

Hayes Park School

Address: Raynton Drive, Hayes, Middlesex, UB4 8BE

Unique reference number (URN): 102439

Inspection report: 19 May 2026

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Exceptional

Personal development and wellbeing

Exceptional 

Leaders place an extremely high value on the personal development of every pupil in the school. They have designed a carefully integrated and responsive programme that meets pupils' varied needs exceptionally well. Leaders deliberately select roles that transform pupils' outlook and attitudes. This work is highly successful.

Partnerships with other schools and the local community broaden pupils' horizons and raise their aspirations. Visits from local businesses inform and inspire pupils about their future. Pupils reflect on their beliefs and experiences through leadership roles, such as charitable work, membership of the school parliament and championing improvements to the school and local environment as part of the school's eco-team.

The personal development programme is rich and varied. Pupils try activities they may not experience at home, such as outdoor learning, cooking and shelter building. This helps them grow in confidence, solve problems and enjoy nature. These experiences support disadvantaged pupils and pupils with special educational needs and/or disabilities especially well, giving them opportunities to shine and discover new interests. Pupils learn about healthy lifestyles, mental health and how to regulate their own behaviour. Older pupils understand healthy relationships. They recognise the importance of trust and honesty and understand sensitive topics, such as bereavement. Pupils explain confidently how this shapes their values and decisions.

The curriculum enables pupils to distinguish right from wrong. This is closely linked to fundamental British values, which pupils understand securely. Pupils know the importance of respect and tolerance. They learn to respect people from different families, cultures and religions.

Leaders place pupils' wellbeing at the heart of the school's ethos. They track wellbeing programmes rigorously across the school day, targeting support where it is needed most. Pupils feel extremely well supported and play a central role in the school's inclusive culture. They show respect for, and acceptance of, each other's unique qualities. Their understanding of how to stay safe online and in the community, including local risks, is highly developed.

Strong standard

Achievement

Strong standard 

Pupils develop a deep understanding across a range of subjects and produce work of a high standard. For example, they confidently record detailed mapping skills in geography. Pupils demonstrate the depth of their learning in responses to questions in lessons. Pupils attain above the national average in the phonics screening check at the end of Year 1. At the end of Year 6, pupils attain outcomes in national tests that are above the national average. This

consistently effective learning across the curriculum, alongside attainment in national tests, ensures that pupils are very well prepared for their next steps.

Leaders regularly check the progress that pupils make through the curriculum to ensure that pupils achieve as well as possible. Pupils with special educational needs and/or disabilities and those who are disadvantaged make rapid progress from their starting points. Staff take careful and robust action to adapt the curriculum and support these pupils to succeed.

Attendance and behaviour

Strong standard ●

Leaders evaluate absence information diligently and respond quickly, when there is a concern. They have developed a range of systems that promptly pick up and address attendance concerns. Leaders have been especially successful in making sure that disadvantaged pupils and those with special educational needs and/or disabilities attend school as often as they can. Where attendance presents a cause for concern, staff work closely with pupils and their families to overcome barriers to attendance. This means that pupils, including those who are disadvantaged, are rarely absent.

Staff consistently champion high standards of behaviour. Pupils rise to these expectations from the moment they arrive at school. In the early years, children develop excellent learning habits. As they move through the school, pupils build on this positive start and demonstrate a consistently enthusiastic approach to learning. Pupils work diligently in classrooms on their learning activities. They listen attentively to their teachers and take pride in their work. Pupils show high levels of self-discipline. Staff step in quickly when pupils need support with their behaviour, although this is rare. The learning environment created by leaders is calm and welcoming. Pupils enjoy coming to school. The school is a friendly and peaceful place that allows pupils to flourish.

Curriculum and teaching

Strong standard ●

Leaders have designed a broad and ambitious curriculum. It is carefully organised to build pupils' knowledge and skills in a clear, well-sequenced way from the Nursery Year to Year 6. They make sure that pupils secure and build on important knowledge in reading, writing and mathematics. Teachers check pupils' understanding carefully and adapt learning effectively. As a result, pupils, including disadvantaged pupils, apply what they know with confidence. Vocabulary is taught explicitly, and pupils speak fluently and precisely about their learning across the curriculum.

