

Redbrook Hayes Community Primary School

Talbot Road, Brereton, Rugeley, WS15 1AU

Inspection dates 12–13 November 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Too few pupils make good progress in reading, writing and mathematics.
- Some teachers do too much of the work for pupils and some of their explanations are overly long.
- Pupils are given too few opportunities to take what they have learned from their teachers and apply this independently to their work.
- Pupils who are at risk of falling behind are not always identified in time for them to be given the support they need to catch up.
- Sometimes, teaching assistants do not play an active enough role in aiding pupils' learning.
- Although there are signs of improvement, leaders, including governors, have not improved teaching sufficiently to make sure that pupils make good progress and achieve consistently well over time.
- Changes in the leadership of the school since the last inspection have meant that the school's vision has been less clear to all staff than it should have been. This contributed to the fall in the school's performance in 2013.

The school has the following strengths

- Behaviour in the school is good. Relationships between pupils and adults are strong and productive. Pupils feel safe and cared for in an environment that supports and encourages them well.
- The teaching of phonics (the links between letters in words and the sounds they represent) is good across the school.
- The marking of pupils' work is regular and thorough.
- The leadership of the Early Years Foundation Stage is good, so children make good progress.
- There is a positive, happy spirit in the school. Staff are highly motivated and work well together as a team.

Information about this inspection

- The inspectors observed nine teachers and visited 16 lessons or part lessons. Seven lessons were observed jointly with the headteacher.
- Discussions were held with the headteacher and other senior leaders, the mathematics subject leader, pupils and governors. The lead inspector had a discussion with a representative of the local authority.
- The inspectors observed pupils' work, looked in their exercise books and listened to them read.
- A range of documentation was examined, including the school's analysis of how well it is doing, information on pupils' progress, and documents regarding safeguarding and key reports and policies.
- The inspector took account of the 10 responses to the online questionnaire Parent View, the school's own survey of parental views, and analysed 23 questionnaires completed by staff.

Inspection team

Andrew Stafford, Lead inspector

Additional Inspector

Sally Elborn

Additional Inspector

Full report

Information about this school

- Redbrook Hayes Primary is a slightly smaller-than-average sized primary school. Pupils attend from the town and surrounding area.
- The Early Years Foundation Stage caters for Nursery and Reception-aged children. There are single age classes in Years 1 to 6.
- The vast majority of pupils are of White British heritage.
- The proportion of disabled pupils and those who have special educational needs supported through school action is well above average. The proportion supported at school action plus or with a statement of special educational needs is also well above average.
- The proportion of pupils known to be eligible for the pupil premium (additional government funding provided, in this school, for children known to be eligible for free school meals) is well above average.
- The school meets the government's current floor standards, which set the minimum expectations for attainment and progress in English and mathematics.
- The substantive headteacher retired in July 2013 after a long absence due to illness. Prior to her retirement, the Early Years Foundation Stage leader was appointed deputy headteacher and, during the summer term 2013, was appointed acting headteacher. She has been absent through illness from the first week of the autumn term. The local authority appointed an executive consultant and seconded a deputy headteacher to support the school from September 2013. The executive consultant's contract ended in October and a seconded headteacher, a local leader in education, joined the school the day before the inspection started. A newly appointed headteacher will join the school in January 2014.
- Problems with the leaking roof in the building, disrupted pupils' education and coincided with the national tests for year 6 pupils in 2013.

What does the school need to do to improve further?

- Increase the proportion of teaching that is good or outstanding by making sure that teachers:
 - reduce the length of their explanations and introductions so that pupils can begin work more quickly
 - make sure that work is always hard enough
 - provide more opportunities for pupils to work independently and use what they learn in lessons to improve and develop their work for themselves
 - make sure teaching assistants consistently adopt an active role in aiding pupils' learning throughout lessons.
- Improve achievement in English and mathematics by making sure that teachers:
 - use the data they have on pupils' previous attainment to plan lessons that specifically address pupils' known areas of weakness in both subjects
 - check more regularly and systematically how well pupils are improving their grammatical skills in writing and problem-solving skills in mathematics across the school by means of whole-school reviews of pupils' work.
- Strengthen leadership by improving:

- the way leaders check the quality of teaching and the progress of individual pupils so that any weaknesses in either are quickly identified and addressed
- governors' knowledge about how well the school is performing, pupils' levels of achievement and the strengths and weaknesses of teaching.

