



Redbrook Hayes Community Primary School

Inspection Report

Unique Reference Number 134665
LEA Staffordshire
Inspection number 282636
Inspection dates 21 June 2006 to 22 June 2006
Reporting inspector Lois Furness AI

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

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|------------------------------------|--------------------|---------------------------|---|
| Type of school | Primary | School address | St Michael's Road Brereton Rugeley, Staffordshire WS15 1ET |
| School category | Community | | |
| Age range of pupils | 3 to 11 | | |
| Gender of pupils | Mixed | Telephone number | 01889 582256 |
| Number on roll | 209 | Fax number | 01889 582256 |
| Appropriate authority | The governing body | Chair of governors | Revd Wendy Heath |
| Date of previous inspection | Not applicable | Headteacher | Mrs Mandy Chaganis |

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|-----------------------------|---|------------------------------------|
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

Redbrook Hayes Community Primary is a smaller than average school serving an area of significant social and economic disadvantage. The school was formed in September 2004, as a result of the merger of two local schools. This is its first inspection. It is housed in one of the previous school's buildings, before the transfer to a new building in January 2007. Almost all the pupils are White British. The proportion of pupils with learning difficulties and/or disabilities is a little higher than average.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

Redbrook Hayes is a satisfactory and rapidly improving school. This is because the headteacher provides very clear, firm direction and her vision for the school 'to be the best at everything' is shared and strived for by staff, governors and pupils. Parents who strongly resisted the merger are now very positive about this school's work. These factors, alongside satisfactory teaching, are starting to rectify the underachievement in performance in 2005, caused by upheaval and uncertainty prior to the merger. Achievement is now satisfactory overall and good in some year groups. However, more able pupils do not always receive sufficiently challenging work and teachers do not involve pupils in evaluating their own progress. Standards in reading, mathematics and science are improving throughout the school, although they remain below average. Writing standards are still exceptionally low. Pupils speak enthusiastically about the interesting and innovative curriculum but they are less willing to record their ideas in writing. Boys in particular are reluctant writers. However, pupils enjoy school and their personal development is good. They feel safe in school, knowing that their teachers value and care for them. Pupils are very proud to be school council members, saying 'Our headteacher involves us in making important decisions.' The quality and standards in the Foundation Stage are good. The school's own accurate evaluation clearly identifies its effectiveness, its strengths and areas for improvement. The outstanding leadership and management skills of the headteacher have enabled the new school to operate smoothly and efficiently while providing an environment that promotes learning. Overall leadership and management are satisfactory and the school's good progress since its opening shows that it has a good capacity to improve. It provides satisfactory value for money.

What the school should do to improve further

- Provide consistent challenge for more able pupils in order that they can achieve their best.
- Develop strategies that encourage all pupils, but in particular boys, to want to write.
- Involve pupils more in knowing how to improve their work.

Achievement and standards

Grade: 3

Achievement is satisfactory. Children enter school in the Nursery with standards well below those expected for their age in each area of learning. There are particular weaknesses in literacy skills. Good teaching and learning opportunities ensure that children achieve well but few reach the goals expected for their age by the time they enter Year 1. Literacy remains weaker than other aspects of their learning.

In 2005, the National Curriculum test results for Year 6 were exceptionally low and achievement was unsatisfactory. This was because of the disruption to learning caused by the merger of the two schools. The present picture is more positive. Standards are

improving throughout the school, although still below average in reading, mathematics and science. Writing standards remain exceptionally low and boys in particular are not eager to carry out writing activities. The challenging targets for 2005 were not achieved and the ones set for 2006 are unlikely to be met either. However, Year 5 pupils are on course to meet the targets set for them at the end of Year 6. Pupils with learning difficulties and/or disabilities make satisfactory progress.

Personal development and well-being

Grade: 2

Pupils' personal development, their well-being and their spiritual, moral, social and cultural development are good. This is reflected in pupils' enjoyment of school, their positive attitudes and good behaviour. Pupils conform well to 'Redbrook Rules OK', the code of behaviour which they have thoughtfully developed. Although pupils have a good knowledge of the wider world, they do not have a secure understanding of the multicultural world in which they live. Attendance is satisfactory.

Children in the Foundation Stage learn to share, take turns and cooperate with each other. These good attitudes continue throughout the school, and pupils are very willing to take responsibility, contributing well to the school and to the local community. Responsibilities such as 'playground friends' have led to more harmonious break times. Members of the school council are influential in making the school a better place. One pupil said 'Although we are just children, we have a powerful say in what happens.'

