

Redbrook Hayes Community Primary School

Inspection report

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|--------------------------------|---------------------|
| Unique reference number | 134665 |
| Local authority | Staffordshire |
| Inspection number | 381711 |
| Inspection dates | 23–24 February 2012 |
| Lead inspector | John Horwood |

This inspection of the school was carried out under section 5 of the Education Act 2005.

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|--|--|
| Type of school | Primary |
| School category | Community |
| Age range of pupils | 3–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 225 |
| Appropriate authority | The governing body |
| Chair | Valerie Edwards |
| Headteacher | Mandy Chaganis |
| Date of previous school inspection | 30 April 2009 |
| School address | Talbot Road Brereton Rugeley WS15 1AU |
| Telephone number | 01889 256600 |
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Introduction

Inspection team

John Horwood

Additional inspector

Malcolm Johnstone

Additional inspector

This inspection was carried out with two days' notice. Inspectors used a number of strategies to observe learning. These included lesson observations ranging from five to 45 minutes. A total of six hours 15 minutes was spent observing teaching, which included visiting 12 lessons taught by eight teachers. Meetings were held with staff, members of the governing body and groups of pupils. Informal discussions also took place with parents, carers, and pupils. Inspectors took account of the responses to the on-line questionnaire (Parent View) in planning the inspection, observed the school's work, and looked at documents, including the school improvement plan, minutes of meetings, the school's information on pupils' progress, and samples of pupils' work. The responses to 78 questionnaires from parents and carers, 28 responses from staff, and 100 responses from pupils were examined and analysed.

Information about the school

Redbrook Hayes Community Primary School is an average-sized primary school. The proportion of pupils from minority ethnic groups is much lower than that found nationally and none speaks English as an additional language. The proportion of pupils known to be eligible for free school meals is higher than that found nationally. The proportions of disabled pupils and those who have special educational needs are higher than the national figures, as is the proportion who have a statement of special educational needs. A number of pupils join the school after Year 1 and most of these are disabled or have special educational needs. The school moved into the current purpose-built premises in 2007, following the amalgamation of two smaller schools. The current headteacher returned to full time work earlier this year following a period of illness during which time the school was led by the deputy headteacher as acting headteacher. The deputy retired in January and at the time of the inspection another member of the leadership team was acting deputy.

The school has achieved the Dyslexia Friendly Full Status and the Staffordshire Anti-Bullying Pledge. It meets the current floor standard.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

| | |
|---------------------------------------|----------|
| Overall effectiveness | 3 |
| Achievement of pupils | 3 |
| Quality of teaching | 3 |
| Behaviour and safety of pupils | 2 |
| Leadership and management | 3 |

Key findings

- This is a satisfactory school. The pupils are helped to develop good social skills and this has led to good behaviour. Strengths within the school leadership, together with recently improved teaching, are evident in improved attainment, especially in reading. It is not yet good because achievement over recent years is satisfactory.
- All pupils make at least the expected progress and an increasing number make good progress. Attainment for pupils who have been in the school for most of their education is broadly average. Pupils who have been in the school a shorter time have made satisfactory progress from lower starting points. Attainment in mathematics is lower than in English.
- Teaching has improved and much is now good. Pupils are not always involved in evaluating their own progress and marking does not consistently tell them how to improve. Teaching of linking letters and sounds (phonics) is good for the younger children, but not yet fully developed for those older pupils who have underdeveloped reading skills. Opportunities for investigative work in mathematics are limited.
- Behaviour has improved because the school has a clear, secure behaviour policy. Sanctions and rewards are well managed. Disruption to lessons is rare. Pupils say they feel safe in school and are taught how to keep safe and healthy. They have positive attitudes to learning and like coming to school.
- Leaders at all levels have a clear vision for improving the school. They monitor school performance and the quality of teaching regularly through pupils' progress meetings, lesson observations, and assessment data. This is leading to more good teaching and improving progress. Management systems are well-established and this ensured that the school ran smoothly during the recent periods of temporary leadership.

Schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

What does the school need to do to improve further?

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- Raise attainment in mathematics by increasing opportunities for investigative work.
- Raise attainment in English by extending the focus on the whole school development of phonics into the higher year groups for those pupils who need it.
- Improve teaching so that a greater proportion is good or better by:
 - involving pupils more in assessing their own progress
 - improving marking so that pupils are consistently advised as to how they might improve their work and move to the next stage of their learning.

Main report

Achievement of pupils

Attainment on entry to the Nursery varies. Past cohorts have had skill levels below those expected for their age, but the recent cohorts have lower skills, especially in communication and emotional development. In the Early Years Foundation Stage, children make good progress, but attainment is below average when they move to Year 1. Attainment levels and progress made are monitored closely and checked by senior leaders. Children are helped to learn by good teaching, especially of phonics, and a wide range of resources both indoors and outdoors. Children's emotional development is supported well by caring staff. All parents and carers spoken to when they brought their children to the Nursery and to Reception were very happy with all aspects of their children's education.

