

Rough Hay Primary School

Inspection report

Unique Reference Number	104177
Local Authority	Walsall
Inspection number	377026
Inspection dates	22–23 September 2011
Reporting inspector	Derek Aitken

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	330
Appropriate authority	The governing body
Chair	Diane Moore
Headteacher	Mark Klekot
Date of previous school inspection	3–4 March 2009
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Age group	3–11
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Introduction

This inspection was carried out by three additional inspectors. Inspectors observed 24 lessons or part-lessons taught by 15 teachers. Inspectors held discussions with the Chair of the Governing Body, staff, groups of pupils and a small number of parents and carers. The inspectors observed the school's work and looked at documents, including policies and procedures relating to the safeguarding of pupils, self-evaluation records and assessment information. The inspectors analysed responses to questionnaires from 40 parents and carers, 136 pupils and seven staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- How well do pupils develop their mathematical knowledge and skills in Key Stage 2?
- How successful has the school been in improving pupils' writing skills since the previous inspection?
- How effective are middle leaders in driving improvement?
- How effective is curriculum planning across the Nursery and Reception in promoting continuity and progress for children?

Information about the school

Rough Hay Primary is larger than most primary schools. The large majority of pupils come from White British backgrounds. The proportion of pupils known to be eligible for free school meals is high. The percentage of pupils with special educational needs and/or disabilities is average. These pupils have a range of needs, including moderate learning difficulties. Provision for the Early Years Foundation Stage is made in two part-time Nursery classes and two Reception classes. The school runs a daily breakfast club which was observed as part of this inspection.

The school has Healthy Schools status.

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: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

Rough Hay Primary provides its pupils with a satisfactory education. Attainment in Year 6 in both English and mathematics has risen over the last few years and is now broadly average overall by the end of the key stage. The school's efforts since the last inspection to improve pupils' writing skills have been markedly successful. Younger pupils benefit from focused lessons in basic handwriting while older pupils receive detailed guidance on how to write carefully constructed stories.

Children in the Nursery and Reception get off to a satisfactory start. Recent discontinuity in the staffing and leadership of the Early Years Foundation Stage has affected the quality of provision. In particular, not enough robust data have been collected at key transition points for staff to plan systematically for the development of children's skills across the two years. Pupils make good progress in Key Stage 1, from starting-points which are often well below average. Despite not always being fully sustained in Key Stage 2, pupils make appropriate progress by the time they leave. However, progress in mathematics for a minority of pupils in some Year 3 to Year 5 classes is inconsistent, due to weaknesses in aspects of the curriculum and teaching. At times the improvement in pupils' attainment is over-reliant on the good teaching and catch-up programmes they receive in Year 6. The school possesses data on pupils' performance but staff do not use this information consistently enough to plan lessons to meet the needs of all groups of pupils, including pupils with special educational needs and/or disabilities. On some occasions, when lessons are mundane, pupils lose concentration and more time is spent on regaining their attention, than in enabling them to learn from each other or independently.

The curriculum promotes pupils' awareness of how to stay safe and their practice of healthy lifestyles well, for example through parent–child cooking sessions. As a result, pupils feel safe and secure and adopt healthy lifestyles well. The development and monitoring of the curriculum in mathematics have lagged behind English, partly as a result of the recent focus on writing. Leaders have implemented some useful initiatives to widen pupils' cultural horizons, through, for example, attendance at arts-based events. Satisfactory arrangements for safeguarding ensure pupils are settled at school.

Much of the school's self-evaluation, undertaken largely by the headteacher is rigorous, in particular with regard to tracking pupils' performance in key subjects and monitoring the quality of teaching and learning. However, opportunities for subject leaders to make a significant contribution to whole-school development are

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restricted. This reduces accountability and results in some inconsistencies in the quality of curricular provision. The school therefore demonstrates a satisfactory capacity for sustained improvement.

Up to 40% of the 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?

- Accelerate the development of children's basic skills in the Early Years Foundation Stage by planning the curriculum for the two years more systematically.
- Raise pupils' achievement by:
 - improving the planning, monitoring and teaching of the curriculum for mathematics particular in Years 3 to 5
 - ensuring that teachers consistently use prior assessment information to plan lessons which are well adapted to the needs of all groups of pupils
 - ensuring that all lessons are interesting and provide a suitable level of pace and challenge to engage pupils
- Enhance the effectiveness of school leadership by providing better opportunities for subject leaders to contribute to whole-school development and assume more responsibility for outcomes for pupils.