Inspection judgements

The achievement of pupils requires improvement

- Achievement is too variable across the school. During the last three years, it has ranged from average attainment and progress to below average attainment and progress, compared to national figures, in both Key Stage 1 and Key Stage 2.
- Too few pupils make rapid progress after the Early Years Foundation Stage. This is particularly so in reading and writing. This is because teachers are not consistent in using the detailed knowledge they have of the pupils' attainment, when they plan lessons, to make sure they concentrate on what pupils need to learn next, rather than merely covering the next section of the school's programme of learning.
- Across the school, less-able pupils struggle to write grammatically accurate and well-punctuated passages. They cannot develop or sustain their ideas in extended pieces of writing sufficiently.
- Children in the Early Years Foundation Stage join the school with skills and abilities below those typical for their age. They benefit from good teaching and are making good progress in all areas of learning. Accurate assessment leads adults to be able to plan appropriately for each pupil's next steps in learning. As well as effective teaching of key skills, children are helped to think about what they are learning and to develop the skills of working by themselves and collaborating with others. For example, some were observed writing grammatically correct simple sentences.
- In mathematics, pupils' number skills are generally strong. However, they are less able to apply their mathematical knowledge to new problems, partly because they are not given enough opportunities to work independently of their teachers and work things out for themselves.
- Usually, disabled pupils and those with special educational needs make progress that is broadly in line with that achieved by similar pupils nationally. However, during 2013, some pupils supported at school action plus made below-average progress. The school's practice in identifying those with special educational needs and providing support for them has improved and the progress of this group of pupils, currently in the school, has now improved and is good.
- Pupils for whom the school receives the pupil premium funding make progress that is usually similar to or better than their classmates. National tests in 2013 showed that Year 6 pupils who benefited from the pupil premium attained better than their classmates in both English and mathematics. The school uses the funding it receives to provide additional support for pupils in small groups and to make sure that pupils for whom the school receives this funding have access to individual tuition and to a wider range of extra-curricular opportunities.
- Reading standards are generally more consistent than in writing across the school. The proportion of pupils who scored highly in the phonics screening in Year 1 compared favourably with that found nationally in 2012. The proportion was below the national average in 2013. Attainment in reading for pupils in last year's Year 6 was below their attainment in writing.
- In contrast to the rest of the school, children in Reception make stronger progress. This is because teaching is better, the children are accurately assessed and their progress is carefully checked. The school is quick to take action to help any children who may fall behind at this stage.

- Observations of lessons by the inspectors and recent records held by the school show that pupils' rates of progress are now improving. Work in pupils' books and the school's own assessment information confirm that pupils currently on roll are now making more rapid progress than those in recent years.
- A small number of pupils make good progress and reach the higher levels in reading, writing and mathematics. The most-able pupils are usually provided with the right level of challenge to help them make good progress. For example, some Year 6 pupils are taught mathematics by a teacher from a local secondary school.

The quality of teaching

requires improvement

- The quality of teaching of reading, writing and mathematics in the school is too uneven. In too many cases, teachers do too much of the work for pupils and some teachers' explanations of what pupils need to do to complete the tasks they have been set are overly lengthy.
- Pupils are given too few opportunities to take what they have learned from their teachers and apply this independently to their own work. Consequently, pupils have not consistently achieved as well as they should in recent years.
- Teaching in the Early Years Foundation Stage is effective. The outdoor learning area is used well. For example, pupils learn well about capacity in numeracy because teachers make effective use of sand and water in that area to help this idea become real to children.
- The teaching of phonics is now much more effective in the Early Years Foundation Stage and Key Stage 1. A clear and systematic approach has been introduced and used every day with small groups of pupils. Pupils are taught accurately and phonics sounds are clearly understood. Pupils are engaged well and places phonics learning in the context of stories they have been reading and are familiar with. As a result, these younger pupils are engaged and make good progress in learning to read.
- At its best, teaching includes high levels of challenge and engagement, as was seen in a mathematics lesson in Key Stage 2. Following a swift starter activity which demonstrated pupils' knowledge of their multiplication tables, the teacher gave a clear introduction on how such awareness could be used to solve decimal problems. Pupils worked in pairs on a competitive game using dice that required one player to reduce the number by moving the decimal point in the two numbers rolled. The next problems set by the teacher were precisely matched to challenge individual abilities. Learning was made real and enjoyable as tasks were linked to real-life situations. All pupils made good progress during the lesson.
- Teachers generally work closely with other adults, and classroom assistants play a valuable role in aiding learning, especially for disabled pupils and those who have special educational needs. The communication between adults when planning lessons is good. These additional staff help assess pupils' progress and provide good support for them in small groups and on a one-to-one basis, particularly when helping to improve their reading skills. However, they are sometimes poorly directed so that they are inactive while the teacher is teaching the whole class. Occasionally, they miss opportunities to use supplementary questioning to extend learning.
- Teachers' marking of pupils' books and folders is positive, regular and thorough. This encourages pupils because they know clearly and in detail what they have to do to improve their work. Their teachers diligently check that they are applying the advice they have been given.

