



# Rough Hay Primary School

## Inspection Report

**Unique Reference Number** 104177  
**LEA** Walsall  
**Inspection number** 277094  
**Inspection dates** 22 February 2006 to 23 February 2006  
**Reporting inspector** Paul Edwards AI

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

<b>Type of school</b>	Primary	<b>School address</b>	Rough Hay Road
<b>School category</b>	Community		Darlaston
<b>Age range of pupils</b>	3 to 11		Wednesbury, West Midlands WS10 8NQ
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	0121 5686421
<b>Number on roll</b>	302	<b>Fax number</b>	0121 5262809
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr Gary Causier
<b>Date of previous inspection</b>	30 October 2000	<b>Headteacher</b>	Mrs Susan Gavin

<b>Age group</b> 3 to 11	<b>Inspection dates</b> 22 February 2006 - 23 February 2006	<b>Inspection number</b> 277094
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## **Introduction**

The inspection was carried out by three Additional Inspectors.

## **Description of the school**

Rough Hay is a large primary school. Pupils enter the Nursery classes on a part time basis and their skills and knowledge on entry are weak. The proportion of pupils with learning difficulties is above average. Just over eight per cent of the pupils come from minority ethnic backgrounds and a small number of these are at an early stage of learning English. The proportion of pupils eligible for free school meals is much higher than average. The school serves a disadvantaged area and provides extra support, such as learning mentors and learning coordinators, for individual pupils.

## **Key for inspection grades**

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## **Overall effectiveness of the school**

### **Grade: 3**

The school judges itself to be satisfactory overall and inspection evidence endorses this view. It provides satisfactory value for money. Pupils are well looked after in a caring environment. The good provision for the children's personal development, which begins in the Nursery, continues throughout the school. The Nursery and Reception classes provide the children with a good start to their education. A strong emphasis is placed on developing the children's basic skills but few achieve the goals expected by the time they enter Year 1. By the end of Year 6, standards are broadly average overall but there is some variation in how well pupils are doing in different subjects. Pupils are achieving well in mathematics throughout the school. However, in English, while reading skills are reasonably secure, pupils do not achieve as well as they should in writing. Teaching is satisfactory overall, and good teaching in mathematics and science is raising standards. Whilst improving, there are some weaknesses in the teaching of literacy. Leadership and management are satisfactory. Strong leadership has resulted in pupils achieving well in mathematics and science. However, the school has not been sufficiently rigorous in ensuring that teaching extends the writing skills of the more able pupils and that teachers provide sufficient opportunities for pupils to write at length in subjects across the curriculum.

The school demonstrates a clear capacity to improve. This is evident in its raising of standards in mathematics and science and the clear identification of how it will raise achievement in literacy.

### **What the school should do to improve further**

- Ensure that the more able pupils are given work to do that meets their needs by raising teachers' expectations of what they are capable of achieving in writing
- Raise achievement in writing by providing pupils with more opportunities to use their skills across the curriculum.

## **Achievement and standards**

### **Grade: 3**

The pupils' achievement is satisfactory. Children enter the school with very low skills and, although they make good progress throughout the Nursery and Reception classes, few achieve average standards by the time they enter Year 1. Throughout the rest of the school the pupils' progress is satisfactory overall, although there is some underachievement in writing, particularly for the more able pupils. Recent changes to the school's approach to the teaching of reading and writing, and more effective use of resources, are improving the pupils' achievements but there is still some way to go. Reading skills are well taught, enabling pupils to do as well as they should but writing skills are underdeveloped. Challenging targets are set for pupils' performance in national tests and, although these targets were not quite achieved in English in 2005, they were exceeded in mathematics. By the end of Year 6, standards are below average in English and broadly average in mathematics. Pupils achieve better in mathematics and

science in all year groups because effective steps have been taken to improve standards. The small number of pupils who are learning English as an additional language is provided with good support, enabling them to make good progress in their acquisition of English. Pupils with learning difficulties are also provided with good support, enabling them to learn at the same rate as their classmates.

## **Personal development and well-being**

### **Grade: 2**

Personal development and well being are good. Attendance has improved markedly and is now above average. Commendable improvement has been made through successful initiatives such as rewards for regular attendance and punctuality. Children in the Nursery and Reception classes enjoy school and develop confidence because relationships are good and the learning environment is safe. All pupils enjoy coming to school and they thoroughly enjoy lessons and other activities.

Pupils' spiritual, moral, social and cultural development is good. Initiatives, such as the 'Safety Patrol' and 'Brad's Behaviour Rules', successfully contribute to the pupils' good behaviour. Pupils demonstrate a growing respect for each other and those less fortunate than themselves. The school raises an impressive amount of money for local and international charities. Pupils are confident that any instances of bullying will be dealt with swiftly. They are keen to take on responsibility and to contribute to the community, for example through environmental initiatives. Pupils develop a good understanding of how to maintain a healthy lifestyle. They take part in a good range of physical activities, drink water and have daily healthy snacks. Pupils take good care of each other, feel safe and know how to keep themselves secure. The focus on safety is well established. The school council meets regularly and members proudly explain how it has helped improve the school environment. Pupils are reasonably well prepared for their future learning and economic well-being, although their literacy skills could be stronger.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Teaching and learning are satisfactory overall. In the Nursery and Reception classes, teaching and learning are good. Adults have established good relationships with children and this contributes to the good progress that is made.

