

Red Hill Primary School

Inspection report

Unique Reference Number	101604
Local Authority	Bromley
Inspection number	376599
Inspection dates	27–28 September 2011
Reporting inspector	John Cavill

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	637
Appropriate authority	The governing body
Chair	Wendy Andrews
Headteacher	Margaret Warner
Date of previous school inspection	7–8 July 2009
School address	Red Hill Chislehurst BR7 6DA
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Age group	4–11
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Introduction

This inspection was carried out by four additional inspectors. The inspectors visited 33 lessons and observed 24 teachers. They held meetings with members of the governing body, staff and groups of pupils. They observed the school's work, spoke with parents and carers, analysed recent evidence on pupils' progress and performance, examined a range of documents and looked at the school's priorities for development. They also analysed 145 questionnaires returned by parents and carers as well as those completed 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 effectively the school is improving pupils' attainment and progress in English and mathematics.
- How effectively the provision at the school, especially teaching and the curriculum, meets the needs of all pupils, in particular pupils with special educational needs and/or disabilities, those from minority ethnic backgrounds, and whose first language is not English.
- How effectively leaders, at all levels, contribute to the improvement of the school.

Information about the school

Red Hill School is a much larger than average primary school. A large majority of the pupils are of White British heritage, but increasing numbers come from minority ethnic groups. The proportion of pupils who speak English as an additional language is below average. A number of children join the school in Year 3 from local infant schools and, as a result, mobility is higher than average at the beginning of Key Stage 2. Increasing numbers of children are being admitted into Reception this year as the school continues to expand. The proportion of pupils with special educational needs and/or disabilities is broadly average, although the proportion with a statement of special educational needs is lower than average. Their main needs include moderate learning difficulties. The proportion of pupils known to be eligible for free school meals is above average. The school has gained several awards, including Healthy Schools and Activemark Gold. An after-school club for the pupils is managed independently of 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

Red Hill is a good school and is a happy, friendly and inclusive place in which to be. Staff understand and care for pupils exceptionally well. Pastoral care is an undoubted strength and is central to the confidence of pupils, parents and carers in the school. This is best exemplified by the comment made by one parent, who said, 'My children are extremely happy and well motivated. The care they receive is excellent.' Pupils' attitudes towards, and understanding of, safety and adopting healthy lifestyles are outstanding and are clearly demonstrated by pupils around the school in their attitudes and enthusiasm. Safeguarding of children is well managed and the school places this at the centre of its work.

The school fosters and embeds a real sense of community that is central to its core values. The school's outstanding engagement with parents and carers is reflected in the overwhelmingly supportive responses seen in the parents' and carers' questionnaires. The comment of one parent reflected the views of many others, 'I am extremely proud to say my children attend Red Hill Primary School.' Pupils' attendance is average. Some small gains have been made in raising levels of attendance, but this is not improving quickly enough, especially in reducing the amount of persistent absence.

Pupils exhibit good attitudes towards their learning and say that they enjoy being at school. They work well with each other and respond positively to adults. The school has high expectations and pupils react to these confidently by displaying a strong moral code. Behaviour is good. Pupils are confident that the school deals effectively with any incidents of unacceptable behaviour.

The quality of teaching and learning is good and allows most pupils to make good progress and achieve well. In a few lessons observed, the level of challenge was not enough to ensure that all pupils, especially boys and the more able, attained as well as they might. Where this was the case, teachers' use of assessment information was inconsistent and, as a result, limited pupils' progress to no more than satisfactory. Although pupils generally make good progress, their progress in some years, especially in Key Stage 1, is not as secure, although satisfactory overall. By the end of Year 6, attainment is above average and is improving securely over time, especially in English and mathematics.

The development of the curriculum is helping pupils to improve their understanding of their place in the multicultural society that exists in the United Kingdom. This is

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enhancing their already strong understanding of the local and wider global communities.

Good leadership and management, guided by very clear educational direction, ensure that all adults understand their roles and are focused on attaining the highest possible standards. Precise tracking of pupils' progress is at the heart of raising attainment and informs the school's accurate self-evaluation. Detailed planning and the thorough monitoring of all areas within the school are driving its continual improvement. The considerable improvement since the previous inspection in pupils' mathematical skills, for example, shows the school has good capacity to improve further.

What does the school need to do to improve further?

- Accelerate pupils' progress by improving the consistency with which teachers use assessment information accurately to ensure that lessons always challenge and engage pupils, particularly boys and the more able.
- Raise attendance to at least above average by September 2012 through working more closely with parents and carers of those pupils who do not attend regularly and reducing, in particular, the proportion that are persistently absent.

