

Hayes School

Hayes Road, Paignton, Devon TQ4 5PJ

Inspection dates

22–23 June 2017

Overall effectiveness	Requires improvement
Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Requires improvement
Outcomes for pupils	Requires improvement
Early years provision	Requires improvement
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is a school that requires improvement

- Leaders have not successfully tackled all areas for improvement from the previous inspection. Weaknesses remain in the quality of pupils' writing.
- Governors and leaders have not developed precise enough systems for monitoring and evaluating the impact of the school's work.
- Governors do not hold leaders to account for the expenditure of additional funding, such as the pupil premium and special educational needs funding.
- Middle leaders have not been trained sufficiently to support improvement.
- Teachers' expectations, including in the Reception class, are not sufficiently ambitious. The consequent lack of challenge stalls pupils' progress.
- Some teachers do not make good use of what pupils know, can do and understand when planning learning. Consequently, pupils do not make speedy enough progress.
- Although improving, too few disadvantaged pupils make the progress they should. Pupils do not develop secure knowledge, understanding and skills in science.
- Teaching is not closely enough matched to the academic needs of pupils receiving special educational needs support.
- Teachers do not provide sufficient challenge for the most able pupils to deepen their thinking and understanding in mathematics in some year groups.
- Despite recent improvements, leaders' actions to improve attendance have not had a strong enough impact. Attendance remains below the national average.
- Teaching in the Reception class does not support the children's confidence and ability to write independently.
- Presentation in pupils' books is often poor.

The school has the following strengths

- Senior leaders have correctly identified where weaknesses exist in the school's work and have put appropriate plans in place.
- Children use their phonics skills well in the early years and Year 1.
- Children get off to a good start in the Nursery.
- Pupils say they are safe in school. Their conduct is good. Work to support pupils' emotional needs is effective.

Full report

What does the school need to do to improve further?

- Improve the impact and effectiveness of leadership and management at all levels, including in the early years, by making sure that:
 - the skills of middle and senior leaders are urgently to secure essential improvements in the quality of teaching, learning and assessment
 - the learning and progress of all pupils are carefully tracked so that those who are at risk of falling behind are identified quickly and given the help they need to achieve well
 - governors have a thorough understanding of their roles and how to hold leaders to account, particularly for the impact of additional funding on outcomes for disadvantaged pupils and pupils who have special educational needs and/or disabilities.
- Improve the quality of teaching learning and assessment to accelerate pupils' progress in all areas of the curriculum, but particularly in writing, mathematics and science, by ensuring that teachers:
 - use accurate assessment information to adapt tasks to respond to pupils' different needs, including for pupils who receive support for their academic special educational needs
 - inspire the most able pupils to excel in mathematics by providing sufficient challenge for them to deepen their understanding and skills
 - develop children's early writing skills in order to prepare children well for key stage 1, including for the most able
 - enhance pupils' scientific knowledge and enable them to use and apply their scientific skills
 - have the highest expectations for pupils' presentation, including for the most able, so pupils take pride in their learning and present their work neatly and accurately.
- Improve the personal development, behaviour and welfare of pupils by ensuring that leaders increase the urgency of their actions to improve pupils' attendance.

An external review of the use of the pupil premium funding should be undertaken in order to assess how this aspect of leadership and management may be improved.

