

Inspection of Pool Hayes Primary School

Bridgnorth Grove, Willenhall, West Midlands WV12 4RX

Inspection dates: 11 and 12 July 2023

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Requires improvement

Early years provision

Good

Previous inspection grade

Good

What is it like to attend this school?

Pupils are proud to be a member of the Pool Hayes community. They celebrate the work of kindness champions. Pupils embrace the school's golden rules in their everyday life. Parents and carers appreciate the support that the school provides for their children and their families. Pupils with special educational needs and/or disabilities (SEND) are included in all aspects of school life.

Pupils behave well and they feel safe in school. Bullying does not happen very often. When it does, there are adults in school who pupils can talk to. Staff teach pupils about bullying, what it is and what to do if it happens.

Pupils enjoy taking on leadership responsibilities. These include reading with younger children. Achievements of young leaders include success in young enterprise competitions.

Leaders have high expectations for all pupils. However, in some subjects, the delivery of the curriculum is not as effective as it could be. This means that pupils do not always achieve as well as they could across the curriculum.

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

Senior leaders have managed staffing turbulence well over the past few years. They are working to bring about important changes to ensure a broad and balanced curriculum is in place. Many changes are very new and are not fully embedded. As a result, pupils do not learn and achieve as well as they could.

Leaders have made sure that early reading has a high priority. They ensure that all staff receive regular training to be able to teach phonics well. Teachers make sure the books that pupils read match their phonic knowledge. There are regular checks to identify any pupils who are falling behind. Catch-up programmes are effective. Leaders have established a consistent approach to reading. Pupils therefore develop into confident and fluent readers.

In some subjects, leaders have identified what they want pupils to learn. For example, in English and mathematics, staff know what to teach and how to teach it. However, senior leaders do not provide effective support for all subject leaders. As a result, leaders do not monitor the delivery of the curriculum in some subjects. Consequently, there are gaps in teachers' subject knowledge.

Teachers check pupils' learning in reading and mathematics effectively. However, in other subjects, teachers do not use assessment strategies consistently to check what pupils have learned. This means that gaps in pupils' knowledge or misconceptions are not always identified and addressed.

Leaders have in place clear processes to support the identification and assessment of pupils with SEND. Leaders seek advice from external professionals where needed.

Pupils with social, emotional and mental health needs receive targeted support from school and specialist staff. Most teachers adapt their teaching to the needs of pupils with SEND.

Pupils behave well around school and in lessons. They are enthusiastic learners. Pupils know and understand the school's golden rules: 'Be safe, be ready to learn and be respectful'.

Leaders make sure pupils' personal development and well-being are key priorities. In early years, pupils develop their independence skills. They take turns and share with others. For example, pupils in Nursery problem-solve together on an obstacle course. They help each other on the equipment, holding hands and guiding each other. Pupils enjoy the trips on offer, including residential visits. They are proud of their fundraising achievements for the community and charities. Pupils learn about healthy lifestyles and know what it means to eat healthily and keep physically fit. Pupils enjoy learning about different religions. They talk confidently about their knowledge of differences and similarities between religions.

Staff report that leaders care about their workload, their mental health and well-being. Staff appreciate the consideration given to them by leaders. Governors are aware of the challenges the school has faced in recent years. They know what needs to happen to improve in school. This includes making sure that leaders have the capacity to ensure strategic development of the curriculum.

Safeguarding

The arrangements for safeguarding are effective.

There is a strong culture of safeguarding. Staff receive regular training and updates. Staff know how to spot the signs of harm and neglect. They notice small changes in the behaviour of pupils. Record-keeping systems are robust. Staff know how to raise any concerns. These are followed up promptly by the safeguarding team in school. Leaders know who the most vulnerable pupils and families are. They work effectively to seek extra help from external agencies.

Pupils are taught how to keep themselves safe in school, in the local area and online.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders are in the early stages of ensuring the curriculum in some foundation subjects is delivered as intended. As a result, some curriculum areas are not being taught as planned. Leaders should ensure that the curriculum in all subjects is delivered as planned to ensure that pupils achieve well.

- Leaders have not ensured that staff’s subject knowledge is consistently strong in some curriculum areas. As a result, pupils do not learn well in these subjects. Leaders should ensure that staff are supported to develop their subject knowledge.
- In some subjects, teachers do not use effective methods to assess pupils’ learning. This means that misconceptions and gaps in learning are not always identified and addressed swiftly. Leaders should ensure that there are consistent assessment procedures in place to check the key knowledge and skills that pupils remember.
- Leaders are often stretched, and their focus is on the day-to-day running of the school. At times, this has meant that some areas of curriculum development have not been addressed with sufficient urgency. Governors need to ensure leaders have sufficient capacity to ensure all strategic oversight of the curriculum is effective.

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	104191
Local authority	Walsall
Inspection number	10269037
Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	224
Appropriate authority	The governing body
Chair of governing body	Tahra Hussain
Headteacher	Kelly Vaughan
Website	www.poolhayesprimary.co.uk
Date of previous inspection	13 February 2018, under section 8 of the Education Act 2005

Information about this school

- Leaders do not currently use any alternative provision.
- There have been recent changes to the governing body.
- Leaders provide breakfast club provision on site.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, the deputy headteacher and senior leaders. In addition, inspectors met with subject leaders, staff and governors.
- During the inspection, inspectors carried out deep dives in the following subjects: reading, mathematics and religious education. For each deep dive, inspectors met with subject leaders, visited lessons, spoke to pupils about their learning and

looked at samples of pupils' work. Inspectors also spoke with senior leaders and sampled pupils' work in a range of foundation subjects, including modern foreign languages, design and technology, and geography.

- Inspectors looked at a range of school documents, including information about the school's curriculum, behaviour, attendance and governors' meetings. Inspectors also observed some pupils reading to familiar adults.
- To check the effectiveness of safeguarding, inspectors reviewed the school's policies, procedures and records. Inspectors met with designated safeguarding leads and also gathered the views of pupils, staff, parents and governors.
- Inspectors observed pupils' behaviour around school, in classes and at social times.
- Inspectors reviewed and discussed records of pupils' attendance.
- Inspectors took account of the responses to Ofsted's surveys for parents, staff and pupils. Inspectors also spoke to parents and carers at the school gate.

Inspection team

Pamela Matty, lead inspector

Ofsted Inspector

Tim Bassett

Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023