

Redbrook Hayes Community Primary School

Inspection report

Unique Reference Number	134665
Local Authority	Staffordshire
Inspection number	328945
Inspection date	30 April 2009
Reporting inspector	Doris Bell

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.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School (total)	226
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
Appropriate authority	The governing body
Chair	Valerie Edwards
Headteacher	Mandy Chaganis
Date of previous school inspection	21 June 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Talbot Road Brereton Rugeley WS15 1AU

Age group	3–11
Inspection date	30 April 2009
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Introduction

The inspection was carried out by two additional inspectors.

The inspection evaluated the overall effectiveness of the school and investigated the following issues:

- the progress all pupils have made this year, and whether the actions the school has taken to raise standards in writing, mathematics and science are working
- pupils' personal development, if they know how to improve their work, and how well teachers guide them in this, including through marking
- how well leaders and managers check and improve teaching and learning, and promote community cohesion.

Evidence was gathered from visits to lessons, sampling pupils' work, observing pupils at work and at play, discussions with them and with staff and governors, analysis of the school's documentation, assessment information and responses to the parent questionnaires. Other aspects of the school's work were not investigated in detail, but the inspection 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 an average-sized primary school. One Nursery and one Reception class make up the Early Years Foundation Stage which caters in total for 56 children aged from three to five. The proportion of pupils with learning difficulties and/or disabilities is well above average, as is the proportion known to be eligible for free school meals. Fewer pupils come from minority ethnic backgrounds than is found in most schools and English is an additional language for only a very small number.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a good school. Pupils achieve well because they are taught well. They start school with skills and experiences well below those expected for their age and reach average standards in English, mathematics and science in Year 6. There are clear signs that standards are set to rise in the future because pupils throughout the school are making better than expected progress year-on-year. Standards are now also average in Year 2, having risen faster than the national trend in the past four years.

Leaders and managers are rigorous in their pursuit of better progress for each pupil. They undertake direct observations of teaching, analyse pupils' work and meet with teachers to discuss the progress of individual pupils. They also meet with pupils to gather their views on how well they are learning and what they feel their teachers could do to help them learn even more. The assessment and tracking of pupils' progress is embedded in teaching, and good use is made of the information to plan pupils' work and set challenging targets for them. The various leadership teams contribute well to all of this. All members of staff are involved in one or other of these teams, creating a strong sense of unity and a shared understanding of what the school needs to do to improve. The school's evaluation of its work is accurate and well founded. Staff and pupils support each other well and parents are becoming increasingly involved in helping their children to learn. Governance is satisfactory. Through training and a better understanding of the school's work, governors are beginning successfully to understand how to hold the school to account for its outcomes. All of this leaves the school with good capacity for further improvement.

Pupils are getting better at writing in different styles for different audiences. This is because speaking, listening and role-play activities, using themes and topics that interest them, give purpose to their writing. For example, pupils in Year 6, highly motivated by their Harry Potter work, were using personification, alliteration and similes well to explore the various characters in the story. In literacy lessons, pupils usually use punctuation correctly and construct sentences accurately. They realise the importance of using a wide range of vocabulary to engage the reader. Pupils in Year 3 demonstrated a good understanding of this as they used a thesaurus, which in their words, helped them 'to make writing more interesting by using different words'.

An increase in the amount of investigative work in mathematics and science is improving pupils' ability to solve problems and reach solutions in different ways in these two subjects. Pupils report that they enjoy mathematics now because it is more fun than in the past. Their work and the school's records show that their progress is improving as a result. However, pupils still cannot recall number facts quickly enough, particularly when solving mathematical problems. Nor do they set out calculations carefully enough to enable them to work accurately with thousands, hundreds, tens or units and understand the relationships between them. Not all teachers are sufficiently rigorous in ensuring pupils follow the clear guidelines laid down for this.

Pupils are often fazed by test situations, and test results do not always match the knowledge, skills and understanding they display in their day-to-day work. This is because they rely heavily on their teachers to tell them what to do in lessons. They do not readily transfer skills from one piece of work or from one subject to another by themselves. Teachers' marking does not consistently remind them to do this, and opportunities are not always made explicit enough in the otherwise well-planned curriculum. The curriculum is rightly under review to provide more

opportunities for pupils to take more responsibility for their own learning. A good start has been made on this, for example through the extensive use of computers in different subjects.

Teachers seize many opportunities in class to discuss pupils' work with them. They often use whole-class sessions well for this and to help pupils learn from each other. Pupils know their targets and how to improve their work, for example by correcting spelling, punctuation and calculation errors. They appreciate the 'must/should/could' approach the school uses, and the 'top tips' for learning teachers use in class. They are less secure about the levels they are working at, or the smaller steps they need to take to reach their targets. Teachers' marking does not provide them with enough guidance on this. In subjects other than English, marking consists almost entirely of ticks with very little guidance on how to improve.