An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

Inspection judgements

Effectiveness of leadership and management

Requires improvement

- Leaders have not acted quickly enough to raise pupils' achievement since the previous inspection. As a result, current pupils' progress and the quality of teaching remain too inconsistent to be good.
- Leaders have not successfully improved pupils' progress in writing. This was an area for improvement in the previous inspection. Leaders' work this year is beginning to tackle weaknesses but the pace of improvement has been too slow and the impact of actions inconsistent. This is because leaders do not communicate sufficiently high expectations. Their checks are not rigorous enough to ensure that the quality of teaching, learning and assessment improves quickly enough.
- The headteacher has a clear understanding of the school's strengths and weaknesses. The school improvement plan identifies the correct priorities. However, leaders have not focused their attention with sufficient rigour or precision to ensure a good quality of teaching, learning and assessment across the school. In addition, considerable staff absence has reduced leadership capacity and slowed down the rate of school improvement. Consequently, the quality of teaching and resulting outcomes are not consistently good.
- Senior leaders have not managed staff performance effectively enough to consistently raise the expectations of all teachers. The headteacher has not been rigorous enough in checking up on teachers' and senior leaders' progress towards their targets. This has slowed down the school's effectiveness in raising the quality of teaching, learning and assessment. However, the most marked underperformance has been successfully tackled.
- Leaders do not make effective use of the pupil premium funding. School strategies to improve outcomes for disadvantaged pupils lack precision. Teachers know who the disadvantaged pupils in their class are. Interventions are in place to help pupils catch up if their progress starts to slow. However, because of weaknesses in some teaching, outcomes for disadvantaged pupils are not yet good.
- The additional funding for pupils who have special educational needs and/or disabilities has a positive impact for some pupils but not all. The success is variable depending on pupils' needs. Speech and language support is effective. Where pupils have an education, health and care plan, the special educational needs coordinator ensures that pupils' needs are met. However, where pupils' needs are less clearly defined, the support they receive does not accelerate their rate of progress.
- Leaders do not check the impact of interventions to support pupils in catching up closely enough. Information about progress is not analysed carefully enough by leaders and governors to ensure that funding is having the maximum impact to improve pupils' progress. Despite the lack of evaluation, there are positive signs that the pupil premium and special educational needs funding is helping to improve outcomes for eligible pupils.
- Leaders check the impact of the primary physical education (PE) and sport premium funding, which is having a positive impact. For example, more pupils are taking part in sporting activities than in the previous year. However, as with funding for

disadvantaged pupils, leaders have not used their evaluations to build on successes or tackle weaknesses to inform plans for expenditure.

- When the current headteacher joined the school in 2015, he decided to implement the 2014 national curriculum. This is not yet embedded. Pupils speak enthusiastically about what they learn. However, there is little evidence of pupils developing a progression of skills, knowledge and understanding in science. Music and sport are strengths of the curriculum. The school provides pupils with a number of after-school sports clubs such as tennis, cricket and gymnastics. Pupil participation is high and increasing.
- Through assemblies and lessons, pupils' spiritual, moral social and cultural development is promoted well by leaders. Pupils' understanding of life in modern Britain is good. Leaders consistently promote fundamental British values. All pupils strive to work towards the school's ethos of 'Be all you can be'.
- Effective leadership for personal, social, health and economic education is driving further improvements. Pupils can attend a weekly debating club. Pupils learn to express their views and to listen to others while discussing topics such as 'Should we always tell the truth?' Visiting speakers from the local community enhance pupils' understanding of local issues.
- Senior leaders have developed an effective behaviour policy. Teachers' consistent application of this policy has supported improvement. Pupils conduct is good. Low-level disruption in lessons is rare.
- Leaders have worked in close partnership with parents. One parent, typical of many, commented, 'The school as a whole has massively improved on parent/teacher communication. It has a family/community vibe and this has meant that any issue, good or bad, is dealt with efficiently and effectively.'
- External support has been used this year to steer improvements. For example, an audit of the school's safeguarding practices, commissioned by the local authority, has led to improvements to the school's staff recruitment processes. Similarly, the special educational needs audit has led to improvements. The support from specialist leaders in education in mathematics has strengthened teachers' subject knowledge in this area.

Governance of the school

- Until recently, the governing body has not held leaders to account. The governing body has many members who are new to their roles. They recognise that the school is 'on a journey'. However, the weak outcomes published in 2016 have provided a springboard to governors' more rigorous challenge to leaders.
- Governors do not monitor closely enough the use of extra funding and its impact on outcomes for pupils. As a result, the school's actions have not had the focus needed to reduce the differences in achievement between disadvantaged pupils, pupils who have special educational needs and/or disabilities, and other pupils.
- Governors' monitoring is not sufficiently robust to ensure that the school fulfils all of its responsibilities in respect of the school website. The website was non-compliant in reporting the information required in the school's special educational needs report and the impact of pupil premium and sport funding.

- Governors' lack of experience currently inhibits their effectiveness and expectations. However, they are aware of their shortcomings and are committed to improving. They have engaged external advice and support from the local authority and the local teaching school alliance in order to develop the necessary expertise to bring about further improvements in the school's work.
- Governors monitor safeguarding effectively. They have been instrumental in determining staffing arrangements that have brought about improvements in behaviour and attendance.

