

Redgate Primary School

Inspection report

Unique Reference Number	104885
Local Authority	Sefton
Inspection number	355652
Inspection dates	20–21 April 2011
Reporting inspector	Stephen Wall

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	158
Appropriate authority	The governing body
Chair	Mr Paul Flodman
Headteacher	Mrs Wendy Grime
Date of previous school inspection	20 May 2008
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Introduction

This inspection was carried out by three additional inspectors. Inspectors observed eight lessons taught by six teachers. Meetings were held with staff, groups of pupils and the Chair and vice-chair of the Governing Body. The inspectors observed the school's work, and looked at the monitoring of pupils' progress, the school's self-evaluation and planning for improvement and documentation relating to safeguarding. Questionnaires from 35 parents and carers were scrutinised, together with those returned by staff and pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- How well pupils attain, make progress and achieve, especially pupils with special educational needs and/or disabilities, higher attaining pupils and those who join the school at other than normal times.
- How effectively teaching impacts on pupils' learning and progress in Key Stages 1 and 2, especially pupils with special educational needs and/or disabilities and higher attaining pupils.
- How effectively the curriculum matches the needs of all groups of pupils to stimulate their learning, progress and enjoyment

Information about the school

This is a smaller-than-average-size primary school in which the proportion of pupils known to be eligible for free school meals is broadly average. Most pupils are White British. About 8% of pupils are from Traveller families. The proportion of pupils who join the school at other than normal times, especially in Key Stage 2, is above average. The proportion of pupils with special educational needs and/or disabilities is above average, although the proportion with a statement of special educational needs is low. During the inspection, Year 6 pupils were out of school on a residential trip to Wales. The school has Healthy School status.

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

Redgate Primary is a good school. Outstanding care, guidance and support ensure that all groups of pupils, including those with special educational needs and/or disabilities and those who join the school at other than normal times, feel highly-valued and make good progress. Leaders and managers evaluate the school's effectiveness accurately. They use the outcomes to identify and tackle shortcomings rigorously and effectively. The good quality of many aspects of the school's work has been maintained since the last inspection; some have improved significantly. Chief among these are the school's curriculum and the use of assessment to support teaching and learning. This demonstrates the school's good capacity for further improvement.

Pupils' enjoy school. Their attendance is above average. Pupils feel safe in school. They behave well in lessons and around school. They are respectful to each other, the adults working with them and to visitors. Pupils' good basic skills in literacy, numeracy and information and communication technology (ICT) coupled with their good levels of self-confidence ensure that they are well prepared for future success.

Teaching is good. Lessons are conducted at a good pace. Pupils are given plenty of opportunities to work in pairs and groups to develop their skills as independent learners. As a result, pupils make good progress overall. However, in Key Stage 2, the rate of progress in different classes is not uniform because there are occasional inconsistencies in how closely tasks are matched to pupils' needs and in the level of challenge for some pupils, especially higher attaining pupils. The good curriculum provides pupils with a wide range of stimulating experiences to support their learning. Participation rates are high in the wide range of extra-curricular activities offered. These make a valuable contribution to pupils' enjoyment of school and to their personal development.

Leaders and managers at all levels, including the governing body, provide a sharp focus on improvement. They do not shy away from recognising shortcomings, which they tackle rigorously. Planning is of good quality. Regular progress reviews ensure that the school keeps on track in pursuit of its goals. Leaders and managers have forged good links with parents and carers, who are almost unanimous in their support for the school and its work.

What does the school need to do to improve further?

- Make sure that the rate of progress made by all groups of pupils in Key Stage 2 classes is uniformly good by:
 - consistently matching tasks closely to pupils' needs and abilities

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- ensuring that the level of challenge for higher attaining pupils is always high enough to meet their needs.

