

Redscope Primary School

Inspection report

Unique Reference Number	106844
Local Authority	Rotherham
Inspection number	367378
Inspection dates	21–22 June 2011
Reporting inspector	Andrew Clark

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	367
Appropriate authority	The governing body
Chair	Mrs Bronwen Watson
Headteacher	Mrs Paula Dobbin
Date of previous school inspection	17 March 2008
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 18 lessons and observed 15 teachers. The inspectors held meetings with representatives of the governing body, the staff, and groups of pupils, parents and carers. They observed the school's work and looked at a range of documentation, including essential policies, the school improvement plan and pupils' progress and attainment data. The inspection team analysed completed questionnaires from 58 parents and carers, as well as questionnaires completed by pupils and staff.

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

- The progress the more-able pupils make in English and mathematics.
- The progress pupils with special educational needs and/or disabilities make in their basic skills.
- The pupils' use of their literacy and numeracy skills in other subjects.
- The contribution all leaders and managers make to school improvement.

Information about the school

The school is larger than the average-sized primary school. The majority of pupils are from White British backgrounds. The proportion of pupils known to be eligible for free school meals is above average. The percentage of pupils with special educational needs and/or disabilities is well above average. The school has achieved Healthy School status, Warwick Enterprise Award and Basic Skills Quality Mark. It has a Leading Aspect Award for raising pupils' aspirations through writing. The school is a member of the North West Rotherham Action Zone.

The headteacher and over a third of the staff were appointed since the last inspection. The headteacher was previously the deputy headteacher in the school.

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. Pupils achieve well in response to good teaching and an exciting curriculum. The outstanding care, guidance and support the school provides ensures that all pupils, including the most vulnerable, are well prepared for learning and that behaviour is excellent. The headteacher provides clear leadership and is well supported by an enthusiastic staff. They are supported well by a good governing body. Monitoring and evaluation procedures are good overall and contribute to largely accurate self-evaluation. However, several staff are newly established in their leadership roles and the full use of new procedures to ensure all groups of learners make the best progress they can are not fully embedded. The school has developed well since the last inspection and, as a result, has a good capacity to improve.

The school is successful in helping pupils of all abilities, including those in vulnerable circumstances, reach challenging targets. Their attainment is broadly average in English and mathematics by the time they leave school in Year 6. Very occasionally, however, pupils' progress is not as good as it could be because of inconsistencies in the quality of teaching. Pupils have an excellent understanding of how to stay safe from harm. They are friendly and considerate towards each other. Pupils have a good knowledge of how to live healthily and make a strong commitment to sport and exercise. Their attendance is broadly average. Pupils make a good contribution to the school and local community. For example, the school council has helped to make the dining room and playgrounds bright and vibrant places to be.

The quality of teaching is good overall. It is sometimes outstanding. Relationships are excellent and teachers make good use of interesting themes, games and problems to motivate pupils. Lessons are often brisk and challenging. On a few occasions, teachers miss opportunities to use their knowledge of pupils' achievement to deepen learning and encourage them to reach even higher standards. The lively and imaginative curriculum leads to many examples of good quality work in subjects such as art and history. These are very effectively displayed in order to motivate and engage pupils. Very occasionally, chances are missed for pupils to apply their literacy and numeracy skills in other subjects. Rigorous procedures to identify and support vulnerable pupils and ensure everyone's safety contribute to the outstanding care, guidance and support. Parents hold the school in high regard. 'I cannot fault the teachers or headteacher. My child loves being at school and if she's happy, I'm happy!' is typical of their views.

What does the school need to do to improve further?

- Hasten pupils' progress further by:

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- – ensuring they know how to improve their own work in lessons and reach the highest levels
- – providing more opportunities for pupils to use and apply their literacy and numeracy skills in other subjects.
- Maximise the use of procedures for analysing pupils' progress to enable all staff with leadership responsibilities to improve achievement.

Outcomes for individuals and groups of pupils

2

Pupils enjoy learning and achieve well. They take pride in their work and this is very evident in the care and precision they take in all their tasks. They write with imagination and for a wide variety of purposes in response to many creative and 'real life' experiences. They take good care to spell accurately and use punctuation well. Standards of presentation are good as pupils emulate the many examples of high quality work in several subjects displayed around school. The pupils often think deeply about their work and express their ideas clearly in response to probing questions. They make good use of reference material such as banks of words, number walls and dictionaries. Pupils work well collaboratively and individually because of the calm and constructive atmosphere in classes and well-planned opportunities to develop these skills.

