

Hasland Junior School

Address: Broomfield Avenue, Hasland, Chesterfield, Derbyshire, S41 0LY

Unique reference number (URN): 112663

Inspection report: 17 March 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.

Strong standard ●

Attendance and behaviour

Strong standard ●

Leaders work in close partnership with families to support pupils to attend regularly. They monitor attendance daily and follow up absences promptly. They act quickly when concerns about pupils' attendance arise. Support includes home visits and tailored pastoral care. These actions lead to steady and sustained improvements for individual pupils.

Whole-school attendance is in line with national figures, and the number of pupils who are persistently absent is reducing. Disadvantaged pupils and those with special educational needs and/or disabilities attend better than pupils with similar needs nationally. Pupils arrive on time each morning and settle to their learning quickly.

Behaviour is a clear strength. Classrooms are calm and purposeful, and pupils respond quickly to instructions. Pupils show positive attitudes to school, take pride in their work and cooperate well with others. Leaders have created a culture based on caring, relationships and values. Staff know pupils well and offer support that meets individual needs. Staff apply behaviour expectations consistently. Systems for recording and checking behaviour are strong. This helps leaders spot patterns early. Suspensions are rare and used only when absolutely necessary. Around the school, pupils feel safe. They say bullying is very rare and that staff deal with any unkind behaviour promptly and fairly.

Personal development and wellbeing

Strong standard ●

Personal development is a clear strength of the school. Leaders have built a thoughtful and ambitious programme that helps pupils grow in confidence and character. The pastoral team offer pupils a safe space to regulate and talk with a trained adult when they need emotional support.

Positive relationships are at the heart of all of the school's work. This ensures that pupils develop a secure sense of belonging. Pupils learn about protected characteristics, British values and different faiths. They talk about these with maturity and respect. The curriculum encourages pupils to reflect on their own beliefs and understand the views of others. This builds pupils' empathy and tolerance. The personal development programme responds well to local needs. Leaders work with parents, governors and outside agencies to shape the curriculum, including through an online safety group. The personal, social, health education and wellbeing programme is carefully planned and reviewed. Teachers use 'class connection' sessions to address emerging issues quickly. Pupils learn clearly about relationships, risks, online safety and emotional wellbeing.

Pupils take on real leadership roles. 'Peer mediators', reading and writing 'champions' and pupil council members all help make the school a positive place. Pupils are proud of these roles and explain how they build their teamwork skills and develop their sense of responsibility.

Pupils access a wide range of clubs and cultural experiences. Attendance in these additional opportunities is high. Leaders ensure that disadvantaged and vulnerable pupils take part and benefit fully. Many pupils access funded places. Outdoor learning, charity work and creative opportunities all help pupils develop character and confidence. Leadership of

personal development is highly effective. Tracking systems ensure that all pupils, including those with special educational needs and/or disabilities and those known to social care, benefit from high-quality support and opportunities.

Expected standard

Achievement

Expected standard 

Pupils achieve well. They gain the knowledge and skills they need for their next stage. This is reflected in the school's positive published outcomes. Disadvantaged pupils and those with special educational needs and/or disabilities achieve equally as well as pupils with similar starting points nationally.

Pupils recall key knowledge in subjects such as history and geography. They use correct vocabulary when talking about their learning. They explain historical concepts such as strategy and deceit in the context of the Trojan War, and discuss the Mayan civilisation with developed understanding. The curriculum helps pupils to build their knowledge over time. Pupils read with age-appropriate accuracy and fluency. Those who find reading more difficult make steady progress, and most catch up. Handwriting is typically legible and fluent. This enables pupils to record their ideas effectively. In mathematics, pupils have secure foundations in number, calculation and mathematical vocabulary. This prepares them well for more demanding concepts.

Curriculum and teaching

Expected standard 

Leaders understand the strengths of the curriculum and what they need to improve. They have designed a broad and balanced curriculum that helps pupils build knowledge in small, clear steps. Subject curriculums follow a logical order. This means pupils can connect new ideas to what they already know. Pupils study a wide range of subjects and enjoy class novels that help them develop their language and vocabulary.

