



Hayes Meadow Primary School

Inspection Report

Unique Reference Number 124151
LEA Staffordshire
Inspection number 281646
Inspection dates 11 July 2006 to 12 July 2006
Reporting inspector Chris Kessell AI

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

| | | | |
|------------------------------------|--------------------|---------------------------|---------------------------------|
| Type of school | Primary | School address | Spode Avenue |
| School category | Community | | Handsacre |
| Age range of pupils | 3 to 11 | | Rugeley, Staffordshire WS15 4EU |
| Gender of pupils | Mixed | Telephone number | 01543 490616 |
| Number on roll | 249 | Fax number | 01543 492629 |
| Appropriate authority | The governing body | Chair of governors | Mr Gilbert Robinson |
| Date of previous inspection | 8 May 2000 | Headteacher | Mrs Barbara Luck |

| | | |
|-----------------------------|---|------------------------------------|
| Age group 3 to 11 | Inspection dates 11 July 2006 - 12 July 2006 | Inspection number 281646 |
|-----------------------------|---|------------------------------------|

© Crown copyright 2006

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

The school is about average in size. The vast majority of pupils come from White British backgrounds. The proportion of pupils with learning difficulties and disabilities is below average. There have been staffing difficulties in Years 1 and 2 during the last academic year, which have now been resolved.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

This happy, friendly school provides a satisfactory education for its pupils, with some good features. The school's own evaluation of its performance is too generous. Under the headteacher's leadership, the school has improved steadily since the last inspection and it has the capacity to improve further.

The pupils' personal development is good. Consequently, pupils behave well and they have positive attitudes to learning. Pupils are provided with good quality care and this is appreciated by the parents.

Children get a good start in the Nursery and Reception classes. They make good progress because of the good quality education they receive. Progress in Years 1 to 6 is satisfactory overall. It is better in some years than others because of inconsistencies in the teaching. Teachers' expectations of what their pupils could achieve are sometimes too low and, in particular, a minority of higher-attaining pupils could do better. Assessment information is not always used effectively to match work to pupils' individual needs. Pupils do well in the Year 5 and 6 classes because teaching is good. As a result, standards by the end of Year 6 are above average.

Leadership and management are satisfactory overall. Leaders and managers recognise the main areas requiring improvement, particularly the inconsistencies in provision, but the school's plan for improvement is insufficiently focused on the strategies for addressing them. The school provides satisfactory value for money.

What the school should do to improve further

- Improve expectations and challenge so that teaching is good in all classes.
- Ensure that teachers use assessment information effectively so that pupils are consistently set work at the right level for them.
- Produce a sharper school improvement plan that focuses specifically on the main areas requiring improvement.

Achievement and standards

Grade: 3

Pupils' achievement is satisfactory, overall. Children start school at the expected levels. They make good progress in the Nursery and Reception classes and standards are above expectations when children enter Year 1.

Standards by Year 2 are average in reading, writing and mathematics. Staffing difficulties have had some negative effect so that the good start made in Nursery and Reception has not been effectively built upon. Despite this, the majority of pupils make satisfactory progress overall, but a small minority of higher-attaining pupils could do better.

The school has successfully raised standards in Year 6 to above average in English, mathematics and science. This is the result of good teaching and successful strategies,

such as 'booster' classes for specific pupils. The Year 6 pupils make good progress overall. Pupils with learning difficulties and disabilities make at least satisfactory progress. Their progress is good when they are given specific support. All pupils are set realistic and challenging targets. Progress towards these targets is more effective when teaching is good.

Personal development and well-being

Grade: 2

Pupils' personal development, including their spiritual, moral, social and cultural development, is good. Pupils enjoy school, as shown by their good attendance and punctuality. Their good attitudes, behaviour and relationships contribute effectively to their well-being. Pupils adopt safe practices well. They have good opportunities to complete pedestrian and cycle training. Visiting speakers emphasise safety on the roads and around the nearby railway lines and canals.

Pupils are aware of the need to develop healthy lifestyles. They participate fully in the many opportunities to engage in physical activities and understand why they are provided with the opportunity to eat fruit and drink water regularly. The school council has a strong voice in school development and helps pupils to develop enterprise and citizenship skills. For example, pupils have entered negotiations with the school governors to run a snack bar that will sell healthy options, such as fruit and yoghurt.

Pupils play an active role in school and community events and take part in a range of fund-raising activities. The school successfully encourages pupils to appreciate the cultural diversity of Britain through art exhibitions, visits to the Mandir temple, and visitors from different faiths. Assembly themes such as 'togetherness' and 'team work' help pupils to prepare well for their wider role as young citizens.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory overall. This ensures that pupils make at least satisfactory progress. The good teaching in Nursery and Reception and in the Year 5 and 6 classes moves pupils' learning on more rapidly than in the other year groups. It is sharply focused on the full range of pupils' needs, and teachers' expectations of the standards that all pupils are capable of achieving are high. Pupils are keen to learn and are well motivated, such as when Year 5 and 6 pupils worked in groups to devise imaginary 'magic potions' as part of their work in English.