Safeguarding

- The arrangements for safeguarding are effective.
- Leaders responded swiftly to a local authority safeguarding audit. They ensure that necessary checks to confirm the suitability of those who wish to work with children are detailed and thorough. The safeguarding governor has recently visited the school to make checks on senior leaders' actions. As a result, governors have a good understanding of the school's processes and can provide effective challenge.
- Staff understand the issues which may lead children to be unsafe or abused, and act swiftly to put support in place where it is needed.
- Leaders work effectively with parents and external agencies to establish a culture of safeguarding. Leaders share concerns in a timely manner and engage fully with external services to ensure that pupils' needs are met. The headteacher has placed a strong emphasis on partnerships with parents. This ensures that lines of communication are good. Families are positive about the support they receive.
- Pupils who spoke to inspectors say that they feel safe in school. Adults help them to know how to stay safe in a range of situations. For example, when they use social media, they know how to respond safely to anything suspicious. Furthermore, pupils are confident that, if they have any worries, they can speak to an adult, and are confident that they would take appropriate action to keep them safe.

Quality of teaching, learning and assessment

Requires improvement

- The quality of teaching, learning and assessment is not good enough across year groups and between different subjects.
- The school's systems for assessing pupils' attainment and progress are developing but current information is unreliable in some year groups.
- Teaching in some classes does not deepen and extend pupils' learning so they can achieve as well as they can. The work teachers set is not well matched to what some pupils already know, understand and can do. As a result, pupils' progress is too slow.
- The teaching of writing, although improving, is weak in some year groups. Strengths lie in Years 1 and 5. Teachers promote pupils' grammar and punctuation well. Work in books shows significant improvements in the way pupils apply their knowledge of grammar and punctuation. However, teachers do not have high enough expectations of pupils' spelling and handwriting. This mars the quality of pupils' achievement in writing.

- The teaching of mathematics is improving. Teachers' subject knowledge has improved so that they plan learning which generally meets their needs. However, in a few classes, teachers do not make effective use of assessment information to plan activities to deepen or extend pupils' learning. When this occurs, progress slows, particularly for the most able pupils, who do not receive the challenge they need to progress. Leaders' work to resolve this is taking effect but there is more to be done.
- Leaders ensure that effective pastoral support is in place so that barriers to pupils' learning are removed. However, the effectiveness of support for pupils who have special educational needs related to their academic development requires improvement. Scrutiny of pupils' individual support plans shows that teachers are not providing specific enough guidance for these pupils. Nor do leaders carefully track pupils' progress against their targets. Consequently, learning slows. Leaders told an inspector, 'Catch-up isn't yet immediate and effective.'
- Teachers promote a culture of reading and encourage pupils to read widely and often. Improvements to the school's library and a new system focused on developing pupils' reading comprehension skills have improved standards in reading, particularly in key stage 1, where effective phonics teaching has raised confidence in decoding unfamiliar words.
- Pupils thoroughly enjoy their PE lessons. They told inspectors, 'PE is really fun. Our new sports coach challenges us to improve.'
- The teaching of music is a significant strength of the school's work. Good teaching inspires a love of music. Parents are overwhelmingly positive about the inspirational teaching their children receive.

Personal development, behaviour and welfare

Requires improvement

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Teaching staff are caring and are vigilant in passing on concerns to senior leaders when they notice changes in pupils' physical or emotional well-being. Consequently, pupils feel safe. They feel confident to go to trusted adults when they have concerns. Pupils told the inspectors, 'We know who to go to but we try and help each other out.'
- Pupils take their additional responsibilities very seriously. For example, peer mediators make a significant contribution to school life. As a result, pupils enjoy social times such as lunchtimes.
- Staff supervise pupils well at breaktimes and lunchtimes. Pupils show consistently good manners and social skills. Additional staff are on-hand to support pupils who find social times challenging.
- Pupils talk with confidence about how to keep safe online. The school's pastoral team provide effective support and guidance to pupils and their families. Leaders have placed a high priority on engaging parents in this respect. Families value this work.
- Pupils told an inspector how the learning values of 'independence, collaboration and reflection' help them to work together to achieve. These values are reflected in the high levels of engagement and effective teamwork displayed by pupils in classes.

