

# Hayes Meadow Primary School

## Inspection report

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<b>Unique Reference Number</b>	124151
<b>Local Authority</b>	Staffordshire
<b>Inspection number</b>	328066
<b>Inspection dates</b>	25–26 June 2009
<b>Reporting inspector</b>	David Cox

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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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 (total)	195
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Gilbert Robinson
<b>Headteacher</b>	Barbara Luck
<b>Date of previous school inspection</b>	11 July 2006
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Spode Avenue Handsacre Rugeley WS15 4EU
<b>Telephone number</b>	01543 490616
<b>Fax number</b>	01543 492629

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<b>Age group</b>	3–11
<b>Inspection dates</b>	25–26 June 2009
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## Introduction

The inspection was carried out by two additional inspectors.

## Description of the school

Hayes Meadow Primary School is an average sized primary school. Nearly all pupils are from White British backgrounds. The proportion of pupils with learning difficulties and/or disabilities is below average, as is the proportion of pupils eligible for free school meals. The school has Early Years Foundation Stage provision in the Nursery and in the Reception class. There is an on-site privately run after-school club. There has recently been a high turnover of staff due to staff retirement and the need to recruit staff to the Nursery.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

Hayes Meadow Primary School is a good school that continues to improve under the good, strong leadership of the headteacher and the support of her staff. Staffing is now stable and focused on raising standards. The majority of parents are supportive of the school. 'My children are very happy and are doing well', is a comment that reflects many of these views.

The good care, guidance and support, together with a good curriculum, support pupils' good personal development and well-being. Secure procedures ensure pupils' health and safety whilst at school. Staff and pupils work well together to support and comfort pupils who have worries, and this care is strengthened by the school's close work with external agencies that provide specialist support. Pupils enjoy school and this is reflected in their above average attendance. They have a good awareness of how to stay safe. They know about the dangers that might arise when using the internet. Pupils lead healthy lifestyles with many participating in the good range of after-school sports clubs. All pupils actively take part in the 'Wake up, shake up' daily exercise programme. They benefit from the many practical opportunities in science, sport and music to develop team skills.

The spiritual, moral, social and cultural development of pupils is good. Pupils' behaviour is good, and, along with their positive attitudes and enthusiasm, is a major factor in their good achievement. There are lots of opportunities for pupils to shine and to be rewarded, so they grow in confidence. The vast majority of pupils have a good understanding of their rights and responsibilities and have good social skills when dealing with each other. A small number of pupils have emotional and behavioural difficulties and occasionally misbehave. Pupils value their school community and participate constructively in the life and work of the school. The school council is active and enjoys working with senior leaders. For example, it has helped to develop the new outside play houses. Pupils have a good understanding of world cultures and the diverse nature of Britain. They are tolerant of differences and are thoughtful in their fund raising for less fortunate people. They develop good basic skills and are well prepared for their next stage of education.

Good teaching helps pupils to make good progress and achieve well from the start of Nursery through to the end of Year 6. By the time they leave school at the end of Year 6, standards are above the national average. Children enter Nursery with skills and experiences broadly at the level expected for their age although some pupils have weak communication skills. When children enter Year 1, the majority are working securely within the expected levels in all areas of learning and several exceed them. For the vast majority of pupils, progress throughout Years 1 to 6 is good. Pupils with learning difficulties and/or disabilities make similar progress to other pupils because of the good support they receive.

The quality of teaching is continuing to improve. Clear identification of the strengths and weaknesses of the teaching enables senior leaders to focus professional development accurately in order to raise standards. There are examples of very good teaching, for example in the Nursery, where careful planning ensures children are challenged appropriately to do their best. In Years 1 to 6, there are examples of teachers using assessment information well to ensure tasks in lessons match closely with pupils' needs. However, this is not the case in all lessons and work set does not enable more-able pupils to progress as well as they could.

Leadership and management are good. The headteacher is supported well by the highly efficient administrative team. A relatively new team of other leaders is developing well. Senior leaders

have a clear view of how they would like the school to improve and have a good capacity to make further progress. The systems for evaluating the work of the school are generally good. However, middle leaders do not always analyse performance rigorously enough to ensure that there is consistent good practice in all areas. Governors are well informed. They share the staff's commitment to raising attainment and effectively contribute to the school's self-evaluation process.

## **Effectiveness of the Early Years Foundation Stage**

### **Grade: 2**

Children have a good start in the Nursery and in Reception. They make good progress in all areas of learning. By the end of Reception, most reach the expected levels for their age and a good number exceed them in the personal, social and emotional area of learning. They work and play well together and enjoy taking part in interesting, well-planned indoor and outdoor activities. Effective use is made of the outdoor environment to enrich learning for those in the Nursery. However, the school has rightly identified the need to develop the outdoor environment for those in Reception as these children have fewer opportunities to extend their learning outside. There is an appropriate balance of adult-led and child-initiated activities. These help children to concentrate very well because of small group organisation. This accelerates their progress. Teaching and learning are good and children enjoy learning about 'people who help us'. There are good links with parents, who feel they are kept well informed of their children's progress. The Early Years Foundation Stage is professionally led and managed well. Leaders provide very clear direction.

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

- Raise standards for the more able pupils by ensuring teachers make more effective use of assessment information when matching work to the needs of the pupils.
- Ensure middle leaders are more rigorous in evaluating the work of the school in order to ensure practice is consistently good in all areas of provision.

## **Achievement and standards**

### **Grade: 2**

When children join the Nursery, their skills and experiences are at the level expected for their age. By the time pupils leave the school at the end of Year 6, standards of attainment are above average and pupils' achievement is good. The vast majority of pupils achieve well in English and science. Pupils do particularly well in sport because of the good teaching and coaching they receive. Overall, more-able pupils do not progress as rapidly because work is not well matched to their needs.

