

Inspection of a good school: Redbrook Hayes Community Primary School

Talbot Road, Brereton, Rugeley, Staffordshire WS15 1AU

Inspection dates:

15 and 16 February 2023

Outcome

Redbrook Hayes Community Primary School continues to be a good school.

What is it like to attend this school?

Children are eager to come to school because they enjoy learning. They feel safe and happy, and know that adults are always there to help. Pupils enjoy being with their friends but above all, they want to be with their teachers, whom they rate very highly.

Teachers treat pupils with respect, and this is reflected in the way that pupils behave and treat one another. Relationships between teachers and pupils are warm and enabling. Bullying and name calling are very rare. Should it occur, staff put things right. Pupils' behaviour in lessons and around the school is consistently calm.

The school's motto, 'limitless possibilities', is evident in the high expectations that staff have of all pupils. These expectations are realised in pupils' secure academic achievements, their positive attitudes to learning and in the calm atmosphere in lessons.

Whether pupils are learning to master sounds that letters make, learning how Egyptians travelled, or deciphering Roman numerals, they approach their learning with confidence and enthusiasm. This is because teachers make learning interesting. Throughout the school, pupils know that help is always available if learning becomes challenging. However, they persevere because the school's LEARNER values teach pupils not to give up.

What does the school do well and what does it need to do better?

The curriculum is ambitious for all pupils, with reading being at the centre of learning. It is well designed and sequenced in most subjects. In these subjects, teachers use information from assessments that are in place to help them match tasks to pupils' needs. Pupils achieve well in these subjects. Teachers give pupils plenty of opportunities to revisit their learning, for example through constant repetition of number bonds and new vocabulary.

The curriculum in some other subjects has recently been redesigned. This is starting to ensure that pupils are introduced to new learning in the correct order, so they can build on what they already know. However, these curriculums are at an early stage of development. In these subjects, assessment strategies are also in the early stages of development. This means that leaders are unsure about how well pupils have learned the curriculum in these subjects.

Teachers have secure subject knowledge. They offer good explanations, such as how to round decimals in Year 5, or to sequence historical facts in Year 1. Teachers use various strategies to ensure pupils remember what they have learned. These include revisiting prior learning, talking learning over with a friend and quick-fire questioning.

Teachers read stories to pupils from the 'Redbrook recommended reads'. This improves pupils' vocabulary and their knowledge of the structure of stories, and helps them to develop a love of reading. For example, when the teacher read a novel to Year 6, pupils could not wait to get to the end of the chapter to see how the plot evolved.

The phonics curriculum is expertly delivered because staff are well trained. Teachers ensure that the books pupils read are well matched to the sounds they are learning. This helps pupils to develop their phonic knowledge. Any pupils falling behind get immediate help to keep up with their peers. One pupil who had worked very hard to remember the sounds, beamed with delight when she read her book with confidence. The repetition of sounds in the newly introduced phonics curriculum helps pupils to become fluent readers.

Leaders identify pupils in need of additional support quickly. A can-do culture permeates learning in this school. Pupils with special educational needs and/or disabilities learn the same curriculum as other pupils. Staff support them effectively. This helps to close gaps in pupils' learning and ensures that pupils keep up with their friends.

From the time that the two-year-old children attend the early years, they develop a love of learning. This is due to the trusted relationships, secure routines, exciting learning opportunities and well-resourced environments both indoors and outdoors.

Throughout early years, children learn the vocabulary and knowledge needed for future learning through rhymes, stories and number jingles. In the Reception class, children achieve well in understanding mathematical language and numbers that make up eight. This prepares them to recall number facts as they move through the school.

Pupils' personal development is a strength. They enjoy a wide range of extra learning opportunities. These include attending residential trips, visits to a local secondary school, trips to local historical sites and participation in community events, such as fun runs.

Leaders prioritise pupils' and staff's well-being. Staff value the support from leaders, especially in developing subject curriculums. Governors know the school well because they visit regularly to gain an independent view. Parents and carers say that the school is a warm and friendly environment where children are happy and safe.

Safeguarding

The arrangements for safeguarding are effective.

The strong culture of safeguarding is evident around the school. It is underpinned by the staff's expert knowledge of systems, pupils and their families. Leaders prioritise pupils' welfare by ensuring that staff attend regular safeguarding training and teach pupils how to stay safe. This helps staff to identify if a pupil might be at risk from harm. Staff record any concerns so that pupils can get the timely help they need.

Staff help pupils to recognise unsafe situations, especially to keep safe online. Pupils know how to raise concerns with trusted adults. Parents are signposted to reputable educational websites for further information.

Leaders secure help for pupils who need it by working with external agencies, when required.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, leaders have only recently identified the key knowledge that they want pupils to know and the order in which this should be taught. Until recently, this meant that pupils did not always build their learning on what they already knew. Leaders should ensure that the newly designed curriculum in these subjects is implemented as planned.
- Assessment strategies in some subjects are not fully developed. This means that teachers are unsure if pupils remember what they have been taught. Leaders should provide appropriate guidance and training to ensure that staff can readily assess pupils' learning in these subjects.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school, to be good in January 2016.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	146814
Local authority	Staffordshire
Inspection number	10268491
Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	212
Appropriate authority	Board of trustees
Chair of governing body	Peter Fraser
Headteacher	Lucy Turner
Website	www.redbrookhayes.co.uk
Date of previous inspection	12 January 2016

Information about this school

- The school caters for two-year-olds who are taught in pre-school.
- The school provides before- and after-school childcare.
- The headteacher had only been in post for six weeks when the inspection took place.

Information about this inspection

- This was the first routine inspection received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in her evaluation of the school.
- The inspector carried out deep dives in the following subjects: reading, mathematics and history. In these subjects, the inspector discussed the curriculum with subject leaders, visited lessons, spoke to teachers about curriculum plans, and to pupils about their learning. The inspector also looked at pupils' work.
- The inspector also observed pupils reading to a known adult.

- The inspector looked at published performance data about the school and a range of school documents. These included information about pupils' behaviour, attendance, the curriculum, extra-curricular activities and school improvement planning.
- The inspector asked school leaders, staff and pupils about safeguarding arrangements and safety routines. She examined the record of employment checks on school staff and looked at other school records, especially those of pupils who have moved to other schools.
- The inspector spoke to the chief executive officer of the trust, the school improvement partner and other senior leaders.
- The inspector talked informally with pupils and staff to gather general information about school life. She took account of the responses to Ofsted's survey for staff and Ofsted Parent View.
- The inspector observed pupils' behaviour at lunchtimes and playtimes, in class and at other times during the day.

Inspection team

B Matusiak-Varley, lead inspector

Ofsted Inspector

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