The teaching of reading and mathematics follows consistent routines across the school. For example, in mathematics, pupils use practical resources, talk through their thinking and correct mistakes quickly. These approaches help pupils to build secure foundational knowledge.

Teachers usually explain new learning clearly and provide appropriate resources. However, sometimes, they do not make sure that pupils fully understand subject-specific vocabulary. Leaders rightly focus on building pupils' confidence in reading, writing and mathematics. This helps pupils access the wider curriculum.

Staff subject knowledge is consistently secure. The most effective practice shows teachers explaining new content clearly, checking pupils' understanding and providing timely support. However, the quality of teaching is not yet consistent across all subjects. Some teaching does not move learning on quickly enough or adapt tasks precisely for pupils with special educational needs and/or disabilities.

Inclusion

Expected standard 

Leaders are committed to inclusion and know their pupils well. They spot individual pupils' needs early. This includes pupils with special educational needs and/or disabilities (SEND), those who are disadvantaged, and pupils who have been known to children's social care. Leaders understand the barriers many pupils face, especially around mental health, emotional wellbeing and complex SEND. Leaders work closely with families to put the right support in place. Pupil premium funding is used well to support disadvantaged pupils.

Staff use a range of simple but effective strategies to help pupils feel calm and ready to learn. These approaches are most effective in English and mathematics. Staff continue to develop how they adapt the wider curriculum for some pupils.

Leaders work well with external specialists to seek support and guidance. However, leaders know they need to monitor more closely the small steps of progress that some pupils with SEND make so that they can plan their next steps to have the most impact.

All pupils, including those with SEND and those who are disadvantaged, take part in the full curriculum and wider school life. Leaders monitor pupils' attendance. They check that any interventions are working. They monitor pupils who attend alternative provision. This close monitoring checks that pupils are kept safe, are included and learn well.

Leadership and governance

Expected standard 

Leaders work with care and clear purpose. They know what the school does well and what still needs to improve. They focus on creating a safe, inclusive and calm place where pupils can learn. Parents and staff trust leaders and value the positive relationships across the school. Staff feel supported and can talk openly about their wellbeing. They take part in regular training that helps them improve their teaching.

Leaders check the needs of pupils carefully, including those who are disadvantaged, those with special educational needs and/or disabilities (SEND), or pupils who have had involvement with social care. Leaders make decisions that aim to support these pupils well. Leaders work closely with external partners and local networks to strengthen areas of the school's work, such as safeguarding and curriculum development. For example, they refined the reading spine after working with leaders in their local cluster of schools.

Governance is effective. Governors understand the school's priorities and provide suitable challenge and support. They visit the school often and use this evidence to hold leaders to account. Governors check the quality of key areas such as the teaching of reading, behaviour and the provision for pupils with SEND. Governors also meet their safeguarding and equality duties.

Governors receive updates on the progress of pupils with SEND, those who attend alternative provision and pupils on part-time timetables. They consider staff workload when making decisions and stay in close contact with leaders to support a positive working culture.

The vast majority of parents are overwhelmingly positive, though a small number raise concerns about communication relating to SEND.

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

Pupils feel safe at this school. They trust the adults around them because staff know them well and listen carefully when they need help. Pupils say there is always someone to talk to, and they know that adults deal with any worries or unkind behaviour quickly. At breaktimes and lunchtimes, pupils play happily together and join in a range of activities. The atmosphere around school is calm and friendly.

In lessons, pupils behave well and want to learn. They follow clear routines and settle to work quickly. Teachers help them build good learning habits. As a result, classrooms are focused and purposeful. Pupils are proud of their work. They enjoy talking about what they know. Many say reading is one of the best parts of school. They talk about their class novels with enthusiasm. In mathematics, pupils learn using clear methods and enjoy working with a partner to solve problems.