Outcomes for individuals and groups of pupils**2**

Children start in Reception with skills and experiences that are generally below those expected for their age. Pupils enjoy school and make good progress overall, so that their attainment is above average by the end of Year 6. They achieve well. Their progress from year to year, however, is not consistent but is never less than satisfactory. It is slower during Key Stage 1 and at the lower end of Key Stage 2, especially for the more able pupils, but accelerates markedly in Years 5 and 6. The school has already identified these variations, and several well-planned strategies for improvement are in place and already showing success. Pupils with special educational needs and/or disabilities make good progress overall, with some individuals making exceptional progress. Support for these pupils, both in class and in small group work, is carefully targeted. Other groups of pupils, including those from minority ethnic backgrounds and whose first language is not English, make similar good progress in line with their peers. The school has been successful in closing the gap between boys' performance and that of boys nationally through successful intervention strategies which focus on activities to engage boys more effectively.

Pupils are keen to do well and are interested in the range of work that is provided for them. In lessons, they enjoy working in groups and have developed their skills of independence at an early age. Their behaviour in lessons is generally good. The positive relationships that exist, both with their peers and with adults, and their good behaviour result in positive attitudes to learning. In a small number of lessons where teachers do not always provide adequate challenge for all of the pupils, especially

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the more able, some pupils do not focus as well as they might on their learning.

Pupils are punctual to school and are keen to get to lessons. They develop their basic skills throughout the curriculum and make effective use of information and communication technology where appropriate. Participation rates in the wide range of extra-curricular sports clubs are high and pupils' excellent understanding of the need to maintain a healthy lifestyle is reflected in the Healthy Schools and Activemark awards. The school council provides pupils with a voice to influence decisions made at the school. The diverse range of visits that are arranged by the school provide many memorable experiences and make the learning purposeful for pupils, allowing them to develop a greater understanding of the wider community.

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	1
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	1
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

How effective is the provision?

Teachers' subject knowledge and questioning skills are good. They often target pupils to check their understanding and to identify what needs to be planned for future lessons. Much of the teaching is interesting and engages the pupils well. The new tracking system provides teachers with an overview of pupils' individual progress. Work is matched closely to the needs of individual pupils in most instances. Occasionally, however, assessment information is not used well enough to take sufficient account of pupils' prior learning. As a result, some pupils, especially the more able, lose interest in their work and do not make more than satisfactory progress. Marking is done regularly and pupils receive helpful feedback in the main. Not all teachers give pupils sufficient information on the next steps that they need to

¹ 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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take to improve their work; this less effective practice is seen more often in Key Stage 1.

Pupils have many opportunities to learn in exciting and motivating ways through good quality enrichment of the curriculum. Pupils take advantage of the wide range of visits that are organised to provide some memorable experiences, such as the Year 6 visit to France. The curriculum has been well planned to develop pupils' basic skills and the introduction of the new 'virtual learning platform' provides effectively for extended learning outside the classroom. The curriculum has been adapted well to meet the needs of different groups of pupils, including pupils with special educational needs and/or disabilities, through targeted intervention sessions, such as the lunchtime clubs.

The school looks after pupils in a sensitive way that shows a strong sense of care for each individual. Pupils say that they feel that adults in the school care about them, a view shared by parents and carers in the questionnaires. Safety is given a high priority at the school and pupils feel secure and well supported. Support for pupils with special educational needs and/or disabilities, especially those who are particularly vulnerable, is well organised and effective. Links with outside agencies for these pupils are strong. Other groups of pupils, including those learning English as an additional language and pupils from minority ethnic backgrounds, also receive effective support from staff.

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	2

How effective are leadership and management?

The headteacher has used her excellent interpersonal skills to weld together a strong cohesive team and provides clear strategic direction to the school. Drive and ambition towards further improvement are embedded across the school and all staff share this commitment and vision. The quality of teaching and learning has improved strongly because of the rigorous monitoring that is undertaken by senior and middle leaders. Further refinements to this monitoring process are planned through increasing the opportunities for staff to observe each other. Effective systems are in place to track pupils' progress regularly and, if necessary, pupils who are in danger of falling behind are given extra support. However, the school rightly recognises that further work, including sharper analysis of the information, would allow earlier interventions to have more impact on pupils' learning. Equality of opportunity for all groups of pupils is promoted strongly and well monitored to ensure that all have the

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opportunity to succeed. The relatively slower progress seen in some year groups is being tackled robustly, with increasing success, and the gap between the performance of boys and that seen nationally is closing steadily.

The governing body is robust in holding the school to account and gives strong support. Governors are actively involved in the self-evaluation process and they play a key role in determining the strategic direction of the school. The governing body ensures that systems and procedures are effective and it scrutinises proposals rigorously to ensure that the best outcomes are achieved for all pupils and their parents and carers.

The school’s commitment to community cohesion is strong. The school ensures that pupils have a strong understanding and awareness of both the local and global community. However, they recognise that pupils’ understanding of their place in a multicultural United Kingdom is less well developed, although improving quickly. The school has a wide range of partnerships to support learning and pupils’ well-being. There is a strong commitment at the school to developing the ‘whole child’, and an increase in the extent of effective partnerships is seen as central to securing this.

The school engages particularly well with parents and carers, who provide good support. The staff listen carefully to their views. Good safeguarding procedures are well established, including those for child protection and health and safety. The regular training of staff ensures that they carry out their safeguarding obligations well.

