

# Ryders Hayes Community School

## Inspection report

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<b>Unique Reference Number</b>	104205
<b>Local Authority</b>	Walsall
<b>Inspection number</b>	308540
<b>Inspection date</b>	21 November 2007
<b>Reporting inspector</b>	Andrew McDowall

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3-11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	445
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Les Foster
<b>Headteacher</b>	Joanne Speller
<b>Date of previous school inspection</b>	26 April 2004
<b>School address</b>	Gilpin Crescent Pelsall Walsall WS3 4HX
<b>Telephone number</b>	01922 683008
<b>Fax number</b>	01922 693371

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## Introduction

The inspection was carried out by an Additional Inspector. The inspector evaluated the overall effectiveness of the school and investigated the following issues: the reasons behind the slight fall in achievement in Key Stage 2 in 2007; whether the school is being successful in raising standards in writing; and the impact of the academic guidance pupils receive on their achievement. Evidence was gathered from lesson observations, the scrutiny of pupils' work, the school's assessment data and documentation and discussions with staff and pupils. Other aspects of the school's work were not investigated in detail but the inspector found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in this report.

## Description of the school

This is a larger than average sized primary school. It serves an area where most children live in privately owned houses. Almost all the pupils attending the school come from White British backgrounds. Consequently, the percentages of pupils who are learning English as an additional language or who are from minority ethnic groups are very small. The proportion of pupils entitled to free school meals is well below average as is the percentage of pupils with learning difficulties and/or disabilities.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 1

The quality of education provided by this school is outstanding because all major elements of the school's work are at least good and significant elements are exemplary. Although standards dipped slightly in 2007, the school has quickly addressed relative weaknesses. School data indicate that pupils are, once again, on course to achieve outstandingly well. The key factor in the school's success is the decisive leadership of the headteacher and other senior staff. Their collective drive and enthusiasm have built a team who are totally committed to the school and are prepared to 'go the extra mile' for the pupils. The school is extremely successful in meeting its aim to develop the whole child. It is no surprise that the school is oversubscribed and that the parents are overwhelmingly supportive of the care and education the school provides for their children. One parent summed it up well, writing, 'All my children love school and have prospered within the school environment. The school is particularly good at increasing children's confidence and self belief.'

When they start at the school, children have skills and abilities that are generally typical of three year olds, although an increasing number of them have poor language and communication skills. They get off to a very good start in the Foundation Stage and standards at the start of Year 1 are above average. Progress is good in Years 1 and 2. Here standards are above average in reading and mathematics and average in writing. The increased focus the school has given to early writing and the school's synthetic phonics scheme are beginning to improve the standard of pupils' writing in Key Stage 1.

The slight fall in achievement and standards in Key Stage 2 in 2007 was because of the specific nature of that cohort. Pupils make good progress in Years 3 to 6 and go on to reach standards that are well above average in all subjects. Work in the pupils' books and the school's assessment information indicates that standards in the school are rising. Strategies such as 'Big Writing' are improving standards in writing. Pupils with learning difficulties and/or disabilities make good progress throughout the school. The leadership of the school has correctly identified the two reasons why achievement and standards are good and not outstanding. Standards in writing in Key Stage 1 need to improve further to match those in reading and mathematics, and the progress pupils make in Years 3 and 4 has not, in the past, been as strong as the outstanding progress they make in Years 5 and 6.

The school is a very calm and purposeful place where the pupils develop excellent attitudes to work and to each other. They are very mature, well-rounded individuals who thoroughly enjoy school. Pupils' spiritual, social, moral and cultural development is outstanding. Their behaviour is exceptional and they have excellent social skills. This is demonstrated by the way they lead the 'Wake and Shake' sessions each playtime and serve the meals at the 'family service' each lunchtime. The school provides very good opportunities for pupils to exercise and they have an excellent understanding of how to live a healthy lifestyle. A very significant feature of the school's curriculum is the way it provides outstanding opportunities for the pupils to learn about personal safety. Because of this, they know how to keep themselves safe, both in and out of school. The pupils are very well prepared for their next school and for later life. In addition to making good progress and reaching high standards, pupils have an excellent understanding of the world of work. Innovative curricular projects provide excellent opportunities for pupils to work with people from a range of business and industrial backgrounds. This enables them to develop very good financial and enterprise skills. Links with the community are many, varied

and increasing all the time. The pupils are rightly proud of their record in raising funds for charity. All of this results in the pupils' outstanding personal development and well-being.