Outcomes for individuals and groups of pupils

3

Pupils achieve satisfactorily. Their skills when they join Year 1 are usually well below average, especially in speaking, listening and writing. National assessment data, the school's own records and lesson observations confirm that pupils make fast progress in writing and good progress overall in Key Stage 1 and in Year 6. Progress in mathematics for a minority of pupils in the intervening years is inconsistent and intensive work in the final year reinforces basic concepts and enables pupils to apply their knowledge more securely. Nevertheless, the mathematical skills of Year 6 pupils remain below average. Pupils have a secure grasp of simple additions and can explain straightforward methods for solving problems. Their command of multiplication tables is uncertain and leads to inaccuracies when they are required to carry out more complex operations. Pupils focus well on their structured writing tasks, often working with confidence and enthusiasm and ensuring that essential points are included with careful reference to notes. Pupils with special educational needs and/or disabilities make satisfactory progress overall although this is inconsistent. For example, they made limited progress in a Key Stage 2 mathematics lesson where they were more intent on winning a game than on the skills they were supposed to be acquiring. Sometimes, progress for this group is better, as for

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example in a Year 3 art lesson, where pupils produced pleasing imitations of Chagall’s shading techniques.

Pupils say that they enjoy school. They have a good understanding of the importance of healthy lifestyles and are well aware of factors which could impair their physical and mental health, such as drugs. This is reflected in the school’s national award. Most pupils show positive attitudes towards their learning but some are less well motivated. Pupils’ behaviour is satisfactory. Most pupils follow the staff’s instructions promptly, but some pupils require regular reminders to organise themselves properly or focus on their work. Older pupils, such as the head boy and head girl, exercise their leadership roles well, for example when directing the distribution of rewards in the tuck shop. Other pupils, such as the safety patrollers, contribute usefully to the school community by ensuring that pupils stay safe during break-times and play. Some opportunities in assemblies and in lessons are missed to promote pupils’ spiritual and creative development. Pupils’ broadly average levels of attainment, collaborative skills and attendance provide them with a satisfactory set of workplace skills for the future.

These are the grades for pupils’ outcomes

Pupils’ achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils’ attainment ¹	3
The quality of pupils’ learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils’ behaviour	3
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	3
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils’ attendance ¹	3
The extent of pupils’ spiritual, moral, social and cultural development	3

How effective is the provision?

Most teachers apply classroom rules consistently and fairly and promote productive relationships in the classroom. In many lessons teachers use a suitably varied range of techniques and resources, including the interactive whiteboard, which engage

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

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pupils well. On these occasions pupils learn well, because they have opportunities to share ideas with each other, and sensitive questioning provides them with scope for thinking independently. In less successful lessons, when expectations are lower, these positive features are not so prominent. In a minority of lessons pupils’ interest wavers, more time is spent on managing behaviour than in advancing learning and pupils have limited opportunities to develop their thinking or collaborative skills. While pupils of different levels of ability are often identified in teachers’ planning, in several lessons, for example in mathematics in Year 3 to Year 5, pupils of different abilities spend too long working on the same task which holds back their progress. Nevertheless throughout the school and across a range of subjects teaching is satisfactory overall and this supports satisfactory learning and progress.

The curriculum has been adapted well to address weaknesses in pupils’ writing skills when they start Key Stage 1. By the end of Year 6 pupils’ handwriting skills have improved substantially and most pupils are able to write accurately in a range of genres. Outcomes are most successful when pupils are writing for a clear purpose, such as instructional or persuasive writing, less so when opportunities present themselves for pupils to use imaginative vocabulary. The curriculum for mathematics is under reconstruction this term to address gaps in pupils’ basic skills and it is too soon for the impact of these changes to take effect. Provision for pupils with special educational needs and/or disabilities is similarly being overhauled under new leadership and a useful start has been made in sharpening assessment processes for them. Pupils enjoy the enhanced range of enrichment activities, including visits to the theatre, ballet and opera, which are subsequently carried forward into school productions such as ‘The Jungle Book’.

Pupils feel safe and are confident they can approach staff who will sort matters out to their satisfaction. They believe that they are given good advice on how to acquire an informed understanding of matters affecting their health and personal safety. On a few occasions pupils are concerned by instances of poor behaviour on the part of some pupils. Attendance is average and this and pupils’ punctuality are monitored efficiently by the office staff. Intervention programmes are most successful in Year 6, partly because teaching for these pupils is more precisely geared towards their levels and needs. The breakfast club provides pupils with a nutritious start to the school day and an enjoyable range of construction activities.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account:	
The use of assessment to support learning	3
The extent to which the curriculum meets pupils’ needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	3

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How effective are leadership and management?

School self-evaluation, conducted by the headteacher on key aspects of the performance of pupils and staff, is carefully considered. Consequently, senior leaders have an informed, accurate overview of strengths and areas for development in provision. The school development plan is centred on a suitable range of priorities to raise pupils’ achievement, but in some respects these are viewed in isolation, rather than as an integrated whole. While other staff with subject responsibilities are beginning to monitor aspects of the school’s work, their action plans are often linked to day-to-day operational tasks rather than sharply focused on generating initiatives to improve outcomes. These factors undermine the effectiveness of the challenging targets which are set for pupils. Monitoring of teaching and learning through lesson observations conducted largely by the headteacher is satisfactory. It contains much detailed, perceptive comment and provides guidance for staff but in some cases it has had limited impact on effecting improvements in weaker practice.