The children enter the Early Years Foundation Stage with skills which are generally well below those typically expected for their age. Pupils of all abilities make good progress in reading, writing and mathematics and reach average standards by Year 6. This is reflected in overall positive trends in national curriculum tests and assessments at Year 2 and Year 6 since the last inspection. Very occasionally, pupils do not make the best progress they can during lessons because of inconsistencies in the quality of teaching and the use of assessment. For example, there were weaknesses in selecting the most exciting words to use to enrich their story and in applying newly learned multiplication skills. The more-able pupils progress well because they are given increasing opportunities to take responsibility for their own learning. Pupils with special educational needs and or/disabilities make good progress because sensitive and carefully targeted support means they systematically build on basic skills and increasingly take some control of their own learning.

Pupils' behaviour is excellent. They show kindness and consideration towards each other and are attentive to adults and other children alike. This makes a significant contribution to the effectiveness of lessons. Pupils say they feel very safe and explain why. They are very well informed about safe and unsafe situations, particularly those that may face them in later life. Pupils are aware of what constitutes a healthy meal and participate in a good range of physical and sporting activities, including inter-school competitions such as girl's football tournaments. Pupils are often reflective and mature. They compose their own class prayers and develop a good knowledge of different world faiths. Overall, pupils develop many attitudes and skills which prepare them well for the next stage of their education whatever their ability.

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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	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
The extent to which pupils feel safe	1
Pupils' behaviour	1
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	3
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?

Detailed lesson plans ensure the needs of different groups of pupils are well met. Teachers and teaching assistants work very closely together to ensure pupils of all abilities make good progress. Teaching is sometimes outstanding and is always at least satisfactory; overall, it is good. Teachers challenge pupils to think deeply and solve problems and carry out investigations by carefully targeting their questions. Expectations are generally high and pupils strive hard to meet them. This is particularly evident in the high quality observational art work and well presented written work. Most lessons are brought to life through the use of information and communication technology, role play, competitions and games. On a few occasions, teachers do not provide enough guidance and involve pupils enough in improving their own work to reach the highest standard they can in the lesson. Good quality marking and feedback generally helps pupils improve their own work and reach challenging targets. There are some very exciting and effective initiatives to enable pupils to identify the progress they have made over time in English and take pride in their work.

Imaginative themes and visits make learning relevant and stimulating. A range of extremely well planned topics such as 'Coastlines' and 'Space' act as a catalyst to meaningful work across several subjects. Initiatives such as the 'Meet me by the Steelmen' project and 'Big Write' contribute to good development of basic and other skills. Specific and sharply focused learning programmes such as 'Numbers Count' and one-to-one

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sessions are used well to boost the learning of all abilities. 'I love learning at Redscope because all the topics are fun and creative.' reflects the views of pupils. However, some opportunities for pupils to use and apply their literacy and numeracy skills at appropriate levels in different subjects are missed. This is particularly noticeable in some science activities. Good partnerships with local schools, teacher training organisations and many sporting contacts contribute to pupils' learning and personal development. Pupils have good opportunities to learn another language and participate in musical events. Parents and carers make a good contribution to pupils' learning through their involvement in lessons and homework activities.

The school has outstanding systems to support pupils who are vulnerable due to their circumstances. Enthusiastic and highly-trained staff maintain meticulous records of pupils' personal development and academic progress, ensuring that their needs are very well met. This work is highly successful in breaking down significant barriers to learning. There are rigorous and effective procedures to care for pupils and excellent systems to monitor and improve attendance and behaviour. The school provides a good range of information on pupils' progress and gives parents and carers regular and useful guidance on ways to support their children's future learning.

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?

The headteacher is quickly becoming established in her role and provides considered and reflective leadership. As a result staff morale is high and parents and carers hold the school in high regard. The headteacher and senior staff lead by example through their teaching and management roles. Although monitoring procedures are good overall, new systems to ensure subject leaders have a comprehensive overview of the progress of all groups of pupils, combined with some recent staff changes, are still being embedded. There is a good commitment to staff training and development and this is well planned. The school benefits from the support of the education action zone in sharing the expertise of staff and promoting parental involvement. The school is regarded as a role model in several aspects of its work, particularly in its early intervention and support for pupils with special educational needs and/or disabilities. The effective governing body has robust systems to review policies and procedures and evaluate their effectiveness. Governors bring a wide range of skills to school life which contributes to curriculum improvement and support for vulnerable children and their families.

