

Inspection of Hayes School

Hayes Road, Paignton, Devon TQ4 5PJ

Inspection dates: 26 and 27 November 2024

The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Good
Leadership and management	Outstanding
Early years provision	Good
Previous inspection grade	Good

The headteacher of this school is Mark Hanbury. This school is part of Hayes School trust, which means other people in the trust also have responsibility for running the school. The trust is chaired by Nigel Williams.

What is it like to attend this school?

Hayes School is an encouraging and aspirational place where pupils thrive. Pupils embody the school's vision of 'be all you can be'. They strive to do their best. Pupils' happy and welcoming attitudes enhance the positive atmosphere. Pupils are highly valued. Their education and well-being lie at the heart of the work the school carries out.

Pupils show great enthusiasm for their learning. The school removes barriers to learning for all pupils, including disadvantaged pupils and those with special educational needs and/or disabilities (SEND). They benefit from the ambitious curriculum and staff expertise. As a result, pupils achieve exceptionally well.

Pupils forge strong relationships with the staff and with each other. This helps them to feel safe and secure. They are encouraged to talk about any of their worries and are offered the support they need to engage positively in school life. Pupils are friendly and articulate. Behaviour across the school is excellent.

Pupil leaders, who have various roles in school, are excellent role models. Their leadership impacts the school's culture. For example, the work of pupil 'reading ambassadors' has raised the profile of reading across the school.

What does the school do well and what does it need to do better?

Pupils achieve extremely well in many aspects of the school's curriculum. The curriculum is ambitious, clear and coherent. It exceeds the expectations of the national curriculum. The school has carefully considered pupils' low starting points. It regularly reviews and changes the curriculum to ensure it contains consistently high-quality content relevant to pupils. It has used pupil voice as part of this process. As a consequence of improvements to the curriculum, pupils achieve extremely well in most areas of the recently published outcomes.

The school's work to support disadvantaged pupils is exceptional. Staff go to great lengths to meet these pupils' needs and to ensure they are fully involved in all aspects of school life. Pupils with SEND have their needs identified quickly. The school takes its responsibility to advocate for these pupils seriously. As a result, pupils with SEND, and those who are disadvantaged, typically flourish during their time at the school.

Many staff in the early years are experts in child development and know children's interests and needs. They help children to learn important routines. As a result, children listen carefully to adults' instructions. This helps children keep safe, share with one another and learn more. Staff make sure that every child has an opportunity to practise key skills, for example offering many different ways to name and recognise numbers. Staff quickly identify errors and help children to catch up promptly.

The school places a high priority on reading. It has a well-established and systematic approach to the teaching of early reading. Pupils display confidence in their ability to decode and blend unknown words. Staff quickly identify pupils who fall behind. They give

precise support to help them catch up and keep up. In the early years, children learn a rich range of stories, rhymes and songs. This helps to develop a love of reading.

Pupils' behaviour is exemplary. Staff establish very clear and consistent routines, which pupils follow. Pupils are highly engaged in learning. They also support and help one another. Pupils are proud to be part of the school community. Pupils are confident staff will resolve any issues that arise.

The school provides a range of clubs and activities through its 'Friday' enrichment programme. In music, pupils develop their skills and have many opportunities to perform in front of audiences. Pupils are very appreciative of the range of opportunities available to them, in particular, they talk with enthusiasm about residential visits. Pupils are proud of the work they do. The knowledge pupils should have about different religions and cultures is not planned in enough detail. Pupils do not yet have a sound understanding of different faiths and cultures. However, they do have an age-appropriate understanding of fundamental British values. The school teaches pupils how to keep healthy and safe. This includes staying safe when working online.

There is a strong, united vision shared across the school. Leaders at all levels are deeply committed to providing a high-quality education for all pupils. Their strategic focus on continuous improvement is evident in all areas. Staff are appreciated, valued and supported. Governors play an active role in championing the school's vision and maintaining high standards. They continually strive to provide an excellent education to every pupil who attends Hayes School.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The knowledge pupils need to know and remember about some religions and cultures is not planned clearly enough. As a result, pupils do not yet have a sound understanding of different faiths and cultures. The school should review its planning to create more opportunities for pupils to understand other religions and cultures so they have a greater understanding of multicultural Britain.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	136648
Local authority	Torbay
Inspection number	10344603
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	324
Appropriate authority	The governing body
Chair of trust	Nigel Williams
Headteacher	Mark Hanbury
Website	www.hayes.torbay.sch.uk
Dates of previous inspection	8 and 9 October 2019, under section 5 of the Education Act 2005.

Information about this school

- The school does not use any alternative provision for pupils.
- The school is a single academy trust.
- The deputy headteacher was appointed since the last inspection.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have

taken that into account in their evaluation of the school.

- Inspectors carried out deep dives in these subjects: early reading, mathematics, music and geography. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke with staff, spoke with some pupils about their learning and looked at samples of pupils' work. The lead inspector also discussed the curriculum in some other subjects.
- Inspectors held meetings with the headteacher and other school leaders and members of staff. The lead inspector also spoke with members of the governing body, including the chair of governors.
- Inspectors observed pupils' behaviour around the school and during lessons. They spoke with pupils to discuss their views of school, their learning, their behaviour and safety. Inspectors also reviewed documentation about pupils' attendance, safety and behaviour.
- To evaluate the effectiveness of safeguarding, inspectors reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspectors considered a range of documents shared by school leaders, including the school improvement plan, leaders' self-evaluation document, SEND documentation and the minutes taken at governing body meetings.
- Inspectors spoke with a range of staff during the inspection. The lead inspector considered responses made by parents to Ofsted Parent View, including free-text responses. The lead inspector also considered responses to Ofsted's staff and pupil surveys.

Inspection team

Paul Walker, lead inspector	Ofsted Inspector
Stewart Gale	Ofsted Inspector
Sarah Tustain	Ofsted Inspector

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