Outcomes for individuals and groups of pupils

2

In lessons pupils are keen to contribute their ideas and answers. They work hard and with interest. They are keen to do well and enjoy learning. They work together well in pairs and small groups where they listen respectfully to each other's' ideas and offer constructive criticism. In one lesson, for example, pupils were frank and discerning in expressing their opinions about the quality of a 'RAP' produced in pairs by their classmates and delivered confidently in front of the whole class. Pupils join the Early Years Foundation Stage with skills that are overall in line with age-related expectations. All groups of pupils, including those with special educational needs and/or disabilities, make good progress as they move up through the school to attain above average standards by the end of Key Stage 2. Higher attaining pupils make good progress also, although they could be doing even better if the level of challenge in different classes in Key Stage 2 were more uniform.

Pupils know the importance of healthy lifestyles. Participation rates in the wide range of sporting activities are high. Even the youngest pupils can say what foods are good for them and which are best enjoyed in moderation. Pupils enjoy taking on responsibilities in school. The school council is highly valued and has been instrumental in improving playground equipment and facilities, for example. Pupils are active in the local community. They support a number of local charities and community initiatives, such as the 'messy church' held in school every Sunday. Pupils' good spiritual, moral, social and cultural development is seen in their good behaviour. They have a fine-tuned sense of justice, and a deep understanding and promotion of fair-trade activities.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	2
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
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

¹ 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?

Teaching is lively and well-planned. It keeps pupils interested and provides them with a good variety of tasks in lessons. Teachers have good subject knowledge which they use effectively to ask challenging questions to make pupils think and justify their answers. Teachers generally make good use of assessment data to match tasks to pupils' needs and abilities. In Key Stage 2, however, tasks are occasionally not matched closely enough to pupils' abilities. When this happens, progress slows, especially for higher attaining pupils. Very effective use is made of teaching assistants to support targeted groups of pupils, especially pupils with special educational needs and/or disabilities, and those who join the school at other than normal times. Teaching assistants are playing an increasingly effective role in supporting higher attaining pupils through targeted intervention in literacy and numeracy. Teachers mark pupils' work regularly. Their comments are consistently helpful in showing pupils what they need to do to improve their work.

The impact of the curriculum on pupils' learning and progress has improved significantly since the last inspection, because topic work has been extended to provide a wide range of well-planned opportunities for pupils to apply their literacy, numeracy and ICT skills meaningfully across a wide range of subjects. For example, fair-trade activities not only stimulate pupils' writing but extend their knowledge and understanding of world issues. A good range of extra-curricular activities contribute significantly to pupils' personal development.

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Excellent care, guidance and support ensure that all groups of pupils feel highly valued and known as individuals. Excellent support for pupils and parents and carers from the Traveller community, for example, ensures that they are fully integrated into the life of the school and that pupils make good progress. Transition arrangements into the Early Years Foundation Stage are highly successful in ensuring children settle seamlessly into school life. Similarly, excellent links with local secondary schools help pupils move to high school with outstanding levels of confidence. Pupils are unanimous in saying how approachable staff are and how helpful they are in helping them solve any problems.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

Leaders and managers at all levels, including the supportive and challenging governing body, set high standards and provide a sharp focus on improvement. High-quality planning accurately identifies areas for improvement and leads to effective action. For example, procedures for tracking pupils' progress have been overhauled and made much more effective. Consequently, the school is now able to concentrate its efforts more effectively on individuals and groups of pupils to accelerate progress and raise attainment. Leaders and managers monitor the quality of teaching and learning regularly and accurately. They use the outcomes astutely to focus on improvement. Teamwork is strong across the school in pursuit of improvement. Good links with other local schools and outside agencies are used effectively to promote pupils' personal development and their learning and progress.

Equality of opportunity is promoted well. Good assessment procedures ensure that the needs of individuals and different groups of pupils are identified accurately. The impact is seen in the improved attainment of, for example, pupils with special educational needs and/or disabilities and those who join the school at other than normal times.

Comprehensive attention to safeguarding ensures that good practice is adopted in all areas of the school's work. Checks on adults working with children are meticulous, as is the assessment of risks. Staff training in safeguarding is regular and of high quality. The school integrates issues about safeguarding effectively into the curriculum to ensure that pupils have good understanding of situations that could place them at risk.

