

# Rednal Hill Infant School

## Inspection report

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<b>Unique Reference Number</b>	103249
<b>Local Authority</b>	Birmingham
<b>Inspection number</b>	355347
<b>Inspection dates</b>	23–24 November 2010
<b>Reporting inspector</b>	Peter Kerr

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>	Infant
<b>School category</b>	Community
<b>Age range of pupils</b>	3–7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	194
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Stephanie Kemp & Sally Harvey (Joint Chair)
<b>Headteacher</b>	Elaine Le Gros
<b>Date of previous school inspection</b>	7 May 2008
<b>School address</b>	Irwin Avenue Birmingham B45 8QY
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## Introduction

This inspection was carried out by three additional inspectors. Seven teachers were seen teaching and 12 lessons observed. Meetings were held with groups of pupils, teachers and the Chair of the Governing Body. Inspectors observed the school's work, and looked at school policies, teachers' planning, pupils' books, records of pupils' progress and 29 parental questionnaires.

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

- Standards in mathematics compared with those in English.
- Opportunities for pupils to use their speaking and mathematical skills.
- How well the school evaluates its contribution towards community cohesion.

## Information about the school

Rednal Hill is an average-sized infant school that shares a site with a junior school. The number on roll is rising and pupil mobility is low. The proportion of pupils known to be eligible for free school meals is well-above average. The proportion of pupils with special educational needs and/or disabilities is above average. Most of these pupils have moderate learning difficulties and a few have emotional and behavioural, emotional and social difficulties. The proportion of pupils with a statement of special educational needs is below average. Most pupils are of White British heritage and all are fluent in English. Early Years Foundation Stage provision is made in the Reception classes and Nursery class. The Nursery provides part-time places. The school has achieved Healthy Schools Status and the Quality Mark.

**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?**

**2**

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

**2**

## Main findings

This is a good school. It provides an interesting curriculum and enables the pupils to reach expected standards. Provision in the Early Years Foundation Stage is good. Children make good progress to achieve most of the Early Learning Goals by the end of their Reception year. They have particularly well-developed personal and social skills but still have some ground to make up in communication, language and literacy. All pupils, including those with special educational needs and/or disabilities, make good progress in Key Stage 1 so that by the end of Year 2, attainment is broadly average in reading, writing and mathematics. Pupils learn well because teaching is good and lessons are interesting and challenging.

The pupils have good personal and social skills and their good behaviour helps their learning. They collaborate well, are confident and responsible when working independently and persevere when tasks are difficult. Pupils enjoy writing because the curriculum provides them with plenty of opportunities to write for a clear purpose, for example by making up advertising slogans. However, they do not do enough extended writing to hone their skills. Standards in mathematics have improved overall because of the school's clear focus on identified weaknesses. The pupils' use of correct mathematical vocabulary and their ability to explain their thinking as they try to solve problems are relatively less well-developed. Displays are used well to celebrate the pupils' work but expectations for the quality of presentation are not always high enough. This is an area that the school has rightly identified as in need of improvement.

The spiritual, moral and social aspects of the pupils' development are good. They value themselves and others as unique individuals and have a strong sense of right and wrong. They contribute well to the school and are well regarded in the locality, but their involvement with the wider community and appreciation of cultural diversity are in the early stages of development. Attendance has improved from low to average due to the school's excellent work with families that need help and encouragement. This reflects the good overall standards of care, guidance and support provided by the school.

The school's capacity for sustained improvement is good. The headteacher provides clear direction for the school and is well supported by the staff and the governing body. There is a good team spirit and sense of shared ambition. Leadership is delegated effectively and many teachers participate in monitoring and supporting colleagues and sharing ideas. This has contributed strongly to improved teaching. Self-evaluation is good and priorities for improvement clearly reflect the needs of the school. Improved attendance and higher standards in mathematics are examples of better outcomes resulting from this good analysis. The governing body is well organised and ensures that the school fulfils all its statutory responsibilities. It has overseen the establishment of a policy and action plan for

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community cohesion, including proposed links with more diverse schools, but has not yet ensured that these are fully implemented and evaluated.

