

Redbrook Hayes Community Primary School

Talbot Road, Brereton, Rugeley, Staffordshire WS15 1AU

Inspection dates	12–13 January 2016
Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- The headteacher has been successful in improving the quality of teaching in school. As a result, teachers use accurate assessment information to plan lessons that enable pupils to make good progress.
- The headteacher has coached the newly appointed school leaders effectively to influence and improve teachers' practice across the school.
- The headteacher's monitoring and the procedures he has introduced to oversee the quality of teaching and learning are effective. Leaders consistently hold teachers to account for the progress that pupils make.
- The headteacher has ensured that governors have full access to all information regarding the quality of teaching and the impact that this is having on pupils' outcomes. As a result, governors are able to hold school leaders to account for the progress that pupils make.
- The teacher in charge of early years knows the children well and is able to plan work which moves their learning on.
- Pupils respond well to the expectations that staff have of them. They are attentive and well behaved during lessons and treat each other with respect.
- Teachers and governors receive appropriate safeguarding training. Arrangements to keep pupils safe in school are robust and effective.

It is not yet an outstanding school because

- Pupils' work shows that teachers do not always offer the right level of challenge for the most-able pupils in writing and mathematics.
- Newly appointed school leaders are not yet familiar with the school's monitoring systems to hold teachers fully to account for the progress that pupils make, particularly in writing and mathematics.

Full report

What does the school need to do to improve further?

- Raise the achievement of the most-able pupils in writing and mathematics by:
 - training newly appointed school leaders to become familiar with the school's assessments and monitoring systems so that they can fully hold teachers to account for the progress made by the most-able pupils in writing and maths
 - focusing on the way in which teachers use assessments of the levels reached by the most-able pupils to make sure that they are provided with more challenging work to accelerate their progress.

Inspection judgements

Effectiveness of leadership and management is good

- The headteacher is a strong leader who has focused successfully on raising the quality of teaching and learning. New staff have been appointed to key positions and they share his high expectations and determination to raise standards of attainment and achievement for all pupils.
- Professional development has been used to help teachers improve their understanding of how to raise outcomes for pupils. Monitoring systems have been put in place to improve the consistency of teaching across classes. Systematic monitoring carried out by the headteacher is having a positive impact on raising standards and improving teaching, although this level of monitoring is not yet being adopted fully by newly appointed leaders.
- Improvements in teaching are helping pupils to make good progress. As a result, the numbers of pupils leaving Year 6 who are making expected progress in reading, writing and mathematics are higher than the national average.
- The school's curriculum, the 'Connected Curriculum', makes links between English and mathematics with other subject areas to create a wider learning experience for the pupils. For example, pupils talk about activities such as dance, poetry, mathematics and art patterns that are linked directly to work on the Hindu festival of Diwali. This work is celebrated on display boards around the school and is fostering a real interest in learning as it prepares pupils well for life in modern multicultural Britain.
- Half-termly topics focus on the school's core values and are linked carefully to areas of pupils' needs identified by the school. For example, topics on nurturing in Year 2 and loyalty in Year 6 support pupils' understanding of respect for each other and lead to class assemblies to which parents are invited. Pupils are able to talk about their connection with the local community, which they refer to as their family, taking part in village events and raising money for a national cancer support charity. As a result, the spiritual, moral and cultural development of the pupils is a real strength of the school.
- The funding provided to the school to support the development of sport has been used effectively. Staff training has improved teachers' skills in teaching physical education, and bicycles have been purchased to create a new mountain bike club. There has been an improvement noted in pupils' stamina as a result of this increased exercise, which is having a positive impact on their learning and resilience in the classroom. Further links with the local community are emerging as the headteacher is looking to secure funding from local businesses to build a mountain bike track within the school grounds.
- Pupils attend a range of after-school clubs run by the school staff, such as dance, gardening and a nurture group. These help pupils who need extra support, together with traditional school sports clubs such as football. The pupils speak positively about their experiences in these clubs and really enjoy attending them.
- Funding provided to the school to support disadvantaged pupils, disabled pupils and those with special educational needs is used effectively. As a result, the progress made by these pupils is better than the progress made by other pupils in the school and nationally.
- Behaviour is monitored regularly by the headteacher and action is taken swiftly to protect pupils from bullying, radicalisation or extremism. Staff know what they need to do to keep children safe from harm.
- Parents are extremely positive about the school. Information gathered from parents before the start of the school day, and through Parent View, the Ofsted online questionnaire, was overwhelmingly positive. One parent commented that, 'My daughter thoroughly enjoys coming to school and is excited to tell me what she has been learning about after school. The headteacher deals with any issues that arise quickly and efficiently. I would highly recommend this school to any parent looking at schools for their child'.
- Staff appointed to key positions within the school are regularly using the monitoring systems established by the headteacher to improve the quality of teaching. However, these systems are not yet being used by these new leaders to their full potential. As a result, progress being made by the most-able pupils in writing and maths is not yet as good as it could be.
- **The governance of the school:**
 - Governors have worked closely with the headteacher to improve teaching and learning, which is having a positive impact on standards across the school.
 - Governors know how well the school is performing and about the strengths and weaknesses in teaching and the progress that the pupils are making. They make use of a wide range of information in order to check the quality of pupils' education.
 - Governors have ensured that there are clear links between performance management and the impact

