

# Pool Hayes Primary School

## Inspection report

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<b>Unique Reference Number</b>	104191
<b>Local Authority</b>	Walsall
<b>Inspection number</b>	336252
<b>Inspection dates</b>	5–6 October 2009
<b>Reporting inspector</b>	Roy Bowers HMI

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 of pupils on the school roll</b>	226
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Stephen Preston
<b>Headteacher</b>	Keith Page
<b>Date of previous school inspection</b>	5 June 2007
<b>School address</b>	Bridgnorth Grove Wilenhall Walsall WV12 4RX
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## Introduction

This inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors. The inspectors visited 12 lessons, and held meetings with the chair of governors, staff, pupils and parents. They observed the school's work, and looked at records for the tracking of pupils' progress, the school development plan, individual education plans, the headteacher's reports to the governors, health and safety policies, curriculum policies and a range of other policies and plans. The inspectors also took account of the 61 parental questionnaires which were returned.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- pupils' progress in all classes in reading, writing and mathematics
- the degree of challenge in lessons for the more able pupils
- provision for the most vulnerable pupils
- how effectively leaders at all levels check the quality of the school's work and use the information for future improvements.

## Information about the school

The school is similar in size to most primary schools. The proportion of pupils who have special educational needs and/or disabilities is below average. Most of the pupils are White British and a few are from minority ethnic backgrounds. The school has achieved the Healthy School and Activemark accreditations. The school makes provision for Nursery- and Reception-aged children in the Early Years Foundation Stage.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**3**

**The school's capacity for sustained improvement**

**3**

## Main findings

Pool Hayes provides a satisfactory standard of education. Pupils say that they enjoy coming to school. The warm and caring relationships in the school help pupils feel safe and secure. The behaviour of the vast majority of pupils is good. The school works effectively with outside agencies to ensure that all pupils, especially the most vulnerable, are cared for well.

Pupils make good progress in the Early Years Foundation Stage and in Key Stage 1, and satisfactory progress in Key Stage 2. Pupils' attainment at the end of Key Stage 1 and Key Stage 2 is slightly above average. In many lessons, the more able pupils are not sufficiently challenged and do not achieve as well as they could. Pupils who have special educational needs and/or disabilities make good progress because of the additional support they receive.

The quality of teaching varies throughout the school. Although there is some good, and occasionally outstanding teaching, too much is only satisfactory and some is inadequate. In many lessons observed, teachers were not clear enough about what the pupils were expected to learn during the lesson, and the small steps which build on pupils' skills and knowledge were not planned carefully for pupils of all capabilities. Where this occurred, the activities often provided some challenge for the middle- and lower-attaining pupils, but the work given to the more able pupils was often too easy. The school has recently reviewed its policies on marking and target setting. Although some teachers are beginning to implement the policies effectively, this is inconsistent.

Since the last inspection, the curriculum has been reorganised so that learning is planned using themes and topics. The overall school plan provides a good base for teachers to plan lessons and effectively supports pupils' learning in most areas of the curriculum. Opportunities are written into the plan for pupils to practise their skills in literacy, but there are few planned opportunities for the reinforcement of mathematics skills.

Leaders are committed to improving the life chances of all the pupils. Systems are in place to gather and record information about pupils' progress and the quality of provision. However, this information is not used rigorously enough to monitor the progress made by all groups of pupils, evaluate the impact of new initiatives on pupils' achievement, set challenging targets for improvement or hold staff to account for the progress made by the pupils. Consequently, leaders do not have an accurate view of the work of the school and their capacity for sustained improvement is only satisfactory.

**What does the school need to do to improve further?**

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- Raise pupils' achievement by:
- ensuring that the progress made by pupils in reading, writing and mathematics in all classes is at least good
- accelerating the progress made by the more able pupils in reading, writing and mathematics in all year groups
- providing more opportunities for pupils to reinforce their numeracy skills across the curriculum.
- Improve the quality of teaching and learning by:
- ensuring that teaching in all year groups is good or better and, as a matter of urgency, by ensuring that all inadequate teaching is eliminated
- ensuring that all teachers are clear about what they want the pupils to learn and the small steps which build on pupils' skills and knowledge are planned carefully for pupils of all capabilities, especially the more able
- ensuring that the policies on marking and target setting are implemented effectively in all classes.
- Ensure leaders and managers at all levels monitor and evaluate the work of the school more rigorously to:
  - check on the progress made by all groups of pupils
  - evaluate the impact of new initiatives on pupils' achievement
  - set challenging targets
  - hold staff to account for pupils' progress.