Some good teaching was seen in all year groups. The quality of teaching and learning has improved in Years 1 to 6 in mathematics and science and this is reflected in good achievement in these subjects. In English, however, teaching has some weaknesses, especially in the teaching of writing. Effective strategies are beginning to improve learning in literacy but in some lessons, work is not closely matched to the needs of the more able pupils. There are good procedures to check the progress pupils make

but this information is not consistently used by all teachers to match work to ability in literacy.

Where teaching is best, there is good pace to the lessons and teachers have high expectations of the pupils. Teaching is particularly effective in mathematics where senior staff provide additional support for targeted groups of pupils. The work is well matched to the differing abilities and pupils respond well to the challenges given and make good progress in their learning. Teaching assistants, learning support mentors and coordinators make a good contribution in supporting small groups and individual pupils.

## **Curriculum and other activities**

### **Grade: 3**

The curriculum is satisfactory and meets the needs of most pupils. Recent developments in English are beginning to contribute to an improvement in pupils' literacy skills. However, there are insufficient opportunities to practise writing skills in other subjects and this limits pupils' achievement in this area. The school is currently developing more creative approaches to linking activities in different subjects and this is encouraging pupils to take greater interest in their work. The teaching of information and communication technology (ICT) is enhanced through a dedicated suite and the effective use of interactive whiteboards in the classrooms. Pupils benefit from specialist teaching in personal and social education, music and ICT. The school has a good programme for health education, which is supported through regular visits by the school nurse and local police officer.

The school extends particularly talented pupils through mathematical and scientific 'challenges', and a group of pupils recently won a local competition to design a bridge. A good range of local visits and visitors is used well to enrich pupils' learning. Pupils participate in a wide range of extra curricular clubs such as drama, Spanish and cookery.

## **Care, guidance and support**

### **Grade: 2**

Care, support and guidance are good. The school is a safe and harmonious community where pupils feel comfortable and well cared for. Child protection procedures are rigorous and staff are quick to act if a pupil is upset or anxious. Good arrangements are in place for vetting adults who work with pupils. Health and safety checks are carried out regularly and careful attention is given to risk assessments for school visits. There are good procedures for the early identification of pupils with learning difficulties. These pupils benefit from the care they receive through the close partnership between school and home and the good links with support agencies. A learning mentor provides valuable support for pupils who lack confidence or self-esteem. Parents feel that the school works well with them to ensure their children are happy and well supported. The short-term guidance given to pupils to improve their work is good in some respects. Good support from senior staff and the setting of clear targets has enabled pupils to improve their work in science and mathematics. The impact of strategies in literacy

are too new for tangible results to be seen and not all teachers are yet making effective use of assessment information to provide sufficient challenge for pupils in writing.

## **Leadership and management**

### **Grade: 3**

Leadership and management are satisfactory. Good monitoring of teaching and learning by the headteacher and senior staff and a clear evaluation of what needs to improve have begun to impact on the pupils' achievement. The recent implementation of initiatives, such as the introduction of new resources and use of a specialist teacher to work with groups of more able pupils, is helping to improve standards in literacy. However, senior staff have not yet made sufficient impact on standards in writing by ensuring all teachers use assessment information effectively to set work at the right level and improve pupils' achievement. The results of longer standing initiatives in mathematics and science are seen in the improvement in standards.

Data collated from parental questionnaires are used effectively to address issues of concern. Pupils express their views through the school council and their ideas have been taken on board, the school library designed as a castle being one of the most impressive. Strong links with local schools have been cultivated and shared planning and support for literacy is helping to raise pupils' achievements. The governors fulfil their statutory duties although they are not yet sufficiently aware of day-to-day activities in the classroom to enable them to support the school in improving the pupils' achievement in literacy. The governors fulfil their statutory duties satisfactorily.

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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	3	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

<b>How well do learners achieve?</b>	3	NA
The standards <sup>1</sup> reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	3	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	3	NA
<b>How well are learners cared for, guided and supported?</b>	2	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

### **Text from letter to pupils explaining the findings of the inspection**

Thank you all very much for the warm welcome you gave us when we visited your school recently.

We particularly like these things

Your good behaviour and your enthusiasm for lessons and other activities

The good relationships you have with one another and with the staff

The interesting and wide range of activities that you all undertake

The way you are becoming aware of the importance of eating healthily and taking part in more exercise.

These are the things we have suggested the school does now

Make sure that those of you who are good at writing are given some challenging things to do

Make sure you are given plenty of opportunities to practise writing in subjects such as history, geography and science.

I hope you continue to work hard and enjoy your time at school.