that teachers have on pupils' achievement.

- Governors regularly attend training events to improve their skills and they speak knowledgeably about the amount of funding received by the school to support the development of sport and disadvantaged pupils as well as the positive impact that these additional monies are having on improving standards.
- The arrangements for safeguarding are effective.

Quality of teaching, learning and assessment is good

- Teachers manage the behaviour of the pupils well and pupils are focused on their learning during lessons.
- Each teacher keeps a file in the classroom which contains information about pupils' learning and progress. As a result, teachers know the pupils well and use this accurate assessment information to plan work which is at the right level of difficulty for the majority of pupils. As a result, pupils make good progress overall from their starting points.
- Teaching assistants work effectively with individuals or small groups of pupils under the direction of the teachers. During lesson observations, inspectors saw teaching assistants sitting on the carpet with the pupils, quietly reinforcing the learning being shared by the teachers. This is helping pupils to make good progress.
- Information about the stage of learning that the children are at by the end of Reception is used well when pupils move into Year 1. As a result, phonics groups are quickly established and pupils are being taught to read effectively.
- Teachers and teaching assistants check the work that the pupils are doing in the classroom regularly throughout the lessons. Where misconceptions are spotted, staff phrase questions in a way that encourages the pupils to think for themselves, which is helping them to deepen their understanding.
- The school has focused very much on the teaching of reading. Reading homework is given out daily and is checked by teachers. Inspectors saw parental comments within the reading journals which were very positive and which contributed significantly to the pupils' levels of self-confidence and enjoyment of reading. This developing relationship between parents and the school is a significant step towards involving parents in the life of the school.
- Teaching is not yet outstanding because some of the work being given to the more-able pupils in writing and mathematics is too easy. As a result, they are not yet making accelerated progress.

Personal development, behaviour and welfare is good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils respond well in lessons to teachers' praise and encouragement. They are keen to answer questions and read out their work confidently. Pupils' work is neat and well-presented and they take a pride in the quality of their books.
- Leaders, staff and governors make a strong contribution to pupils' spiritual, moral, social and cultural development, which provides pupils with a real sense of emotional security. Pupils, including those with disabilities and special educational needs and those who are disadvantaged, all tackle their work confidently.
- The school has ensured that the pupils know how to keep themselves safe. Information about how to use the internet safely is part of the school's curriculum.
- Pupils say that they feel safe in school and that they know who to go to if they have a problem. They say that the headteacher deals with any form of bullying very quickly. Every parent who replied to the online Parent View questionnaire agreed that their children are happy and that they are kept safe in school.

Behaviour

- The behaviour of pupils is good.
- Pupils are extremely focused in lessons and treat each other with respect. They get on with their work quietly while their teacher is helping their classmates. Pupils offer praise to others when they read aloud to their classmates.
- At break and lunchtimes, the pupils were observed interacting and playing well together.
- In the past, there has been a high level of persistent absence. This has been tackled successfully by the school. As a result, the proportion of disadvantaged boys who are regularly absent is lower than the

national average. This is a significant improvement.