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

### **Grade: 2**

Behaviour is good and pupils have a positive attitude to school. They enjoy good relationships with each other and staff. The school has worked hard to improve attendance, which is above average. Pupils develop a good understanding of how to keep safe. They know the importance of a healthy diet and taking exercise. The school has the Healthy School Award and the Active Mark Gold. Pupils enjoy taking part in Healthy Eating Week and Walk to School week. School dinners provide a healthy option at lunchtimes and children run a healthy tuck shop. Pupils develop a good understanding of how to keep safe. There are valuable opportunities for exercise

in physical activities and school clubs. Pupils' spiritual, moral, social and cultural development is good. Pupils experience valuable spiritual experiences through dance and music. Older pupils look after younger pupils and there are many opportunities for pupils to take responsibility. Pupils have developed good community links and school council members talk enthusiastically about the role they played in shaping discussions in school. They are especially pleased with the tree house they designed for the younger children. Pupils are prepared well for their future economic well-being through the good development of their literacy and numeracy skills.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Pupils have positive attitudes to their work. Teachers ask searching questions to extend pupils' thinking skills and give pupils the opportunities to discuss their views and opinions with each other. This openness of discussion and the very good relationships between adults and pupils underpin the good progress that pupils make. Teaching assistants are well prepared for the tasks they perform and have established very good working relationships with the pupils they support. Work is not always well matched to the needs of more able pupils, with insufficient opportunities for them to achieve their best. Whilst marking is frequent and supportive, it does not always show pupils how they might improve their work.

### **Curriculum and other activities**

#### **Grade: 2**

Events such as visits, visitors to the school and after-school activities add successfully to the richness of the curriculum. These activities broaden pupils' experiences and make a positive contribution to pupils' good personal development and well-being. The local area is used well to engage pupils and support their learning. The local canals provide pupils with insights into the historical past of the immediate area and how these waterways now provide for leisure pursuits. Older pupils enjoy their residential experience at Standon Bowers and speak fondly of the opportunities to apply the skills they are taught. Pupils from the choir have recently performed at Lichfield Cathedral. There are a growing number of opportunities for pupils to engage in cross-curricular learning. However, not enough attention is given to how literacy, numeracy and other key skills can be embedded within all subjects of the curriculum in order to raise standards. This leads to some pupils not always making the connections between different areas of learning.

### **Care, guidance and support**

#### **Grade: 2**

The care, guidance and support offered to the pupils are good. Staff demonstrate a good knowledge of pupils' social and emotional needs. The support of pupils with learning difficulties and/or disabilities is good. The school makes good use of outside agencies to guide and support these pupils and parents are kept well informed of their progress. Child protection procedures are well established and all staff have received appropriate training. Risk assessments are carried out regularly to ensure that all pupils are kept safe. The school is making effective use of the assessment information to raise standards in English and science. However, information is not always precise enough to maximise progress for more able pupils. Also, pupils are not always clear as to how to make their work better.

## Leadership and management

### Grade: 2

The headteacher has overseen many staff changes in a short space of time, but has successfully maintained a focus on pupils' learning and progress. Under her tutorage, a new senior team has been forged and is developing well. The headteacher has a strong, clear vision on how to bring about improvement and this has had a positive impact on the school's performance. There is no hint of complacency and development has continued apace with enthusiasm and commitment. Many staff are new to their responsibilities and have made a good start in establishing priorities for future improvement. Senior leaders have good systems for self-evaluation although middle leaders do not evaluate rigorously enough in order to identify and eradicate inconsistent practice. The governing body is experienced, well organised and supports the school well. It holds the school to account rigorously for standards attained and the progress that pupils make. Community cohesion is promoted well by the school. Good links with local and international schools are helping pupils to gain a greater awareness of the wider world. The family learning programme is bringing more parents into the school and is encouraging them to have a better understanding of how they can access programmes that widen and support their learning.

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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?	2
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?	2
The capacity to make any necessary improvements	2

**Effectiveness of the Early Years Foundation Stage**

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

**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/or disabilities make progress	2

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<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.

## Personal development and well-being

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

## The quality of provision

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

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	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	2
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

**Annex B****Text from letter to pupils explaining the findings of the inspection**

29 June 2009

Dear Pupils

Inspection of Hayes Meadow Primary School, Handsacre, WS15 4EU

Thank you all very much for making us feel so welcome in your school when we visited recently. A special thanks to all the pupils in Year 3 who performed their violin music so wonderfully for us. You and your parents are rightly proud of Hayes Meadow. Like you, we think your school is good. Here are some of the many good things to report about your school.

Your headteacher and staff want the best for you. Because you enjoy school, with most of you attending well and working hard, you reach above average standards. You have lots of exciting opportunities to learn through visits and many of you take part in a wide range of local events. It is clear that you go to a caring school. Your behaviour is good and you have positive attitudes to learning. You show a good awareness of how to stay healthy and enjoy the many sporting activities that are available to you. We like the way the school council works to improve your school. You have a wide knowledge and understanding of cultures from around the world.

Almost all of you make good progress with your work. Younger children get off to a good start in Nursery and in Reception. Those of you who are older make good progress throughout your time at Hayes Meadow. Those of you who need extra help make the same good progress because the staff give you lots of attention to help you learn. There are lots of good things happening in your classrooms. You have really nice relationships with all the staff. Teachers know you well and make sure you do demanding work.

To make your school even better we have asked your teachers to set some of the more able pupils even more demanding work so that you can do your very best. Also, we have asked those staff who check how well you are doing to keep a closer eye on all teachers so that they are all doing the same good things when planning your lessons.

My very best wishes to you and your families.

Yours faithfully

David Cox

Lead inspector