- The school's breakfast club provides a safe and positive start to the day. Pupils enjoy their breakfast and the activities on offer. Consequently, pupils are ready and eager to learn.
- Leaders work closely with other agencies to ensure that pupils who have social, emotional and/or mental health issues receive the support they need. The school's pastoral team provides very effective support for pupils and their families. The work of this team has been instrumental in supporting the most vulnerable pupils to attend school more regularly.
- Developing pupils' confidence and resilience is central to the school's work. Pupils' involvement in regular assemblies and in events, such as local area music festivals, helps them to grow in confidence and self-esteem. Pupils say that the 'night hikes' they take part in are exciting and 'test us to the limit'.
- Educational visits to the Houses for Parliament, for example, support pupils in developing a good understanding of democracy.
- Most teachers expect pupils to work with positive attitudes and most commit to improving their work. However, in a number of classes, where teachers' expectations are lower, handwriting is poorly formed and pupils' presentation untidy and of poor quality.

Behaviour

- The behaviour of pupils requires improvement.
- Attendance remains below the national average for all pupils, including for those who are disadvantaged. Leaders recognise that poor attendance is affecting pupils' outcomes.
- Leaders have taken effective action to improve the attendance of those pupils who are persistently absent from school. Consequently, the number of pupils who are regularly absent has reduced this year.
- The number of fixed-term exclusions because of poor behaviour has been above the national average. Records show that the school is becoming more adept at supporting these pupils. Incidents are now reducing rapidly.
- The presentation of pupils' work is not good enough across subjects and in some year groups. When teachers' expectations are not sufficiently high, the quality of presentation falters.
- Pupils' conduct is good. Pupils are polite and courteous to adults and to one another. Inspectors observed pupils in assembly intently listening to others. Pupils showed great teamwork skills in their excellent musical performances.

Outcomes for pupils

Requires improvement

- Pupils' progress is not consistently good. In 2016, key stage 2 pupils' progress in mathematics was below the national average and placed the school in the lowest 25% of schools in the county in this subject. However, current outcomes suggest much-improved standards this year across the school, even when taking into account an element of error in some teachers' judgements. Leaders recognise that there is more to

be done, in particular for the most able pupils.

- In 2016, outcomes for disadvantaged pupils were below the national averages in reading, writing and mathematics at key stages 1 and 2. This did not represent good progress from pupils' different starting points.
- The progress of disadvantaged pupils, although improving, is not consistently good across year groups and subjects. However, some interventions are highly successful. For example, a writing project for pupils in Year 6 has resulted in pupils' much-improved attitude towards writing. These pupils have made accelerated progress to be on-track to achieve the expected standard this year.
- The quality of pupils' writing is marred by errors in spelling and presentation in some classes and year groups. However, work in books suggests that pupils' writing is improving, such as in Year 5 where pupils' progress is accelerated. Where pupils 'write for best', their work is accurate. For example, displays of Year 6 pupils' book reviews celebrate accurate punctuation and grammar and are neatly presented. However, this level of accuracy is not reflected in pupils' books.
- In 2016, too few pupils from low starting points who received special educational needs support achieved the expected standard. The progress of current pupils who receive special educational needs support is improving but, in some cases, progress is still too slow. Special interventions in small groups are effective at closing gaps in pupils' knowledge and skills, particularly in key stage 1. However, in key stage 2, former lower-attaining pupils and former higher-attaining pupils are not making the progress they are capable of in reading.
- Pupils with social and emotional needs make good and sometimes accelerated progress from their starting points.
- Standards in the Year 1 phonics screening checks represent improvements from 2016. The number of pupils who have met the standard is in line with last year's national average. The school's strong emphasis on these skills is leading to good outcomes.
- The teaching of mathematics is leading to good gains in attainment, particularly in the Nursery and Reception classes.
- Outcomes in music are high. Every child in the school learns at least one instrument and many are competent in playing several. By the time pupils leave the school, they are competent at reading notation and can play alongside their classmates in the school band.

Early years provision

Requires improvement

- Outcomes in 2016 were not good enough and did not represent good progress from children's starting points. Too few children were adequately prepared for Year 1. However, this represented an improvement from the previous year. Current outcomes suggest further improvements this year, which are broadly in line with last year's national averages.
- Leaders have accurately identified the areas needed for improvement and changes are beginning to take hold. Consequently, current outcomes reflect improving standards.
- Teachers' assessments suggest improvements in outcomes this year. The proportion of children achieving a good level of development has improved. However, the accuracy

of their assessments is not secure. Consequently, teachers are not using information about what children know, can do and understand to plan learning which provides suitable challenge. As a result, children's progress sometimes stalls, especially for some of the most able children.