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

- Raise standards in writing and mathematics further by:
  - encouraging and supporting pupils to write at length and to talk more about how they solve mathematical problems
  - raising expectations for the quality of presentation in writing and mathematics and celebrating the best examples more prominently.
- Raise pupils' awareness and appreciation of ethnic, cultural and religious diversity within their own and other areas of the country and beyond by:
  - ensuring that the proposed links with the wider community are established
  - regularly evaluating the impact of initiatives on pupils' appreciation of diversity.

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

**2**

Attainment on entry to Year 1 is slightly below average because of weaknesses in speaking, reading and writing. Pupils make good progress in these subjects because they are motivated by the activities that are planned for them in lessons. They develop speaking skills well in the many different group activities that they undertake independently, as seen in the Forest School area and in role play. They respond well when adults guide them towards extending their vocabulary, for example in using enticing words to persuade people to buy a particular product. Pupils with learning and behavioural difficulties make particularly good progress in these skills because they benefit from the enjoyable and individualised role-play and other speaking tasks provided for them. Their use of accurate mathematical vocabulary is less well developed, and they lack confidence in explaining how they work out answers to problems. Pupils listen attentively to teachers, settle to their work quickly and sustain concentration and effort without the need for constant supervision. They are very keen to answer questions and proud of their achievements. For example, Year 2 pupils were eager to demonstrate the musical jingles they had composed for their Dragons' Den project.

Pupils say they feel safe at school and their parents strongly agree that the school keeps them safe. They have a good knowledge of which foods are best for their health and can explain the beneficial effects of exercise on their bodies. Many of them take part in after-school clubs, including sports, gardening and chess. The pupils make a good contribution to the school through acting as monitors and school councillors.

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*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	2
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>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>3</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</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>

<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

## How effective is the provision?

The lively curriculum is a major factor in the pupils' enjoyment of school and improving progress. Lessons stimulate the pupils' interest and build their confidence because they provide tasks that enable them to learn in ways that suit them. This approach has been particularly successful in improving boys' achievements by engaging their interest through practical activities and modern technologies such as computers and voice recorders. The quality of teaching is good. Assessments are used well to provide more difficult tasks for the more-able, although expectations for the length and quality of their writing are not always high enough. Suitably adapted work is also provided for those with lower attainment. Pupils with special educational needs and/or disabilities are provided for well. For example, a group of Year 1 pupils with behavioural learning needs were successfully motivated to learn through the skilful use of role play by two teaching assistants. These pupils made good progress because the activities were carefully adjusted to suit their individual needs as the lesson progressed. Discussion between pupils is encouraged and this has helped to boost their independence, though opportunities are sometimes missed to intervene and provide more challenge, for example to extend their mathematical vocabulary.

Transition arrangements are a strong feature of the school. Induction of children into the school is good and preparations for the junior school are very thorough. The school

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provides excellent support for pupils facing greatest barriers to learning and their families, greatly improving the attendance of some pupils and thereby accelerating their progress.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<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?

Leadership and management are good. The headteacher provides clear direction for the school and has successfully involved a wide cross-section of the staff in distributive leadership. Delegated management tasks are discharged diligently, building an ethos of shared responsibility and ambition across the school. As a result, aspirations are high and the pupils feel valued and well cared for by all the adults around them. Teachers have been challenged to implement a creative curriculum and to continually improve the quality of their teaching, with good support to do so when needed. The headteacher sets clear expectations for a minimum standard of teaching and decisive action is taken if these are not met. The governing body supports the headteacher well in these and all other aspects of school improvement. It ensures that the school meets its statutory duties for safeguarding pupils, which go beyond minimum requirements, especially in the area of safer recruitment and the vetting of voluntary helpers. Parents appreciate this and are becoming increasingly involved in the life of the school. Attendance at the weekly celebration assemblies, half-termly family Fridays and annual family picnics is very good. Good partnerships with educational support agencies help to support families and enrich the curriculum.

The school promotes equality of opportunity well and is diligent in ensuring that no pupil is at risk of discrimination. Good facilities are provided for pupils with physical disabilities and racial discrimination policy and procedures are very robust. The progress of different groups of pupils is closely monitored, and swift and effective action taken if any group appears to be falling behind. For example, closer attention was paid to pupils on the register of special educational needs and/or disabilities at the school action stage because their progress was not quite as good as their peers and this resulted in clear improvements in their performance. The steps taken to promote community cohesion meet requirements but have not yet been fully effective.