By contrast, there are times when teachers' expectations of their pupils are not high enough. Teaching is not always based on an accurate assessment of the needs of all pupils. This limits pupils' progress. Marking is effective in many classes. Not only is it supportive, it also successfully provides pupils with information on how to improve or reach their individual learning targets. Year 6 pupils, for example, spoke very positively about how marking has helped them improve. However, good marking is not consistent

across the school. Teaching assistants are used well to support pupils. In many instances, they enable both individuals and groups of pupils to make good progress.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory. Elements of provision in Reception are outstanding, particularly the children's personal, social and emotional development. The children's mature and sensible attitudes to their work and each other reflect this. In Years 1 to 6, there is a satisfactory emphasis on the development of literacy, numeracy and computer skills. The recent focus on improving pupils' writing has been successful in Year 6 but less effective elsewhere. The curriculum makes a good contribution to pupils' knowledge of safe and healthy lifestyles. Curriculum enrichment through clubs, visits, visitors, themed days and weeks, and involvement in school and community events, is good. Pupils' learning is enhanced in classes where interactive whiteboards are used as a teaching aid. The school is strongly committed to providing a curriculum that the pupils enjoy and which contributes to their well-being. They are well prepared for future learning and citizenship.

Care, guidance and support

Grade: 3

Care, guidance and support are satisfactory overall. Pastoral care is good. Parents agree that pupils are well looked after and Year 6 leavers state that they will miss the friendliness of Hayes Meadow and the care provided by the staff. The school pays careful attention to health and safety issues and child protection. Risk assessments are fully in place. Sensitive induction and transfer procedures ensure that pupils settle happily into new routines. The school has good links with parents and with a range of local agencies that safeguard the needs of the most vulnerable pupils. The provision for pupils with learning difficulties or disabilities is both good and well organised. The impact of advice and guidance on pupils' academic progress is less effective. Although the support and guidance given to older pupils for them to reach their challenging academic targets is good, this practice is not consistent in the rest of the school.

Leadership and management

Grade: 3

Leadership and management are satisfactory. This ensures that pupils receive at least a satisfactory education, with some good features. The headteacher, staff and governors have been successful in providing a safe and caring environment where pupils are happy and acquire positive attitudes to learning. The leadership's view of the school's performance is over-optimistic and self-evaluation is not always analytical enough. However, leaders and managers at all levels have a satisfactory grasp of what needs to be improved. Subject leaders have a secure understanding of the strengths and weaknesses in their areas of responsibility. The school has developed steadily since its last inspection. Improvement in pupils' achievement and standards in Year 6 is a

good example of this. Recent staffing difficulties were managed as well as could be expected. The school has the capacity to improve further, for example, by sharing and spreading good practice more widely.

The school works well with parents, consults them and involves them in many activities. Pupils are given a good voice through the school council. Both parents and pupils are aware that their views are important. Governors are very supportive and are well informed by the headteacher. Their governance of the school is satisfactory. Improvement planning has shortcomings. Action points to improve provision are too general and there is insufficient focus on the main issues for the school to address, for example, to overcome the variations in the pupils' achievement.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Inspection judgements

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

Overall effectiveness

| | | |
|--|-----|----|
| How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners? | 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 | 3 | 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

| | | |
|--|---|----|
| How well do learners achieve? | 3 | NA |
| The standards ¹ reached by learners | 2 | 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

| | | |
|---|---|----|
| How good is the overall personal development and well-being of the learners? | 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 | 2 | NA |

The quality of provision

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

¹ 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

| | | |
|--|-----|----|
| How effective are leadership and management in raising achievement and supporting all learners? | 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 | 3 | 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 |

| | |
|---|-----|
| The extent to which schools enable learners to be healthy | |
| 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 |
| The extent to which providers ensure that learners stay safe | |
| 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 |
| The extent to which learners make a positive contribution | |
| 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 |
| The extent to which schools enable learners to achieve economic well-being | |
| 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

Dear Pupils

Thank you for helping us when we visited your school last term. We enjoyed talking with you and finding out about all of the different things you do.

We were impressed by your school council members, who do a lot for the school. You all behave well and are courteous, friendly and polite. It was a pleasure to see so many welcoming and happy faces. Your teachers and other adults in the school care for you well. All of you make steady progress in your work. When teaching is good, many of you make good progress and achieve standards higher than those found in many schools. We have asked the school to make sure that teaching is good in all classes.

Occasionally, a few of you are given work that is either too easy or too hard. The school keeps good information on your work and the progress you are all making, so we have asked your teachers to look even more closely at this so that you all get exactly the right amount of work.

The school has been getting better over the last few years and many of you are able to identify improvements. However, there are still some important things to do. We have asked the school to focus on these over the next year so your education will get even better.

Best wishes to all of you at Hayes Meadow. Thank you once again for your help and for making us so welcome.

Yours sincerely

Chris Kessell Lead Inspector