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	1
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

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Early Years Foundation Stage

Children’s skills when they start in the Reception Year are generally lower than those typically seen in this age group. Most children, including those with special educational needs and/or disabilities, make good progress across all areas of learning, but especially in aspects of their personal development. Their attitudes to learning are less well developed than some other aspects of their personal development. Their attainment when they start Year 1 is broadly average. A small number of children remain slightly below average when they move into Year 1; this is particularly evident with the boys, and is partly the result of their generally lower starting points. Teachers use highly effective assessment strategies to ensure that the work is carefully matched to pupils’ needs and abilities and they carefully monitor this.

Children are very enthusiastic when they start in the Reception Year. This is reflected in the comment of one parent: ‘So far, Red Hill has provided a very positive start to my son’s education.’ Social interaction is promoted strongly and is seen in the effective way children play together whilst undertaking a range of activities. Most children keep themselves and others safe through the careful use of resources and also show a willingness to adopt healthy lifestyle activities.

Children are given a wide range of interesting activities in stimulating environments that fully engage them. They are provided with a balance of activities, some of which are led by adults and others which they choose for themselves. These are carefully monitored to ensure that they reflect adequately the children’s background. A team of adults supports teachers and together they have a good knowledge of the needs of children in the Reception Year. This leads to effective teaching. Careful planning by teachers ensures that most children are suitably challenged by the learning experiences provided. This is a consequence of accurate observations and assessment. However, not all staff are sufficiently vigilant in ensuring that all children experience a balanced range of activities.

Good leadership and management enable all children to achieve well. Outstanding assessment arrangements are having a major impact on children’s learning. Leaders understand the areas for improvement, such as planning for the increased number of children and improving the attainment of boys. The comprehensive induction programme, including home visits, is effective in developing the extremely positive relationships with parents and ensures strong links between home and school. Robust safeguarding procedures ensure that children are kept safe.

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

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The effectiveness of leadership and management of the Early Years Foundation Stage	2
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Views of parents and carers

The response rate from parents is broadly average. An overwhelming majority of the responses were positive, with most parents and carers indicating a high level of satisfaction with the work of the school. A very small minority of parents and carers consider that the school does not deal adequately with unacceptable behaviour. Inspection evidence shows that pupils' behaviour is generally good and that effective systems are in place to deal with any incidents of poor behaviour. A very small number of parents or carers expressed concerns to the inspectors about the quality of safeguarding procedures at the school. Following detailed inspection of the school's arrangements, the inspection evidence shows Red Hill to be a safe and secure place for the children.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Red Hill 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 145 completed questionnaires by the end of the on-site inspection. In total, there are 637 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	93	64	50	34	1	1	0	0
The school keeps my child safe	93	64	51	35	1	1	0	0
The school informs me about my child’s progress	55	38	75	52	9	6	0	0
My child is making enough progress at this school	67	46	62	43	6	4	0	0
The teaching is good at this school	71	49	65	45	1	1	0	0
The school helps me to support my child’s learning	69	48	70	48	2	1	0	0
The school helps my child to have a healthy lifestyle	65	45	76	52	2	1	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)	65	45	66	46	4	3	0	0
The school meets my child’s particular needs	64	44	67	46	7	5	0	0
The school deals effectively with unacceptable behaviour	64	44	64	44	6	4	1	1
The school takes account of my suggestions and concerns	49	34	71	49	9	6	0	0
The school is led and managed effectively	70	48	65	45	3	2	0	0
Overall, I am happy with my child’s experience at this school	81	56	60	41	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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 08 April 2011 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.



29 September 2011

Dear Pupils

Inspection of Red Hill Primary School, Chislehurst BR7 6DA

Thank you for welcoming us to your school recently, and for talking to us about your work, telling us what you think of the school and what you enjoy about it. We enjoyed talking to you and would especially like to thank those of you that met with an inspector.

You told us that you thought your school is good and we agree with you. You make good progress and achieve well. Your attainment by the end of Year 6 is above that seen in most other schools. We found your school to be very caring and the teachers look after you very well and keep you safe. Those of you we spoke to think that you are looked after very well, too.

A few of you thought that the behaviour was not good at the school so we made sure that we looked carefully at your work in lessons and when playing around the school. We think that your behaviour is good, especially around the school. However, we noticed that, in lessons, a small number of you did not work as hard as you could as you did not concentrate well enough on your work. We have asked the school's leaders and staff to make sure that they give you work that is better suited to your ability so you can concentrate better and make good progress and achieve well. We noticed that you play together well and you make sure that your friends are safe when you are working together.

Many of you do not attend school regularly every day and are away quite often. We have asked your headteacher and staff to do more to ensure that you all attend regularly. We know that being at school every day and working hard in lessons will help you achieve really well in the future. We would like you all to try very hard to come to school every day.

We really enjoyed coming to your school and hope that you all continue to work hard in your good school.

Yours sincerely

John Cavill
Lead inspector

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