Pupils take regular exercise and have a good range of strategies to keep themselves safe. They enjoy eating vegetables, salad and fresh fruit each lunchtime. All these factors, alongside their improving basic skills, ensure that pupils are satisfactorily prepared for the next stage of their education.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory with good features. In the best lessons, teaching is lively and well informed and teachers adopt a range of stimulating approaches. Interactive whiteboards are used to capture pupils' interest and move the lesson on. Teachers promote pupils' speaking and listening skills well, inviting them to generate ideas with their 'talking partners'. In these lessons, pupils are productive and take a pride in their work. Occasionally, the pace of lessons is not brisk enough and more able pupils are not always given sufficiently demanding work. Marking is satisfactory but it does not consistently make clear to pupils the good aspects of their work and how they can make it better. In the Foundation Stage, teachers have a good understanding of the way young children learn and there is a good balance between child-led and adult-led activities.

Curriculum and other activities

Grade: 2

The curriculum is good and meets the needs of most pupils. Good links are made between different subjects in order to make learning more purposeful. A good range of exciting activities, such as weeks based around a single theme, for example, 'The Farmhouse Breakfast', encourages pupils to be interested learners who want to find out more. Opportunities to promote learning through topical issues, such as 'The World Cup', are maximised well. Pupils' use of literacy, numeracy and information and communication technology is developing satisfactorily. An imaginatively planned Foundation Stage curriculum ensures a positive start to school life for these young children. A comprehensive programme for personal, social and health education helps pupils make healthy choices and develop life skills. A good range of extra-curricular activities is provided, including sporting activities, visits and visitors. These successfully promote pupils' learning and aid their enjoyment of school.

Care, guidance and support

Grade: 3

Care, guidance and support are satisfactory overall. Outstanding pastoral care reflects the school's very caring ethos in which each child is valued. Close monitoring and guidance of behaviour, together with positive and effective action related to the rare incidents of bullying, ensure that pupils feel at ease in school. Good procedures to ensure health and safety and child protection are in place and all staff understand their responsibilities well. They are both sensitive and vigilant with vulnerable pupils. The good links with outside agencies provide additional support, care and guidance when needed. Pupils with learning difficulties and/or disabilities are supported well.

The academic guidance provided for pupils is satisfactory and improving. Good systems are developing for tracking pupils' progress and for identifying pupils who are not achieving as well as they should. However, the setting of learning targets is unsatisfactory and pupils are not given sufficient advice about how they can succeed in their work. The school knows these practices need to be more rigorous in order to continue the drive to improve standards.

Leadership and management

Grade: 3

Leadership and management are satisfactory with a major strength in the leadership of the headteacher. This outstanding leader has managed the difficulties of merging two schools together very well and is successfully inspiring all to strive to do their very best. Strategic planning is thorough and it is starting to influence the achievement of the pupils. There are clear signs of improving standards and achievement since the turbulent first year of merger. Although these improvements are not yet consolidated and not all groups of pupils make the progress they are capable of, the progress made

so far clearly shows that the school's leadership is making a strong contribution to its capacity to make further improvement.

The newly formed leadership teams are enthusiastic and committed to the school's vision and are starting to influence provision. The trust now established between the leadership and all staff is enabling satisfactory monitoring and evaluation procedures to become more rigorous in rectifying weaknesses in provision. There is good consultation with the groups of people involved in the school's work and information is used well to evaluate progress and move this new school forward. Parents are very appreciative of the opportunities to influence developments.

Governance is satisfactory. Governors are supportive and all statutory policies are in place. However, as yet, they do not fully hold the school to account for the standards achieved.

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Inspection judgements

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| <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 | NA | NA |

Achievement and standards

| | | |
|--|---|----|
| How well do learners achieve? | 3 | NA |
| The standards ¹ reached by learners | 4 | 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 | 3 | 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

| | | |
|---|---|----|
| 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? | 2 | 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 | 2 | 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

23 June 2006

Dear Children

Thank you for making us so welcome when we visited your school this week. You had lots of interesting things to tell us, including your exciting plans for January 2007 when you move into your new building.

What we liked most about your school

- You have an outstanding headteacher who knows what needs to be done to make this school the very best.
- You all enjoy school very much and your behaviour is good.
- We were very impressed with the work of the school council who are really trying hard to make the school a good place to be.
- Your teachers care for you very well and it is good to know you feel safe in school.

What we have asked the school to do to make it even better

- To make sure that all of you are given activities that make you think hard and achieve as well as you can.
- We have asked your teachers to find ways of encouraging you all, but particularly the boys, to be more enthusiastic about writing.
- We have also asked your teachers to help you to learn even more by telling you exactly what you need to do to make your work better.

Thank you again for being so helpful and good luck with the move in January.

Yours sincerely

Mrs L Furness Lead Inspector