am happy with my child's experience at this school	32	46	28	40	9	13	1	1

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
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.

### Overall effectiveness of schools inspected between September 2007 and July 2008

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
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.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



Dear Pupils

Inspection of Hayes School, Paignton TQ4 5PJ

Thank you for welcoming us to your school. We enjoyed meeting you, spending time in lessons and seeing some of your work. We were particularly impressed by your music making. We are pleased you like your school. Hayes is a good school. Here are some of the highlights we found.

- You clearly enjoy nearly all of your lessons. You work hard and make good progress in your learning. Your marimba playing and singing is brilliant.
- You behave well in class and around the school. This is important because you are a large school. It is helped by the caring and thoughtful way many of you take on jobs around the school, for example as prefects or buddies.
- Teaching is good and some of it is excellent. Teachers work well together to plan interesting activities and special events.
- The school dinners look very tasty and healthy. We were pleased to find that you know a lot about the importance of eating healthily and taking exercise. Your school has been recognised for this, receiving Healthy School and Activemark awards.
- The school takes good care of you and helps you all to feel and be safe. The school is exceptionally good at helping those of you who, from time to time, have problems or worries.
- Most of your parents are pleased you go to Hayes school, but a few of them are disappointed about the way it works.
- The headteacher is always thinking about the most important ways the school can improve. He is supported well by all the other leaders.

We have asked the headteacher, staff and governors to work together on three things to make the school even better.

- Ensure all the teachers help you to do your very best and that work set is always challenging, being not too easy or too hard.
- Improve the way leaders and teachers collect and use information about the progress you all make.
- Find ways of working more closely with your parents so that they all feel able to help you with your learning in partnership with the school.

We are sure you will have your own ideas about how to improve the school and will want to talk about these with your school councillors.

Yours sincerely

Martin Kerly

Lead inspector

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