The behaviour and safety of pupils are good

- Pupils behave well in lessons. They show respect for their teachers, towards other adults who help them and towards one another.
- The behaviour of pupils is also good when they move around the school and its site. They conduct themselves safely and with consideration for others during social times and show good manners and courtesy consistently. Pupils mix well together. None of the parents and carers who responded to Parent View expressed any concerns about pupils' behaviour. The inspectors found that there are very clear systems for dealing with any inappropriate behaviour and that these are used effectively.
- Pupils are eager to learn, and they show this by participating readily during lessons. They are enthusiastic about producing their best work and remain focused on the work their teachers set for them.
- Pupils have a good understanding of the dangers they may face from the use of the internet, as well as those from water, electricity and fire.
- Pupils say they feel cared for by their teachers and by the other adults who support them. They describe the school as 'one big happy family'.
- It is rare for bullying in any of its forms to occur in the school. When speaking to the inspectors, parents expressed the confidence in the school's quickness in resolving any issues. They felt their children were safe in the school. Pupils reported feeling free from bullying. They too expressed confidence that teachers would deal quickly and well with any incidents that might occur and they knew who to go to for help if problems arose. School records and logs of incidents confirm this. Exclusions are very rare.
- Levels of attendance have risen and now are in line with the average for primary schools. The proportion of pupils who are persistently absent is much lower than that found nationally, a major improvement in the last year. When necessary, the school works effectively with other agencies like the Educational Welfare Service to help the families of those children whose attendance may need improvement. Pupils are punctual in arriving to school and in moving from one activity to another.

The leadership and management requires improvement

- Leadership has not been effective in making sure that the quality of teaching has been consistently good or that all pupils make consistently good progress.
- Until recently, there has been insufficient monitoring of pupils' strengths and weaknesses in key subjects such as English and mathematics. The school has not systematically and promptly identified individual pupils who are in danger of falling behind.
- During the last two years, disruption to the leadership of the school has meant that the school's vision has been less clear to all staff than it should have been. This has had an unsettling effect on the school and had a negative impact on the school's performance in 2013, as did the problems with accommodation. However, the main factor was teaching that required improvement. The work of the interim headteachers has been effective in making communication more effective within the school. However, not enough has been done to make sure that rates of progress and achievement are consistently good over time.

- The seconded headteacher is securing the support of teachers and the other adults who help them and the whole school is working well now as a team. Checking on the quality of teaching by the headteacher is thorough and provides challenge to teachers to continue to improve their practice. This is having a positive impact on the current rates of progress made by pupils.
- The leadership of the Early Years Foundation Stage is effective in securing the confidence of parents and in making sure that pupils in the Nursery and Reception are taught well and make good progress.
- The overwhelming majority of parents who shared their views with the inspectors agreed that the school is well led by the newly seconded headteacher. Pupils and staff are also in agreement with this view.
- The school makes effective provision for the spiritual, moral, social and cultural education of its pupils. For example, it provides opportunities for pupils to make a contribution to the local community through raising funds for Barnardos through a 'Big Toddle'. It develops group singing to a high standard and, in lessons, role-play activities are used well to develop pupils' social skills.
- The school provides a curriculum that is effective in ensuring that all pupils have a diverse and interesting education. For example, the place of music is particularly strong so that pupils have developed a clear sense of the place of the performing arts in society. Pupils enjoy investigative sessions using 'Forest Schools' learning. They develop an inquisitive approach to increase their knowledge of the world by, for example, investigating geological phenomena through being 'rock detectives'.
- A number of initiatives have been successful in raising attainment. For example, pupils participate widely in physical education and sports and this raises their self-esteem and helps to support improvement in their academic performance. The school has embarked upon extensive planning to develop physical education to enhance the well-being of all pupils further and successfully use the new government funding. Incorporated in the planning are measures for leaders to evaluate how successful are the new initiatives. This runs alongside the school's current good promotion of a healthy lifestyle, supported, for example, by providing a good, balanced diet for the large number of pupils who opt for a school lunch.
- The local authority has provided support to stabilise the leadership of the school and this has helped the school to regain its momentum and improve provision.
- Safeguarding arrangements meet requirements; pupils are kept safe.
- **The governance of the school:**
 - Governors are highly committed to the welfare of the school and its pupils. This was reported in a recent review they had commissioned and inspectors agree. They have kept it on an even keel through recent changes of leadership. They are effective in making sure that school funds are used to provide the best environment for pupils to learn in and are supportive of the school's staff, parents and pupils. However, they do not have a good understanding of the impact of the school's use of the pupil premium and do not have a detailed understanding of weaker areas of achievement or of the areas of teaching that need to improve to address these. They have not established the link between teachers' pay and the progress of the pupils. Governors are undergoing training and effectively carry out their statutory duties, including safeguarding and ensuring equality of opportunities. The governing body does not yet evaluate how well it is fulfilling its responsibilities, for example, by considering what it has

achieved after its meetings.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	134665
Local authority	Staffordshire
Inspection number	427020

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	206
Appropriate authority	The governing body
Chair	Lillian Thompson
Headteacher	Liz Threlkeld (Acting)
Date of previous school inspection	23 February 2012
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