Teaching is outstanding overall because it is at least good and, at times, exemplary. Teachers and teaching assistants work well together to ensure pupils with learning difficulties and/or disabilities are supported well. Because teachers plan interesting lessons, the pupils really enjoy learning. Lessons move along at a good pace. This helps maintain pupils' concentration and interest. The staff mark the pupils' work well and provide them with helpful comments on what they need to do to improve. This good guidance does not always have the effect that it should. Occasionally, pupils do not have enough opportunities to respond to their teacher's comments, to show they have understood what they need to do next. Teaching is constantly improving owing to the very good professional development and support provided by the school. Important work has been done to strengthen provision in Years 3 and 4.

The excellent curriculum is key to the school's success in promoting good achievement and outstanding personal development. The recently introduced International Primary Curriculum has improved what was already good provision. It involves the pupils very well in planning what they need to learn and offers them interesting and exciting things to do. Links between subjects are very good and there are excellent opportunities for the pupils to practise their numeracy and literacy skills in other lessons. Information and communication technology is very carefully planned and supports the learning across the curriculum very well. Specialist teaching significantly enhances the quality of provision in subjects such as music, physical education and modern foreign languages. The school offers a very wide range of clubs and the older pupils benefit from residential experiences and excellent links with local high schools. These enrich their learning and provide them with access to additional experiences and resources.

Another key factor in the school's success is the outstanding care, guidance and support it provides. Arrangements for the pastoral care of the pupils are of the highest order. Levels of supervision in the school are very good. The pupils have great confidence in the staff and feel they can ask if they are worried about anything. One pupil said, 'The teachers respect you here and listen to what you have to say.' Academic guidance is good, pupils know their targets and, in some classes, they are increasingly involved in assessing how well they are doing themselves.

All this happens because leadership and management in this school are exceptionally good. The outstanding headteacher and deputy headteacher, along with other senior teachers, provide very clear educational direction to the school. They ensure expectations are extremely high. Very challenging targets are set, progress towards them is carefully monitored and prompt action is taken whenever pupils are found to be falling behind. Change is managed very well indeed. Consequently, improvements are quick and effective. The school's very sharp and accurate self-evaluation enables the leaders and managers to know where extra support is needed to improve achievement. The governors share the headteacher's vision for the school. They are very fully involved in the school's work and consistently challenge the school to justify its actions. They play a key part in all major decision making and are actively involved in monitoring the work of the school. Financial planning is very good. The school has excellent capacity for further improvement.

## **Effectiveness of the Foundation Stage**

### **Grade: 2**

When they start school, children have skills and abilities that are in line with those expected nationally. Very good induction means they settle quickly and make good progress in their

personal and social development. The 'Success for All' curriculum is having a very positive effect on the children's language and communication skills. The teaching of early reading and writing is very good. The children are quickly introduced to letters and sounds. Early writing is an everyday part of play and discovery. The outdoor environment for Reception children is very good and is used well by the staff to promote good learning. The school has plans to improve the undeveloped outdoor space available to the Nursery children, which is limited and provides little stimulation or interest. Overall, children make good progress in the Foundation Stage and very good progress in early reading and writing.

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

- Raise standards of writing in Key Stage 1 by embedding the new approaches to the teaching of early reading and writing and maintain the focus on providing more opportunities for the older pupils to write.

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## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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### Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	1
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	1
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	1

### Achievement and standards

How well do learners achieve?	2
The standards <sup>1</sup> reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

### Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
How well learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

### The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	1
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	1

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



## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	1
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

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

I should like to say thank you to everyone who spoke to me and showed me around when I visited your school recently. I think your school is outstanding and you should all be proud of being there.

I was very impressed with your behaviour, which was excellent. You all get along really well together and the older pupils are good at looking after the younger ones at lunchtimes. Your school helps you all to understand how to be healthy and safe. You all told me you enjoy school very much and I could see this was true by the way you all had a smile and worked hard in lessons.

Your teachers plan good lessons for you and this helps you all to make really good progress. One of the things I have asked the school to do is to make sure you all make as much progress as you can in every class. Your work in numeracy and science is generally better than it is in writing so I have asked the school to try to improve your writing. I know you are all working on this already. You can help by remembering your targets whenever you do any writing.

Your teachers mark your work well, but sometimes you do not have enough time to read what they have put and have a go at improving your work by doing what they suggest. Therefore, I have asked the school to try to give you more chances to do this. You can help by reading your teacher's comments and remembering them the next time you do some work.

All the adults take very good care of you in school. They listen to what you have to say and will go out of their way to help you all. Your headteacher and deputy headteacher, along with the other senior teachers, are doing a terrific job. They are always looking for ways to improve the school. Along with the governors, they are making sure you are given the best education possible.

Thank you again and well done to everyone at the school.

22 November 2007



Dear Children

**Inspection of Ryders Hayes Community School, Walsall, WS3 4HX**

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Thank you again and well done to everyone at the school.

Yours sincerely

Andy McDowall  
Lead inspector