- Disadvantaged children are supported effectively in the Nursery. However, leaders' use of additional funding across the early years has not supported good progress for all disadvantaged children. For example, the most able children and some of the middle-ability children make slower progress. Too few children make good progress to exceed in their early learning goals despite their good start in the Nursery.
- Teachers ensure that the needs of children who have special educational needs and/or disabilities are identified quickly and support put in place. Support for children's speech and language development is particularly effective.
- Children remain focused when they work with an adult and are compliant. Leaders have not yet identified a system for checking children's independent activities. On occasions, children become disengaged because the activities do not stimulate their curiosity.
- Leaders have been effective in improving the quality of teaching in phonics. All adults are adept in teaching this aspect. Activities in phonics are well matched to children's abilities in reading and recognising sounds.
- Teachers engender a love of reading. Children engage enthusiastically in storytelling sessions. Inspectors observed children confidently retelling the sequence of a story. Outcomes in reading have improved this year.
- The Nursery provides rich mathematical opportunities. Children achieve well in number to achieve standards in line with national averages. Teachers have set up effective routines. As a result, when working independently, children use equipment safely and share resources well.
- Parents who spoke to inspectors are extremely happy with their children's start to school. They find teachers to be approachable and value the support that teachers give to their children. Parents are particularly positive about the workshops and coffee mornings that help them to understand how to support their child's learning.
- Safeguarding is effective. There are no breaches of statutory welfare. Adults are well trained about the procedures and expectation that all children must be safe at school. Leaders carry out rigorous risk assessments to satisfy themselves that no harm can come to the children in their care. Consequently, the learning environment provides a safe place for children to learn and explore.

School details

Unique reference number	136648
Local authority	Torbay
Inspection number	10033287

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	455
Appropriate authority	The governing body
Chair	Craig Pagett
Headteacher	Mark Hanbury
Telephone number	01803 557336
Website	www.hayes.torbay.sch.uk/
Email address	admin@hayes.torbay.sch.uk
Date of previous inspection	June 2013

Information about this school

- There have been changes in leadership since the previous inspection, with the appointment of a new headteacher and deputy headteacher.
- The school does not meet requirements on the publication of information about the special educational needs report and the impact of pupil premium and sport premium funding on its website.
- The school does not meet the Department for Education guidance on what academies should publish. It does not publish the necessary information regarding the expenditure of funding for pupils who have special educational needs and/or disabilities.
- This school is larger than the average-sized primary school. The early years consists of two Reception classes. The school has a governor-run Nursery on site, which formed part of this inspection.

- The majority of pupils are of White British heritage.
- The proportion of pupils who receive special educational needs support is below the national average. The proportion of pupils who have a statement of special educational needs or an education, health and care plan is above the national average.
- The proportion of pupils known to be eligible for support by the pupil premium funding is above the national average.
- The school does not meet the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.

Information about this inspection

- Inspectors observed pupils' learning in short visits to lessons across the school, most of which were jointly observed with senior leaders.
- Discussions took place with the headteacher, senior leadership team and a member of the governing body. The lead inspector also conducted a telephone call with a member of the governing body and representative of the local education authority.
- Inspectors scrutinised a number of documents, including school improvement plans and records relating to behaviour, attendance and safeguarding.
- The inspection team scrutinised the quality of pupils' work over time.
- Inspectors spoke to groups of pupils to seek their views about the school. The views of other pupils were gathered during lessons and lunchtimes. An inspector listened to pupils reading.
- Inspectors observed pupils' behaviour in lessons, at lunchtimes, at breaktimes and around the school.
- Inspectors spoke to groups of parents and considered 71 responses to the online survey, Parent View, as well as 61 free-text responses from parents. Questionnaire responses from 24 members of staff and 64 pupils were also analysed.

Inspection team

Tracy Hannon, lead inspector	Her Majesty's Inspector
Craig Hayes	Ofsted Inspector
Anthony Epps	Ofsted Inspector
Sally Olford	Ofsted Inspector
Simon Green	Ofsted Inspector

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