Staff have secure subject knowledge and use it well to meet the needs of all pupils, including pupils with special educational needs and/or disabilities. Teachers routinely draw out pupils' thinking and help them connect new learning to what they already know. Phonics is taught consistently well. Pupils learn to read quickly, and those who fall behind receive timely support to catch up. Leaders check the quality of teaching carefully and use this information to strengthen the curriculum further. Consequently, teaching enables pupils to become confident, resilient learners, who deepen their knowledge across a broad range of subjects.

Early years

Strong standard 

Leaders are passionate and clear about the early years as a foundation for all learning. From the moment children join the Nursery, they benefit from a caring and compassionate team of professionals. Staff build extremely secure relationships with children. Staff work closely with parents and carers to build constructive relationships and support children in becoming confident learners. The impact of this approach is evident in children's ability to share, take turns and engage confidently in activities. Expectations of what children can achieve are high. Staff skilfully design learning activities that immerse children in a rich and varied curriculum that prepares all children well for their next stage of learning.

Precise development of children's language and vocabulary is a consistent feature of learning in the early years provision. Reading is central to the curriculum. Children enjoy reciting nursery rhymes, hearing stories and singing songs every day. The curriculum in the Nursery Year prepares children well for phonics teaching in the Reception Year. This helps children to become confident and fluent readers.

Children use the curriculum experiences and the knowledge they gain to enhance their play. The outdoor area is carefully organised to help children explore, cooperate and physically challenge themselves.

Inclusion

Strong standard 

Parents and carers, pupils and staff all agree that this is a highly inclusive school. The school is known locally for the positive impact it has on its most vulnerable pupils. Very high standards of inclusion that impact on many pupils' experiences have been sustained over time. Leaders and staff work with families to identify the precise needs of pupils with special educational needs and/or disabilities (SEND), disadvantaged pupils and those known to social care. Pupils with SEND benefit from highly trained staff in the specialist SEND resourced provision and the school's inclusion base, 'The NOOK'. These pupils benefit from a personalised curriculum as well as accessing the same ambitious curriculum as their peers.

Staff are experts in designing strategies and resources to help pupils succeed. They are well trained to identify the barriers to learning that pupils face as soon as they start school. Leaders use additional funding for disadvantaged pupils well to address barriers to their achievement and wellbeing. Leaders and staff monitor pupils' progress meticulously. If any pupil finds learning or behaviour difficult, staff change their approach and work thoughtfully to give pupils the resources and strategies that they need to succeed. Leaders work with many partners across the locality to ensure that as many pupils as possible benefit from their inclusive culture.

Leadership and governance

Strong standard 

Leaders promote a culture of high expectations, where teachers' professional learning and wellbeing are valued. Pupils feel safe, benefit from positive daily routines and attend well. Leaders and governors are excellent professional role models. The positive impact of leaders' actions is evident in the success of the school's most vulnerable pupils, including

those with special educational needs and disabilities. Their unwavering focus on overcoming barriers for disadvantaged pupils has a substantial impact on pupils' academic achievement, attendance and wellbeing.

Those responsible for governance have a clear understanding of the school's strengths and areas for improvement. Governors provide considerable support and challenge, resulting in improvement in all aspects of the school's work. They are highly effective in ensuring that all statutory duties are met fully and help to ensure that all decisions are focused on securing the best outcomes for pupils.

Leaders are rightly proud of the extensive professional development provided for all staff, leaders and early career teachers. Expert research-based training, guidance and coaching help staff at all levels to grow in confidence and expertise. Staff feel well supported with workload and wellbeing. They enjoy working in the school and value opportunities for development. They share leaders' commitment to improving the life chances for all pupils at the school.

What it's like to be a pupil at this school

This is a highly inclusive, harmonious and nurturing school. Pupils are listened to, well supported and well prepared for life beyond school. They succeed academically and personally because staff know them extremely well and care deeply about their success and wellbeing. As a result, pupils feel safe, happy and valued. They develop a real sense of belonging and pride in their school.

Parents and carers are highly supportive of the school and its ambitious aims. Staff have high expectations of all pupils, and pupils rise to them. Many achieve highly, including pupils who are disadvantaged and those with special educational needs and/or disabilities. Pupils attend well, which reflects their positive attitudes and eagerness to learn. Through careful thought and planning, skilled staff strive to remove barriers to learning through innovative approaches and personalised support. This helps pupils to progress successfully through the curriculum.