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*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<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>2</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>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</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>2</b>

## Early Years Foundation Stage

Children enter the Nursery class with skills that are below those expected for their age. They make good progress, especially in their personal, social and emotional development because of the well-organised, stimulating environment and resources and good teaching. Progress is good in all six areas of learning, but attainment in communication, language and literacy remains lower than in other areas because of lower starting points. The outside area is used particularly well to foster the children's curiosity about the world around them and to enable them to partake in plenty of physical exercise. Constraints imposed by the layout of the building restrict access to this larger outdoor area for children in the Reception classes so they have fewer such opportunities.

Progress is also good during the Reception year, where about half the children have joined from the school's Nursery class and the others from elsewhere. Teachers and teaching assistants plan well together across the setting to ensure that activities match the children's needs and previous experience. Most of the children's learning takes place through chosen play activities which are well thought out and resourced to provide stimulation for enquiry and progress across the six areas of learning. Activities that encourage children to use skills that have recently been taught are included, but on occasions opportunities to consolidate learning in this way are overlooked. The quality of questioning by adults is good and they are skilled at praising the children's efforts and also leading them towards further learning. For example, children making patterns with coloured objects were encouraged to talk about these and then to say what they thought would come next, improving their mathematical thinking.

Good use is made of the Forest School's area to extend the children's knowledge and understanding of the world and children have an easy familiarity with computers and other modern technologies. For example, a boy who was reluctant to say much was successfully



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encouraged to say more by speaking into a recording microphone and playing his own voice back, greatly adding to his confidence in and enjoyment of speaking.

The setting is well-led and managed and transition into the main school is handled well so that the children join Year 1 as confident young learners.

*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

Twenty nine parents responded to the Ofsted questionnaire. This represents a below average response for a school of this size. Most of the parents who responded have very positive views of the school. A few parents wanted more or better information about their children's progress. The inspection found that the school provides plenty of good quality information, both about whole-school matters and about individual children's progress.

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

Ofsted invited all the registered parents and carers of pupils registered at Rednal Hill Infant 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 29 completed questionnaires by the end of the on-site inspection. In total, there are 194 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	15	75	5	25	0	0	0	0
The school keeps my child safe	16	80	4	20	0	0	0	0
My school informs me about my child's progress	11	55	6	30	3	15	0	0
My child is making enough progress at this school	14	70	4	20	1	5	0	0
The teaching is good at this school	15	75	4	20	0	0	0	0
The school helps me to support my child's learning	14	70	4	20	1	5	0	0
The school helps my child to have a healthy lifestyle	13	65	7	35	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)	12	60	5	25	1	5	0	0
The school meets my child's particular needs	16	80	3	15	0	0	0	0
The school deals effectively with unacceptable behaviour	12	60	7	35	0	0	0	0
The school takes account of my suggestions and concerns	12	60	6	30	1	5	0	0
The school is led and managed effectively	14	70	4	20	0	0	0	0
Overall, I am happy with my child's experience at this school	16	80	4	20	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 all 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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 pupils' 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.**



25 November 2010

Dear Pupils

**Inspection of Rednal Hill Infant School, Birmingham, B45 8QY**

My colleagues and I enjoyed our time in your school. Thank you for the warm welcome you gave us. Yours is a good school. You all enjoy yourselves and do well because the teaching is good and you have lots of exciting things to do. We were very impressed with your good behaviour and the way you could work together without the teachers having to help you all the time. You know how to keep fit and healthy and stay safe, and you are very keen to learn. This will stand you in good stead in your future life. Some of you have excellent attendance records, coming to school every possible day in the year. Well done. Some of you find it harder to attend as often as you should, but the school is helping you to attend more regularly.

You speak confidently and your reading, writing and mathematics work is as good as it should be for your age. You do your jobs around the school well and like going out on trips, but you could learn more about the different interests and traditions of people in other areas. The school looks after you well and keeps you safe and your headteacher leads a good staff team well. We have asked the school to do the following things to help you do even better.

Help you to write more and make it neater so that your skills improve faster.

Help you to explain how you try to get the right answers to problems in mathematics so that you understand them better.

Help you to learn about people living different kinds of lives across the country.

You can help by continuing to do your best in class, trying to write neater and making sure you come to school as often as you can.

I wish you all the very best in your future lives.

Yours sincerely

Peter Kerr

Lead inspector

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