In Key Stages 1 and 2, pupils make satisfactory progress overall. Reading skills are currently broadly average in Year 2 and at the end of Key Stage 2; this shows significant improvement on previous years because of good progress in reading. Attainment in mathematics is lower than in English at the end of Key Stage 2 because progress is only satisfactory. Disabled pupils and those who have special educational needs make expected progress from their individual starting points, through a wide range of support strategies. Boys and girls make similar progress and there are no consistent significant differences in the attainment of pupils who are known to be eligible for free school meals and those who are not. Comparisons of the school's performance with national data are not always secure. For example, in 2011, 38% of the Year 6 cohort had special educational needs and four of these pupils had joined the school during Key Stage 2. Standards for the majority of pupils by the end of Year 6 are broadly average. Throughout the school, the progress seen in lessons is always at least satisfactory and sometimes good. This is confirmed by the work seen in books, which show higher attainment in English than in mathematics. The vast majority of parents and carers say their children are making good progress and developing good academic skills. This differs from the inspectors' view because they have to assess progress over a longer period.

Pupils enjoy their learning as was seen in a Reception Year phonics lesson, when children were keen to take part and this encouraged a lively and fast pace of

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learning. In all lessons, pupils show good attitudes to learning and this was seen in a Year 2 mathematics lesson, when pupils explained their techniques to the class. In a Year 6 literacy lesson, made exciting by linking the activities to the 'Superheroes' theme, pupils showed their ability to work well in small groups by recording their role play activities both sensibly and enthusiastically. Disabled pupils and those who have special educational needs were always fully integrated into activities.

Quality of teaching

Teachers have good relationships with pupils. For the younger pupils, there is a focus on developing their personal skills to enable them to learn effectively. While the impact of teaching has been satisfactory over time, affected by staff changes and absence, the staffing arrangement is now more stable and much of the teaching is good, with none inadequate. Teachers provide a varied range of activities and there are good links between subjects to make learning meaningful. There are good opportunities to develop literacy skills across other subjects, but fewer opportunities to develop mathematical investigational skills. Teachers use assessment data well to provide challenging work for all pupils. They involve pupils very well in the learning activities, but do not always give them sufficient opportunities to assess their own progress. Teaching assistants are well trained in supporting pupils' needs and provide good support, both in the classroom and during small-group work. The teaching of phonics and early reading skills is good for the younger pupils, but this is not sufficiently extended into the older year groups to help those who join the school after Key Stage 1 with lower reading skills. Teachers mark pupils' work regularly, but do not always provide constructive comments when they mark pupils' work, or advise them on how to improve.

The curriculum supports both academic and personal skills well. Teachers use themes and practical activities to extend and develop pupils' basic skills throughout the curriculum. Teaching has an impact on pupils' spiritual, moral, social, and cultural development through learning about other faiths and cultures, as well as giving them an understanding of the arts. In the Early Years Foundation Stage, children have good opportunities to choose the activities to work on. Teachers are good role models and have high expectations of pupils' academic and social development. The vast majority of pupils and their parents and carers who completed questionnaires say teaching is good. This differs from the inspectors' view because they have to look at the impact of teaching over a longer time.

Behaviour and safety of pupils

The behaviour seen during the inspection was consistently good. Parents and carers, as well as pupils and staff, are very clear that this is the normal situation in the school. The questionnaire responses about behaviour and bullying are very positive. This is also reflected by pupils saying they feel safe in school, a view shared by staff, parents and carers. There is a clear behaviour policy, which is applied consistently across the school and pupils know the boundaries. Rewards and sanctions are identified in every classroom and are very successful. The school has effective

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procedures to prevent and deal with any incidents of bullying and this is reflected by the recent anti-bullying pledge. Exclusions are very rare. The school can point to examples of marked improvement in behaviour for a number of individuals who have difficulty with self-control. Although a few parents and carers were concerned about some disruption to lessons, evidence shows that this is now extremely rare. The school is a very harmonious community. Pupils say they feel safe in school because they know that adults will sort out quickly any problems that arise. They are taught about the different types of bullying, including cyber bullying, and are involved in producing class rules and risk assessments. Pupils support safety by contributing to procedures and risk assessments. Inspection findings support the prevailing view that behaviour and safety are typically good. Attendance at school is above that seen in most schools.