**Outcomes for individuals and groups of pupils****3**

Over recent years, the progress made by the children in the Early Years Foundation Stage has improved. Most children now make good progress. In 2009, the attainment of pupils who entered Year 1 was slightly above average. Pupils continue to learn effectively in Key Stage 1. However, the school's own information shows that in the past year this momentum decreased rapidly for pupils in the first two years of Key Stage 2, and the progress of many of these pupils was inadequate. Pupils in Years 5 and 6 made good and sometimes outstanding progress. In many classes, however, the more able pupils are not challenged sufficiently and do not make the progress they could.

Pupils say that instances of bullying are rare and they are confident that teachers will deal with them well if necessary. Pupils of all backgrounds get on well with each other and are usually courteous and polite. Pupils willingly undertake the tasks set by the teachers and cooperate well when required. These positive attitudes, together with their academic achievement, give pupils a satisfactory grounding for their future learning.

Pupils are aware of the benefits of eating healthily and understand what constitutes a balanced diet. However, they do not put this into practice and many regularly bring a variety of snacks which they know are not part of a healthy diet.

Pupils' spiritual, moral and social development is good, but their cultural awareness is less well developed. Pupils' awareness of helping others is heightened by activities such as raising money for a number of charities, working as school play leaders and through

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the links with 'Help the Aged' and similar organisations. Pupils are keen to express their views through the class and school councils and are proud of their contributions to school improvement, such as the installation of recycling boxes. Pupils' attendance is broadly average and has risen in recent years because of a number of initiatives put in place by the school.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>3</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

### How effective is the provision?

Although there were some good and outstanding lessons seen during the inspection, the quality of teaching overall is satisfactory. This is because it varies considerably and too much is no better than satisfactory. Although there was only one inadequate lesson seen during the inspection, the school's monitoring shows that, over the past year, pupils in some classes did not make enough progress because the teaching had little impact on their learning. When pupils learn exceptionally well, teachers are very clear about what they want the pupils to learn and the small steps which build on pupils' levels of skills and knowledge are planned carefully for pupils of all capabilities.

Although the quality of the support from the teaching assistants varies, some of the

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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support observed during the inspection was outstanding, especially when the teaching assistants worked with small groups of selected pupils from Year 6. Very effective questioning by the teaching assistants helped pupils make outstanding progress.

Pupils' work in reading, writing and mathematics is assessed each term. This enables teachers and leaders to identify pupils who are underachieving and review the support they receive. Although pupils have learning targets, there is inconsistency in the effectiveness of these across the school. Some teachers integrate the targets into the lessons and provide pupils with good advice on how to improve; others do not.

The curriculum provides effectively for pupils' personal and social development. Pupils are given many opportunities to discuss their feelings and to be aware that others may have different views and beliefs which must be respected. Since the last inspection, the curriculum has been reorganised with the purpose of making the learning more enjoyable and meaningful for the pupils. This is beginning to have a positive impact on pupils' enjoyment of learning. However, the school is aware that there are few planned opportunities for pupils to practise their numeracy skills through the topics studied. The curriculum provides a wide range of enrichment activities, including many visits to places of interest and a number of visitors who make pupils' learning more meaningful and stimulate interest.

Good induction arrangements when children first enter the Nursery and strong links with local secondary schools help children settle quickly into their new surroundings and feel part of the school community.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

**How effective are leadership and management?**

Leaders and governors share a genuine desire to provide the best quality pastoral care and academic education for all pupils. The support and guidance given to all pupils, especially the most vulnerable, shows the school's commitment to equality of opportunity. Since the last inspection, the school has implemented many new initiatives to raise pupils' achievement. Some, such as improvements to the provision in the Early Years Foundation Stage, have been successful.

Systems are in place to enable the leaders to gather and collate information about pupils' progress and the quality of provision. The tracking of pupils' progress, the monitoring of the quality of teaching and the scrutiny of pupils' books provide a wealth of information on pupils' progress and other aspects of the work of the school. However,

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the information is not evaluated thoroughly by the leaders. Consequently, the factors which account for any inadequate progress by classes or groups of pupils are not recognised and dealt with early enough. This lack of rigour also means that initiatives are not evaluated, challenging targets are not set and teachers are not held to account enough for the progress made by the pupils. So, although the leaders have worked hard to try to raise pupils' attainment and improve their progress, there remain areas of underachievement.