Safeguarding arrangements are satisfactory overall and include some strengths in measures for child protection and employment procedures for new staff. Members of the governing body, under the energetic guidance of the Chair, offer satisfactory levels of support and challenge to senior leaders. School development plans show the school is aware of the work it has to do to guarantee that all pupils reach their potential. The way in which discrimination is tackled and equal opportunities are promoted is satisfactory, for example by ensuring that initial gaps in the attainment of different groups are progressively reduced by the end of Year 6. The school makes a satisfactory contribution to community cohesion, but its work is further advanced nearer to home, for example through collaboration within the local cluster of schools, than further afield.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school’s engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

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Early Years Foundation Stage

Children’s skills and knowledge when they join the Nursery are well below those typically seen in this age-group. Outcomes for children at the end of Reception have fluctuated over the last three years but in 2011 the school was successful in reducing the gap with national expectations in emergent reading, writing and basic numeracy. In Nursery, children settle quickly, behave safely, learn to take turns and show encouraging signs of developing independence through making choices. Reception children make a satisfactory contribution to class discussions, songs and activities. The curriculum provides a careful balance of teacher-directed and child-initiated activities but there is some variation in the quality of teaching, and when the pace of the lesson drops, children are less actively engaged in their learning. Leadership is satisfactory but the new team has not yet acquired the sharp overview of provision needed to ensure good progress for all groups of children. Welfare arrangements are satisfactory overall, with some good features with regard to careful induction procedures and healthy eating. Good partnerships with parents and carers are proving increasingly effective in supporting children’s learning and well-being. Children make satisfactory progress and amended arrangements for assessment, coupled with some gains in short-term lesson planning and the wider curriculum have produced recent improvements to teaching in the Nursery. While the indoor and outdoor areas are adequately resourced, they do not provide an exciting stimulus to extend children’s learning fully.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

The proportion of parents and carers who responded to the questionnaire was low. Almost all respondents view the school’s work very favourably. Only four written comments were received and these were mainly positive. Inspectors found that the school provides an acceptable standard of education and is aware of its areas for improvement.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Rough Hay Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 40 completed questionnaires by the end of the on-site inspection. In total, there are 330 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	20	50	19	48	1	3	0	0
The school keeps my child safe	27	68	13	33	0	0	0	0
The school informs me about my child’s progress	24	60	15	38	0	0	0	0
My child is making enough progress at this school	27	68	13	33	0	0	0	0
The teaching is good at this school	28	70	12	30	0	0	0	0
The school helps me to support my child’s learning	27	68	12	30	0	0	0	0
The school helps my child to have a healthy lifestyle	25	63	15	38	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	20	50	18	45	1	3	0	0
The school meets my child’s particular needs	23	58	17	43	0	0	0	0
The school deals effectively with unacceptable behaviour	24	60	16	40	0	0	0	0
The school takes account of my suggestions and concerns	24	60	16	40	0	0	0	0
The school is led and managed effectively	23	58	17	43	0	0	0	0
Overall, I am happy with my child’s experience at this school	27	68	13	33	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 08 April 2011 and 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.

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

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on 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 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:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
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.

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.



26 September 2011

Dear Pupils

Inspection of Rough Hay Primary School, Wednesbury WS10 8NQ

I would like to thank you for your help when the inspection team visited your school recently and for sharing your views with us. You told us that pupils' behaviour was satisfactory and we agree with you. Yours is a satisfactory school but there are some good parts to its work.

- Your teachers have worked hard to improve your attainment in writing and you are now making good progress in this skill.
- You know how to stay fit and healthy and most of you try hard to practise healthy lifestyles.
- You have a good understanding of what you should do to stay safe.

While your attainment is broadly average by the end of Year 6 there are some things that the staff need to do to help you learn better, especially in mathematics.

- We have asked staff in the Nursery and Reception classes to speed up children's progress by improving the planning of the curriculum for the two years.
- We have asked teachers to plan the mathematics curriculum more carefully, especially in years 3 to 5, so that you develop your understanding and skills better.
- Teachers are asked to make better use of the information they have about your attainment to match work to your needs, make sure lessons move at a fast pace to keep you interested in your work and stretch you to do your best.
- Subject leaders are asked to play a fuller part in the development of their subjects and the school's work.

You can help by making sure you concentrate hard at all times and trying your best in mathematics lessons.

Yours sincerely

Derek Aitken
Lead inspector

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