Leadership and management

The leadership team has been affected by absence due to illness and change owing to retirement. However, systems set up by the leadership team following the opening of the school have been effective at minimising the impact of subsequent changes in leadership. Parents and carers make positive comments about current and past leadership. Typical comments are 'I have been impressed with the standard of education and care my child has received' and 'The previous deputy headteacher provided excellent reassuring leadership during the headteacher's prolonged absence'. The involvement of middle managers is well-established and supported by providing professional development opportunities for staff. The governing body provides satisfactory support and challenge to the school. Several members visit regularly and have a good understanding of the school and what needs to be done for it to improve further. The headteacher has a clear and determined vision of improving academic standards while ensuring every aspect of pupils' development is supported. Standards have been rising for the pupils who have been in the school for most of their education. The good relationships throughout the school mean that every pupil is known by all the adults and their needs are addressed on an individual basis, ensuring they all have equal opportunities to succeed. The achievement of groups of pupils is also monitored closely so that any differences are identified early and rectified. There is no evidence of discrimination of any kind and, within class, pupils are always very considerate of those less fortunate than themselves. Members of the governing body and school leaders are all involved in monitoring the well-being of pupils and all safeguarding requirements are met.

The school leaders have a good understanding of the strengths and areas for improvement. The school development plan is focused on supporting all aspects of pupils' education. The actions identified in the previous inspection have been addressed satisfactorily during a period of changing leadership. In particular, there are now more opportunities for the children in the Early Years Foundation Stage to develop early writing skills and presentation of work in mathematics has improved. Although teaching is satisfactory overall, the improvements in teaching demanded by leaders have increased the proportion of good lessons. Actions taken by leaders have ensured that good behaviour is the normal situation within the school and that

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achievement has risen since the last inspection, but attainment in mathematics is still lower than in English. The school has a satisfactory capacity for sustained improvement.

Leaders support teachers through a programme of classroom observation and professional development. The curriculum is broad and balanced, with a wide range of extra-curricular opportunities. All pupils have the opportunity to go on a residential visit and regular visits to more local areas where they can meet people from different backgrounds to their own. The curriculum makes a strong contribution to pupils' spiritual, moral, social, and cultural development. There are developing links in place with other schools nationally to enhance pupils' cultural understanding.

Glossary

What inspection judgements mean

| Grade | Judgement | Description |
|---------|--------------|--|
| Grade 1 | Outstanding | These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs. |
| Grade 2 | Good | These are very positive features of a school. A school that is good is serving its pupils well. |
| Grade 3 | Satisfactory | These features are of reasonable quality. A satisfactory school is providing adequately for its pupils. |
| Grade 4 | Inadequate | These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves. |

Overall effectiveness of schools

| Type of school | Overall effectiveness judgement (percentage of schools) | | | |
|----------------------|---|------|--------------|------------|
| | Outstanding | Good | Satisfactory | Inadequate |
| Nursery schools | 46 | 46 | 8 | 0 |
| Primary schools | 8 | 47 | 40 | 5 |
| Secondary schools | 14 | 38 | 40 | 8 |
| Special schools | 28 | 48 | 20 | 4 |
| Pupil referral units | 15 | 50 | 29 | 5 |
| All schools | 11 | 46 | 38 | 6 |

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

| | |
|----------------------------|---|
| Achievement: | the progress and success of a pupil in their learning and development taking account of their attainment. |
| Attainment: | the standard of the pupils' work shown by test and examination results and in lessons. |
| Attendance | the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance. |
| Behaviour | how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school. |
| Capacity to improve: | the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement. |
| Leadership and management: | the contribution of all the staff with responsibilities, not just the governors and headteacher, to identifying priorities, directing and motivating staff and running the school. |
| Learning: | how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners. |
| Overall effectiveness: | inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. |
| Progress: | the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started. |
| Safety | how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning. |

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



27 February 2012

Dear Pupils

Inspection of Redbrook Hayes Community Primary School, Rugeley, WS15 1AU

Thank you for making us so welcome when we visited your school. We enjoyed talking with you and looking at the work you do. Your school provides you with a satisfactory education.

There are things we admired about your school and these are a few of them.

- You all get on very well together, enjoy coming to school, and you feel safe.
- Your behaviour is good and any lapses are managed well by staff. The few pupils who have difficulty with behaviour are supported well by adults.
- You all benefit from a good learning environment in the new building.
- You tell us that any type of bullying is very rare and dealt with quickly and well.
- You have good opportunities for school trips to support your learning.

For the school to become better, we have asked your headteacher to:

- increase the opportunities you have to carry out investigations in mathematics
- extend the phonics work into the upper year groups for those of you who need it
- give you more opportunities in lessons to assess your own progress
- ensure teachers always make helpful comments when they mark your work and tell you what you need to do to get to the next step in your learning.

All of you can help the school to move forward by continuing to work hard. We wish you every success in the future.

Yours sincerely

John Horwood
Lead inspector (on behalf of the inspection team)

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