The school is vigilant in its care and support of all pupils. It works closely with parents, carers and external agencies to provide good support for vulnerable pupils and those with learning difficulties and/or disabilities. The vast majority of parents responding to the inspection questionnaire are very happy with all aspects of the school's work and with their children's progress. Parents see the school as approachable, friendly and helpful, and are becoming more involved in their children's learning. Typical comments are that children 'adore school', learning is 'fun and exciting', and parents are 'more than happy to recommend the school to others'. Safeguarding requirements, including those for child protection, meet current requirements.

Pupils enjoy school and they develop good personal skills. They know what to do to follow a healthy lifestyle and are proud of the school's Healthy Schools Award. They say they feel safe in school. They acknowledge that some bullying does occur but they are confident that teachers 'sort it out properly' if it does happen. They are sensitive to the needs of others and know when it is right to ignore some of the actions of pupils with behavioural difficulties that have the potential to disrupt learning. Overall, behaviour is good, as are relationships throughout the school.

Pupils acknowledge their views are valued in comments such as 'what we say makes a real difference'. They have a good awareness of how to contribute to the school and local community. They very much appreciate the new school building and the contribution they have made to making it a vibrant, attractive place in which to learn. Older pupils recall with pride how the local community, in which they are closely involved, came out to see them walk from the old school to the new one. Links with India and the study of countries such as Australia and Nigeria give pupils a good understanding of different cultures around the world. The study of different faiths and cultures in this country, and links with a school with pupils from a range of minority ethnic groups, gives pupils a satisfactory understanding of the range and diversity of cultures in the United Kingdom. The governors' action plan for promoting community cohesion builds well on what already takes place in the school, with a view to preparing pupils even better for life in a multicultural society. Overall, pupils leave the school well prepared for their future.

Effectiveness of the Early Years Foundation Stage

Grade: 2

The Early Years Foundation Stage is led and managed well by a united team who share ideas and plan together effectively. The curriculum, while covering all areas of learning well, successfully boosts children's low personal, social and emotional skills as well as the very underdeveloped language and communication skills with which they start school. Children make good progress in this key stage but because of the low starting points, standards are below average at the end of Reception. Girls reach higher standards than boys in this age group but

the school is working on this and the differences begin to disappear as children move through different age groups.

Teaching is good. The relationship between staff and children is a strength in the overall good provision. Children's welfare and well-being are promoted effectively through good links with parents and external agencies. The children's individual needs are met well in a safe, happy environment where their learning is fostered equally successfully indoors and out. However, opportunities to promote these skills are sometimes missed when children are working independently. This is because staff do not always interact frequently enough with the children at these times. Additionally, early writing skills are not always promoted sufficiently within the learning activities. Nevertheless, the overall good range of activities planned successfully develops children's ability to work independently. This is something the school is now fostering in all age groups.

What the school should do to improve further

- In writing: – provide more opportunities for children in the Early Years Foundation Stage to develop early writing skills – in the rest of the school, increase pupils' ability to use, consolidate and extend their writing skills at all times, in all of their writing.
- In mathematics: – improve pupils' ability to recall number facts rapidly – ensure that mathematical calculations are laid out correctly to avoid errors in calculations.
- Achieve consistency in the quality of teachers' marking so that the small steps pupils need to take to reach their targets are clarified for them.

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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 ¹ reached by learners	3
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

¹Grade 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

How good are the overall personal development and well-being of the learners?	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

How effective are teaching and learning in meeting the full range of learners' needs?	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

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

1 May 2009

Dear Pupils

Inspection of Redbrook Hayes Primary School, Rugeley, WS15 1AU

Thank you for the very warm welcome you gave us when we visited your school. It was delightful talking to you and finding out how much you enjoy school. You and your parents are right in thinking that you go to a good school where staff take good care of you and want you to do well.

Your teachers and those who lead and manage your school recognise that each one of you has different learning needs and they work very hard to meet those needs. As a result of this, you make good progress and reach the standards expected for your age by the time you leave the school.

Looking at your books, we found that you do a lot of work and usually try very hard to do your best. You have a good understanding of how to write in different styles and different ways in many subjects, and how to vary your writing depending on what it is for. However, you do not always remember to use what you learn in literacy lessons when you write in other subjects. We have asked your teachers to remind you to do this when they mark your writing. In mathematics, we found that although you are getting better at it, you are not always able to calculate in your heads quickly enough, and you do not always set out mathematical calculations neatly enough in your books to make sure you can see exactly what you are doing. We have therefore asked your teachers to give you more help in these areas too. You can help by checking your written work against your targets, and by taking more time to learn number facts and neatly set out calculations.

You told us that you make a real difference to the school by making suggestions about how to improve it and we saw several examples of this. You also told us that the 'top tips' your teachers give you help your learning. You certainly know what your targets are and that you need to work towards them. It is clear that your teachers and the headteacher keep a close eye on your progress. We did, however, find that your teachers do not always tell you how to improve when they mark your work. We have asked them to make sure that they do. You can help here too, by paying attention and acting on the advice and guidance your teachers give you.

We hope that you will rise to the additional challenges which the things we have asked the school to do will present to you, and that you will enjoy learning as much as you do now, for the rest of your lives.

Yours faithfully

Doris Bell

Lead inspector