The school plans effectively to promote community cohesion. The school itself is a harmonious community. It reaches out effectively to the local community by, for example, providing popular, extended learning courses for adults. Although pupils' first-hand contact with other religions and cultures is limited, they show good understanding of issues of

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diversity both nationally and internationally. The school accepts the need to evaluate the impact of its actions in greater detail.

These are the grades for leadership and management

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

Early Years Foundation Stage

From starting points that generally reflect age-related expectations, children make good progress and achieve well. They develop into well-mannered and courteous children with positive attitudes to learning. They enjoy working independently. They play together harmoniously. Children form good, trusting relationships with the adults working with them. They develop good listening skills and are keen to learn. Their good listening skills were evident during a talk from a representative of the Dogs' Trust, even though Sebastian the dog fell asleep half-way through! Children learn good habits for future learning.

The adults working in the Early Years Foundation Stage have good subject knowledge. They provide children with a good balance between teacher-led and child-initiated activities to promote good progress and enjoyment. Assessment is used effectively to track pupils' progress and tailor activities to individuals' needs. The indoor environment is stimulating and welcoming. The school recognises the need to develop further the outdoor facilities; plans are well advanced to bring this about.

Good attention to safeguarding ensures children's safety. Self-evaluation is accurate. It informs forward planning to bring about improvement, such as planning for the outdoor environment. Effective and well-planned transition arrangements ensure that children settle quickly to school life. Regular progress reports make sure that parents and carers are kept well-informed about how well their children are doing.

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

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Good leadership and management of the Early Years Foundation Stage ensure that it has a sharp focus on improvement. Teamwork is promoted very effectively. Strong links with outside agencies ensure that specialist support is quickly called upon when any problems are suspected or diagnosed.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
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

There was a below average return of questionnaires from parents and carers. The returned questionnaires indicate that most parents and carers, who responded, are happy with the education provided by the school. Many aspects of the school's work were supported unanimously. Inspectors discussed the few issues raised in a few questionnaires with senior school leaders and received convincing and reassuring answers.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Redgate 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 35 completed questionnaires by the end of the on-site inspection. In total, there are 158 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	24	69	11	31	0	0	0	0
The school keeps my child safe	26	74	9	26	0	0	0	0
My school informs me about my child's progress	28	80	7	20	0	0	0	0
My child is making enough progress at this school	25	71	9	26	0	0	0	0
The teaching is good at this school	25	71	9	26	1	3	0	0
The school helps me to support my child's learning	27	77	7	20	1	3	0	0
The school helps my child to have a healthy lifestyle	21	60	12	34	2	6	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)	17	49	14	40	1	3	0	0
The school meets my child's particular needs	22	63	10	29	2	6	0	0
The school deals effectively with unacceptable behaviour	19	54	14	40	0	0	0	0
The school takes account of my suggestions and concerns	22	63	10	29	2	6	0	0
The school is led and managed effectively	19	54	13	37	0	0	0	0
Overall, I am happy with my child's experience at this school	22	63	12	34	1	3	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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.



22 April 2011

Dear Pupils

Inspection of Redgate Primary School, Liverpool, L37 4EW

Thank you for your warm welcome during the recent inspection of your school.

You go to a good school. Your school is led and managed very well to provide you with good opportunities and good teaching. As a result, you learn well, make good progress and achieve well. It was good to see your obvious enjoyment of school. Nearly all of you attend school regularly – well done! It was also good to see how well you get on together and with the adults working with you. Your behaviour is good. Your school provides you with excellent care, guidance and support so that you all feel exceptionally well-known and valued as individuals.

In order to make your school even better, I am asking it to do the following things.

- Make sure that the rate of progress made by all groups in Key Stage 2 classes is uniform by:
 - consistently matching tasks closely to your needs and abilities
 - ensuring that the level of challenge for those who are the fastest learners is always high enough.

I am confident that you will continue to work hard to make sure your school goes from strength to strength in the coming years.

I wish you all the very best for the future.

Yours sincerely

Stephen Wall

Lead Inspector

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