

# Inspection of Hadfield Infant School

Mersey Bank Road, Hadfield, Glossop, Derbyshire SK13 1PN

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Inspection dates: 7 and 8 November 2023

**Overall effectiveness** **Good**

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The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Requires improvement

## **What is it like to attend this school?**

Hadfield Infant School is at the heart of the community. The school works hard to make sure that all pupils aim to 'Be the best they can be'. Pupils talk about the importance of not giving up. They care about each other. They talk about being kind to everyone. Pupils say that they feel safe in school.

Pupils work hard in lessons. The school encourages pupils to do their best. Pupils behave well in lessons and around the school. They are keen to offer opinions and participate in discussions.

Pupils have lots of experiences beyond the school curriculum. For example, there are visits from the ambulance service and local doctors. Pupils learn about gardening, and they can take part in local events in the community.

Parents and carers have very positive views of the school. One comment, typical of many, was: 'My child is thriving here. I could not wish for a better school.'

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

In almost all subjects, the school has created a sequenced curriculum. The curriculum sets out what pupils are going to learn. The curriculum starts in the early years, where children get off to a good start in school. Pupils learn new vocabulary, and they use this in their work. However, some of the work to check the impact of the curriculum is in its early stages.

In lessons, pupils receive guidance on how to improve. They respond well to this. In mathematics, teachers have a clear understanding of the progress pupils are making. If pupils need support, they have targeted teaching to provide help. The subject knowledge of adults is good. Lessons run well because there is no disruption. Pupils enjoy their learning.

The school has placed a focus on the teaching of reading. There is a phonics programme in place, and pupils are learning to read well. There is a consistency in the teaching of phonics. The books that pupils read match the sounds that they are learning. Pupils have access to a wide range of stories. They enjoy reading in class and sharing books with their friends. Pupils have 'secret readers' visiting the school. These visitors share books with the pupils and promote a love of reading. In the 'reading cottage', pupils can listen to stories at playtime. They say that they enjoy this. Pupils who promote reading join 'team read'. They are proud of the badges they have received for this. Pupils who struggle with reading get help to catch up.

Pupils with special educational needs and/or disabilities (SEND) get support as soon as they need it. Leaders work with families to ensure that pupils with SEND access the curriculum. Adaptations are in place to support pupils. Staff work with other agencies to get help for pupils where this is needed.

Pupils have positive attitudes to learning. They enjoy the points that they can earn, and they take pride in their achievements. Pupils and parents enjoy the achievements that are shared online. A small number of pupils do not attend well, and this affects their learning.

Leaders make sure that pupils learn about different faiths and cultures. Pupils can visit a mosque, and they learn about a range of cultures and religions. Pupils are prepared well for life in modern Britain. They learn about being responsible citizens. They contribute to local litter picking, and they donate food to local charities. There is a wide range of clubs for pupils to attend. These include football and basketball. Pupils learn about looking after their own mental health.

Children in the early years enjoy a well-planned and resourced curriculum. For example, they benefit from activities that help them to develop physical strength. They enjoy playing on the new outdoor equipment. Children enjoy sharing books and talking about their writing. They are attentive, and they can focus on their work. They develop confidence, and staff support them well with this.

Governors hold leaders to account. They check on the performance of the school. Staff feel well supported by leaders with regard to their workload.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

### **(Information for the school and appropriate authority)**

- The sequencing of the curriculum in some subjects does not help pupils to build up their knowledge over time. Some pupils are not able to add to their existing knowledge as easily as they should. The school should ensure that all curriculum subjects are appropriately sequenced so that connections can be made between current and prior learning.
- A small number of pupils do not always attend school as often as they should. These pupils are missing vital learning. Leaders need to ensure that these pupils attend school regularly so they can maximise their potential.

## **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

<b>Unique reference number</b>	112692
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	10288306
<b>Type of school</b>	Infant
<b>School category</b>	Maintained
<b>Age range of pupils</b>	5 to 7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	143
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Kath Holtom
<b>Headteacher</b>	Francesca Dodd
<b>Website</b>	<a href="http://www.hadfield-inf.derbyshire.sch.uk">www.hadfield-inf.derbyshire.sch.uk</a>
<b>Date of previous inspection</b>	4 January 2021, under section 8 of the Education Act 2005

## Information about this school

- A new headteacher has been in post since September 2023.
- The school does not use the services of any alternative providers.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- During the inspection, the inspectors met with the headteacher, deputy headteacher, and a range of staff.
- The lead inspector met with members of the governing body. He spoke with a representative from the local authority.

- The inspectors carried out deep dives in early reading, mathematics, physical education and geography. For each deep dive, the inspectors met with subject leaders to discuss the curriculum, spoke with teachers and spoke with pupils about their learning. They visited lessons and looked at samples of pupils' work. The inspectors observed some pupils reading to a familiar adult.
- To evaluate the effectiveness of the school's arrangements for safeguarding, the inspectors: reviewed school policies, procedures and records; met with the designated safeguarding lead; and spoke with staff, governors and pupils about the school's approach to keeping pupils safe.
- The inspector observed pupils' behaviour in lessons and around school.
- The inspectors considered responses to Ofsted's online survey, Ofsted Parent View, including free-text comments. The inspectors met with staff and considered responses to the Ofsted survey for school staff.

### **Inspection team**

George Huthart, lead inspector

Ofsted Inspector

Angela Sweeting

Ofsted Inspector

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