The school has a good understanding of its immediate context and is involved in a number of local projects and initiatives. It is developing links with communities in other parts of

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the world. As a result the promotion of community cohesion is good overall. The school takes strong steps to breakdown any barriers to achievement and celebrate diversity. It promotes well equality of opportunities for success for both pupils and staff, taking steps to avoid any discrimination. Robust policies and record keeping contribute to good quality procedures for safeguarding. The school provides robust financial management and ensures that the school gives good value for money.

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

Children start school with skills which are generally well below those typical for their age. They are particularly low for communication and literacy. Children of all abilities, including those with special educational needs and/or disabilities, make good progress. By the time they start Year 1, attainment is below but increasingly close to average overall. There are good induction systems to support children and to quickly settle them in to the Early Years Foundation Stage. Good links with parents and carers contribute to the smooth start children make. Children feel safe and are supported by robust welfare arrangements. The quality of teaching and use of assessment are good overall. There are good systems to share information on children's progress with parents and carers. There are 'fun' and imaginative programmes to help children make progress in early reading and writing. The learning journeys and other records of children's work are engaging for parents, carers and children. As a result of these experiences, the majority of children get off to a good start.

There is a good balance between adult-led activities and those that children can choose for themselves, both indoors and out, which contributes well to all areas of learning. The school makes good use of outside areas to provide children with a good range of outdoor experiences. Activities are often exciting and meaningful, but occasionally the teachers

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keep children listening a little too long. Children and staff make good use of a wide range of information and communication technology resources to develop basic skills and learn more about the world around them. The Early Years Foundation Stage leader and her staff know the strengths and weaknesses of provision. There is a good partnership with the local Children's Centre which is successfully integrating services for young children with a common vision. However, procedures to monitor the impact of some new initiatives on all groups of learners are not fully established. As a result the Early Years Foundation Stage has a good capacity to improve overall.

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

About a fifth of parents and carers responded to the questionnaire, which is fewer than usual. Almost all parents and carers are supportive of the school. They feel that their children enjoy school and make good progress. 'I believe that Redscope is a fantastic school with really caring and supportive staff and good solid teaching methods which always put the best interests of the children first.' sums up the views of those who expressed an opinion. The views of the parents and carers are reflected in the findings of the inspection because virtually all aspects of its work, including the leadership and management, are good.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Redscope 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 58 completed questionnaires by the end of the on-site inspection. In total, there are 367 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	42	72	14	24	2	3	0	0
The school keeps my child safe	35	60	21	36	2	3	0	0
My school informs me about my child's progress	31	53	26	45	0	0	1	2
My child is making enough progress at this school	42	72	13	22	0	0	2	3
The teaching is good at this school	39	67	18	31	1	2	0	0
The school helps me to support my child's learning	33	57	24	41	0	0	1	2
The school helps my child to have a healthy lifestyle	33	57	24	41	1	2	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)	33	57	20	34	3	5	0	0
The school meets my child's particular needs	36	62	20	34	1	2	1	2
The school deals effectively with unacceptable behaviour	25	43	26	45	2	3	3	5
The school takes account of my suggestions and concerns	20	34	30	52	5	9	2	3
The school is led and managed effectively	26	45	26	45	2	3	3	5
Overall, I am happy with my child's experience at this school	39	67	17	29	1	2	1	2

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	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 2010 to 31 December 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 2010/11 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.



23rd June 2011

Dear Pupils

Inspection of Redscope Primary School, Rotherham, S61 3JT

Thank you for the friendly welcome you gave the inspectors when we visited your school this week. We very much enjoyed talking to you and seeing you in your lessons and at playtime.

These are some of the things we found out about your school.

- You go to a good school.
- The headteacher and her staff provide good leadership for the school and everyone takes excellent care of you.
- You feel very safe and have an excellent understanding of how to stay safe.
- Your behaviour is outstanding and you are very proud of your school.
- You enjoy your lessons and teachers give you practical and fun things to learn about. You take pride in your work and reach expected standards.
- Sometimes teachers do not give you enough chance to make your own work even better during lessons.
- Sometimes they miss the chance to let you practise your reading, writing and number skills in other subjects.

To help your school become even better, I have asked your headteacher and the governing body to:

- give you more guidance on how you can improve your own work in lessons and reach even higher targets
- give you more chances to practise your English and mathematics skills in other subjects.

You can help by always trying your best and continuing to enjoy school.

Yours sincerely

Andrew Clark

Lead inspector

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