Outcomes for pupils

are good

- As a result of improvements in the quality of leadership and teaching, the achievement at the end of Year 6 in reading, writing and mathematics is better than the national average. An increasing proportion of pupils make or exceed the expected rates of progress in these subjects. The standards of attainment reached by pupils remain slightly below the national average, but are improving at a rate better than that made by other pupils nationally.
- Standards at the end of Year 6 in spelling, punctuation and grammar were significantly lower than the national average last year. However, this is now a focus for the school and the most recent pupil assessments show that the proportion of pupils who are on track to reach the expected standard by the end of the year has increased significantly.
- Throughout early years and Key Stage 1 phonics (letters and the sounds that they make) is taught well.
- Throughout the school, standards in reading are particularly high. All groups of pupils are making progress that is at least in line with other pupils nationally and a higher proportion than other pupils nationally make progress that is better than expected.
- Disadvantaged pupils are making expected progress which is at least in line with other pupils nationally in reading, writing and mathematics. The proportion of disadvantaged pupils making better than expected progress in reading is high in comparison with other pupils nationally.
- Disabled pupils and those with special educational needs are making progress in reading, writing and mathematics, which is in line with other pupils nationally. The progress that they are making in reading and writing is much better than the national average.
- The school's own internal assessments show that pupils in all year groups are making rapid progress from their starting points. However, the most-able pupils are not yet making as much progress in writing and mathematics as they are in reading.
- Pupils are well prepared for their next stage of education as a result of these good outcomes, although leaders and staff recognise that some of the most-able pupils could be doing better in writing and mathematics.

Early years provision

is good

- Provision for children in the early years is good. They are provided with a range of English and mathematics activities that meet their individual needs and their progress is tracked carefully by the teacher using effective assessment systems. Children, including those identified as requiring extra support and those disadvantaged children who receive additional funding, make good progress from their starting points. This is evident from their work and records of their achievements.
- Children are well prepared for Year 1 as a result of their good progress in the early years.
- The learning environment provides a range of experiences, which the children are keen to explore. They know how to take turns and listen carefully to each other when sharing books and discussing activities.
- The teacher plans activities which are carefully matched to individual needs. Evidence seen during the inspection shows that the children are acquiring new skills rapidly, such as showing good awareness of basic punctuation in their writing.
- The children behave themselves well and listen attentively to the teacher.
- The early years leader works with other local schools to ensure that judgements that are being made regarding children's progress are accurate.
- Parents are welcomed into the setting and speak highly of the work of the staff. For example, one parent commented, 'My son has settled well into nursery. They have a good range of activities that they change every day and I can already see my son is learning new skills and confidence'.
- All relevant checks are made by the school on staff and any volunteers and safeguarding in the early years is effective.

School details

Unique reference number	134665
Local authority	Staffordshire
Inspection number	10002490

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

Type of school	Primary
School category	Maintained
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	212
Appropriate authority	The governing body
Chair	Mrs L Thompson
Headteacher	Mr C Gaffiney
Telephone number	01889 256600
Website	www.redbrookhayes.staffs.sch.uk
Email address	office@redbrookhayes.staffs.sch.uk
Date of previous inspection	12–13 November 2013

Information about this school

- Redbrook Hayes is slightly smaller than most primary schools.
- The headteacher joined the school in January 2014. Since his appointment, he has re-organised the school staff and now has a permanent deputy headteacher and leadership team.
- The school has added a classroom in order to accommodate provision for two-year-olds. This is run by a private provider.
- The proportion of disadvantaged pupils known to be eligible for the pupil premium (additional government funding for pupils known to be eligible for free school meals and children who are looked after by the local authority) is much higher than the national average.
- The proportion of pupils whose first language is not believed to be English is below the national average.
- The proportion of disabled pupils and those who have special educational needs is higher than in most other schools.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment in English and mathematics.

Information about this inspection

- Inspectors observed 12 lessons, two of which were joint observations with the headteacher. Inspectors listened to pupils read and observed them on entry to the school, at breaktime, lunchtime and around the school building. Inspectors also saw pupils taught by teachers other than their normal classroom teachers.
- Inspectors considered a range of school documentation with the headteacher. This included the school's improvement plan and self-evaluation, a range of the school's internal assessments of pupils' attainment and progress, minutes from governors' meetings and school documentation which had been reviewed by the local authority representative. In addition, the inspectors reviewed a sample of work in subjects other than English and mathematics from each of the classes in the school.
- Meetings were held with the Chair and vice-chair of the Governing Body, together with governors responsible for curriculum, standards and inclusion. In addition, inspectors met with the local authority representative, senior members of staff and a group of pupils.
- Inspectors took account of the 10 responses to the online Parent View survey, met with parents at the start of the school day, took note of an email from a parent that was sent to the school for the attention of the inspection team and five staff questionnaires.

Inspection team

Graeme Burgess, lead inspector

Ofsted Inspector

Deborah Allen

Ofsted Inspector

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Store Street
Manchester
M1 2WD

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