Pupils achieve well. They remember a lot of what they learn, especially in history and geography, and they use ambitious vocabulary when they explain their ideas. Most pupils, including those who find learning harder, make steady progress.

Pupils feel they belong here. They take part in clubs, trips and leadership roles, such as peer mediators and reading champions. They learn how to stay safe, how to build positive relationships and how to respect people who are different from themselves. Pupils say this is a school where 'everyone fits in', and where they feel cared for, valued and ready to do well.

Next steps

- Leaders should strengthen the precision and rigour of monitoring for pupils with special educational needs and/or disabilities, ensuring that reasonable adjustments and curriculum adaptations are implemented consistently across classrooms so these pupils make sustained and well-evidenced progress.
- Leaders should further improve the consistency of teaching across subjects by ensuring that all staff apply agreed pedagogical approaches with fidelity, so that pupils experience equally high-quality learning and achieve strongly in every subject.

About this inspection

The chair of the board of governors in this school is Chloe Doxey.

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.

Inspection activities:

Inspectors spoke with senior leaders, governors and the local authority school improvement partner during the inspection.

The inspectors confirmed the following information about the school:

The school makes use of one unregistered alternative provision.

Headteacher: Matthew Winson

Lead inspector:

Luella Dhoore, His Majesty's Inspector

Team inspectors:

Stuart Edmonds, Ofsted Inspector

George Huthart, Ofsted 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 17 March 2026

School and pupil context

Total pupils

378

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

360

Close to 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)

28.84%

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

2.38%

Close to 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

11.90%

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

Below 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)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (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	69%	61%	Above
2024/25 (revised)	66%	62%	Close to average
2023/24 (final)	75%	61%	Above
2022/23 (final)	66%	60%	Close to average

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	80%	74%	Above
2024/25 (revised)	84%	75%	Above

Year	This school	National average	Compared with national average
2023/24 (final)	85%	74%	Above
2022/23 (final)	71%	73%	Close to average

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 (revised)	76%	72%	Close to average
2023/24 (final)	83%	72%	Above
2022/23 (final)	82%	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	79%	73%	Close to average
2024/25 (revised)	77%	74%	Close to average
2023/24 (final)	82%	73%	Above
2022/23 (final)	78%	73%	Close to average

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	58%	46%	Above
2024/25 (revised)	54%	47%	Close to average
2023/24 (final)	63%	46%	Above
2022/23 (final)	57%	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	72%	62%	Above
2024/25 (revised)	79%	63%	Above
2023/24 (final)	80%	62%	Above
2022/23 (final)	57%	60%	Close to average

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	69%	59%	Above
2024/25 (revised)	64%	59%	Close to average
2023/24 (final)	70%	58%	Close to average

Year	This school	National average	Compared with national average
2022/23 (final)	73%	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	67%	60%	Close to average
2024/25 (revised)	68%	61%	Close to average
2023/24 (final)	67%	59%	Close to average
2022/23 (final)	67%	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	58%	68%	-10 pp
2024/25 (revised)	54%	69%	-16 pp
2023/24 (final)	63%	67%	-4 pp
2022/23 (final)	57%	66%	-10 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	72%	80%	-8 pp
2024/25 (revised)	79%	81%	-2 pp
2023/24 (final)	80%	80%	0 pp
2022/23 (final)	57%	78%	-22 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	69%	78%	-8 pp
2024/25 (revised)	64%	78%	-14 pp
2023/24 (final)	70%	78%	-8 pp
2022/23 (final)	73%	77%	-4 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	67%	80%	-13 pp
2024/25 (revised)	68%	81%	-13 pp
2023/24 (final)	67%	79%	-13 pp
2022/23 (final)	67%	79%	-13 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 (2 term)	4.7%	5.2%	Close to average
2023/24 (3 term)	5.3%	5.5%	Close to average
2022/23 (3 term)	5.1%	5.9%	Below

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 (2 term)	11.5%	13.3%	Close to average
2023/24 (3 term)	11.3%	14.6%	Close to average
2022/23 (3 term)	11.8%	16.2%	Below

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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