Staff care deeply about pupils' health, safety and wellbeing. Pupils trust staff to look after them. They behave impeccably in classrooms and during social times, treating each other with respect and kindness. Bullying is not tolerated, and pupils trust staff to act swiftly if concerns arise. Older pupils model excellent behaviour consistently well. Younger pupils are quick to help one another. Pupils speak confidently about their ambitions and what they have learned. They take pride in the leadership roles they hold and make a meaningful contribution to the life of the school. Pupils enjoy a rich curriculum and a wide range of clubs and trips that nurture their talent, broaden their experiences and deepen their cultural understanding. They leave the school very well prepared for their next steps, proud of their achievements and proud of their school.

Next steps

- Leaders and those responsible for governance should maintain the school's highly effective work and continue their efforts to achieve transformational outcomes for all pupils.
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About this inspection

The chair of the board of governors in this school is Michelle Rose.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the headteacher and other staff during the inspection. They also spoke with members of the governing body and a representative of the local authority.

The inspectors confirmed the following information about the school:

The school includes a 13 place special educational needs and/or disabilities (SEND) resourced provision for pupils with communication and interaction difficulties.

The school makes no use of registered alternative provision.

Headteacher: Rebecca Broadhurst

Lead inspector:

Phil Garnham, His Majesty's Inspector

Team inspectors:

Janice Howkins, Ofsted Inspector

Joel Sager, Ofsted Inspector

Matt Dineen, His Majesty's Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.



This data is from 19 May 2026

School and pupil context

Total pupils

683

Well above average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

688

Well above average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

20.33%

Close to average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

6.15%

Above average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

15.96%

Close to average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

Location deprivation

Above average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

Resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

Type of specialist provision (if applicable)

ASD - Autistic Spectrum Disorder

What does this mean?

The type of Special Educational Needs provision provided at the school (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	70%	61%	Above
2024/25 (final)	68%	62%	Close to average
2023/24 (final)	67%	61%	Close to average
2022/23 (final)	76%	60%	Above

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	79%	74%	Close to average
2024/25 (final)	77%	75%	Close to average
2023/24 (final)	76%	74%	Close to average
2022/23 (final)	84%	73%	Above

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	81%	72%	Above
2024/25 (final)	79%	72%	Close to average
2023/24 (final)	79%	72%	Above
2022/23 (final)	84%	71%	Above

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	83%	73%	Above
2024/25 (final)	83%	74%	Above
2023/24 (final)	80%	73%	Close to average
2022/23 (final)	86%	73%	Above

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	45%	46%	Close to average
2024/25 (final)	43%	47%	Close to average
2023/24 (final)	31%	46%	Below
2022/23 (final)	71%	44%	Above

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	64%	62%	Close to average
2024/25 (final)	57%	63%	Close to average
2023/24 (final)	54%	62%	Close to average
2022/23 (final)	88%	60%	Above

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	62%	59%	Close to average
2024/25 (final)	57%	59%	Close to average
2023/24 (final)	50%	58%	Close to average
2022/23 (final)	88%	58%	Above

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	61%	60%	Close to average
2024/25 (final)	61%	61%	Close to average
2023/24 (final)	54%	59%	Close to average
2022/23 (final)	71%	59%	Close to average

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	45%	68%	-22 pp
2024/25 (final)	43%	69%	-26 pp
2023/24 (final)	31%	67%	-37 pp
2022/23 (final)	71%	66%	4 pp

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	64%	80%	-16 pp
2024/25 (final)	57%	81%	-24 pp
2023/24 (final)	54%	80%	-26 pp
2022/23 (final)	88%	78%	10 pp

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	62%	78%	-16 pp
2024/25 (final)	57%	78%	-22 pp
2023/24 (final)	50%	78%	-28 pp
2022/23 (final)	88%	77%	11 pp

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	61%	80%	-19 pp
2024/25 (final)	61%	81%	-20 pp
2023/24 (final)	54%	79%	-26 pp
2022/23 (final)	71%	79%	-9 pp

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (3 term)	5.5%	5.2%	Close to average
2023/24 (3 term)	5.7%	5.5%	Close to average
2022/23 (3 term)	6.4%	5.9%	Close to average

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (3 term)	16.7%	13.0%	Above
2023/24 (3 term)	13.6%	14.6%	Close to average
2022/23 (3 term)	17.8%	16.2%	Close to average

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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