Parents' and carers' views are canvassed and valued. They are kept well informed about their children's progress and sometimes join with the pupils in their work during the 'Inspire Workshops'. The school successfully works in partnership with local schools and other organisations to support all pupils, especially the most vulnerable. Commitment to community cohesion is satisfactory. The school has a good knowledge of the pastoral needs of its pupils and their families, and provides a good level of support when necessary. The school is aware that the links with the communities outside the local area could be developed further. At the time of the inspection, all safeguarding procedures were in place.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

**Early Years Foundation Stage**

Although there is variation from year to year, children enter the Nursery with skills that are broadly typical for children of their age. Provision has improved over recent years, and children now make good progress. Children enjoy coming to school, and feel safe and secure in a caring and supportive environment. Children's welfare is managed and nurtured well. Good links with parents ensure that children's emotional and welfare



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needs are identified and accommodated from the start. Parents are welcomed as partners in their child's education and many parents praise the strong relationships they have with the adults in the school. Good induction programmes and clear daily routines help children settle in quickly. The caring relationships between the adults and children are evident and give the children confidence to join in with all activities. Children are happy, enjoy coming to school and behave well. They are keen to learn and are often excited when lessons are about to begin. Children enjoy the lively and imaginative lessons with many active practical experiences. They show initiative and have good relationships with each other, patiently taking turns and sharing equipment.

Children experience an extensive range of well-planned activities across all six areas of learning. There is a good balance between child-initiated and adult-directed activities. There are regular opportunities for pupils to work outside, but the school is aware that this area is not yet fully developed to allow the children to experience all areas of learning throughout the year. Leadership and management are good. Children's progress is tracked well and those who are experiencing difficulties are identified early and given support.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

**Views of parents and carers**

Almost all of the parents who responded to the questionnaire and who spoke to the inspectors were very positive about the school. Very few concerns were raised by parents.

Although there were only a few comments on the questionnaires, many of those who spoke to the inspectors commented on the quality of care that the children receive in school. Parents also said that their children enjoy school and like their teachers. The findings of the inspection reflect these views.

### Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Pool Hayes Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 61 completed questionnaires by the end of the on-site inspection. In total, there are 226 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	48	79	12	20	1	2	0	0
The school keeps my child safe	53	87	8	13	0	0	0	0
The school informs me about my child's progress	32	53	29	48	0	0	0	0
My child is making enough progress at this school	36	59	24	39	0	0	1	2
The teaching is good at this school	43	71	18	30	0	0	0	0
The school helps me to support my child's learning	31	51	29	48	1	2	0	0
The school helps my child to have a healthy lifestyle	33	54	28	46	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	32	53	28	46	0	0	1	2
The school meets my child's particular needs	36	59	24	39	1	2	0	0
The school deals effectively with unacceptable behaviour	36	59	25	41	0	0	0	0
The school takes account of my suggestions and concerns	35	57	26	43	0	0	0	0
The school is led and managed effectively	41	67	20	33	0	0	0	0
Overall, I am happy with my child's experience at this school	41	67	20	33	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

# Glossary

## What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

## Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



7 October 2009

Dear Pupils

Inspection of Pool Hayes Primary School, Willenhall, WV12 4RX

Thank you for making our recent visit to your school such an enjoyable experience. It was a delight to talk to you and to see how happy you are. We enjoyed visiting your lessons, looking at your books and talking to you. We have judged your school to be satisfactory and here are some of the reasons why.

- You make good progress in the Early Years Foundation Stage and Key Stage 1, and satisfactory progress in Key Stage 2.
- Those of you who find learning difficult make good progress throughout the school.
- All of you, and especially those of you who have difficulties in your lives, are looked after well.
- Nearly all of you behave well.
- Your teachers care for you well.

To help the school become even better, we have said that the headteacher and governors should:

- ensure that you make good progress in all classes
- provide you with more opportunities to practise your numeracy skills
- make sure that there is more good teaching throughout the school and that the guidance you receive to help you improve is even better
- make sure that teachers plan carefully those small steps which help you learn well
- make sure that those teachers with special responsibility for ensuring that you make good progress keep a careful eye on how well you are doing and help you learn even better.

You can help too by continuing to work hard, behaving well and doing your very best.

We shall take away many good memories about your school and have very much enjoyed the time we have spent with you. Thank you again for being so helpful and friendly.

Yours faithfully

Roy Bowers

Her Majesty's Inspector

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