

# Reddal Hill Primary School

## Inspection report

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<b>Unique Reference Number</b>	103954
<b>Local Authority</b>	Sandwell
<b>Inspection number</b>	376995
<b>Inspection dates</b>	18–19 October 2011
<b>Reporting inspector</b>	Gerald Griffin

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	227
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Katherine Jackson
<b>Headteacher</b>	Ceri Nelson
<b>Date of previous school inspection</b>	10 May 2007
<b>School address</b>	Trinity Street Cradley Heath B64 6HT
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## Introduction

This inspection was carried out by three additional inspectors. The inspectors observed ten lessons taught by eight teachers, assemblies and break times, and held meetings with members of the governing body, staff and groups of pupils. They observed the school's work, and looked at progress records, teachers' lesson plans, pupils' work, school improvement plans, policies and reports, and arrangements for safeguarding. They spoke informally to parents and carers at the school gate. They analysed completed questionnaires returned by 60 parents and carers, 40 pupils and 16 staff.

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

- Is enough progress made by girls across the school?
- Does teaching provide consistently good challenge in writing at Key Stage 2?
- Do improvement plans and targets have sufficient rigour to accelerate progress for all pupils?
- Are there any differences in progress of boys and girls in the Early Years Foundation Stage classes?

## Information about the school

Reddal Hill is an average sized primary school. Two-thirds of the pupils are of White British heritage, a smaller proportion than that found nationally. The remainder come from a wide range of minority ethnic communities. The proportion of pupils who speak English as an additional language is above the national average, while the percentage of pupils with special educational needs and/or disabilities is around the national average. Most of these pupils have moderate learning difficulties. The proportion of pupils known to be eligible for free school meals is also average. The Early Years Foundation Stage provision comprises morning and afternoon Nursery classes and a Reception class.

**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

Reddal Hill is a good school. In its stimulating and happy atmosphere pupils grow into mature, confident and articulate young people. They feel extremely safe and their behaviour in lessons and around the school is outstanding. They are very polite to adults and to each other. Pupils enjoy all aspects of school and this is reflected in their above average attendance. In the Nursery and Reception classes, children settle quickly into the routines of school and boys and girls make equally good progress in its caring atmosphere. Almost all parents and carers are happy with the quality of education the school provides. One wrote, 'My child loves coming to school and achieves well. The headteacher and the staff are very approachable and are quick to sort out any worries that I have.' The partnerships that ensure parents and carers are fully engaged with their children's learning are outstanding.

Attainment is average by the time pupils leave school at the end of Year 6. Pupils' progress is good across the school. The progress of girls, which has been slower than that of the boys in recent years, has improved strongly and they mostly reach the same levels as the boys by the time they leave school. The progress of higher attaining pupils, while good, is not as rapid as that of their peers. This is because they do not have enough opportunities to practise writing in different styles and solving complex mathematical problems.

In lessons, relationships are very positive and as a result pupils are keen to learn. The good teaching provides pupils with challenging tasks that ensures they progress well. Teaching is not yet outstanding because assessment information is not always used effectively in every lesson to plan work that ensures all members of the class are always fully stretched so that their progress is outstanding. The good curriculum strongly underpins pupils' good personal development. Pupils are provided with a high level of pastoral care and those with pupils with special educational needs and/or disabilities receive very sensitive support.

The headteacher clearly articulates the schools' challenging targets, which are enthusiastically shared by the staff. Since the last inspection, successful plans have improved progress in the Early Years Foundation Stage, behaviour, attendance and care. It has sustained the school's many good features. The headteacher and other leaders monitor rigorously the school's performance and this provides them with secure and accurate information for self-evaluation. The school has a good capacity for further improvement

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

- Improve the progress of higher attaining pupils by providing more opportunities for them to practise:
  - writing in different styles
  - solving complicated mathematical problems.
- Raise the quality of teaching and learning by ensuring that the difficulty of the work given to individual pupils matches their needs closely, so that each is fully challenged.

## Outcomes for individuals and groups of pupils

**2**

Attainment on entry to school low, but good progress means that by the time they leave it is broadly average. It has been rising steadily over recent years. Pupils enjoy learning and their achievement is good. Much good and some outstanding learning was seen in lessons during the inspection. For example, in a mathematics lesson younger pupils enjoyed working out the smallest number of coins they could use to make a given amount of money. They discussed their ideas in small groups, which helped to develop their understanding of money management and reinforced their mathematical vocabulary. Pupils worked with a good level of independence; they were not over-reliant on adult help to solve their problem.

Pupils with special educational needs and/or disabilities make similar progress to their peers. Teaching assistants make a valuable contribution to their progress. For example they provide tips that help these pupils' contribution to class discussions. Pupils who speak English as an additional language also make good progress. Adults ensure that they have an understanding of technical words as they meet them in lessons such as science.

Progress in reading is improving strongly because pupils are better skilled at linking letters to the sound they make and understanding the meaning of text. The school has worked hard to raise the self-confidence and ambition of girls. For example, girls are encouraged to take responsibility as house captains, join clubs and sports teams. This has strongly improved their attainment and progress. The ability to write accurately in a variety of styles, such as magazine articles, accounts and stories and using their good calculating skills to solve complicated mathematical problems are relative weaknesses in the learning of higher attaining pupils.

Pupils are very confident that any rare cases of bullying will be quickly dealt with by the school. They have a very detailed understanding of how to keep themselves safe, for example on the internet. Pupils do their best to eat a healthy diet and take plenty of exercise. Pupils readily take responsibility in school as playground buddies and as members of the school council. Strong links with police youth groups and their

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generous charity collections are examples of their active involvement in the local community. Pupils apply their basic skills well in different subjects and this, together with their very positive attitudes to learning, means that their preparation for secondary school and later life is good. Pupils reflect maturely on their actions and those of others. Their outstanding behaviour is underpinned by a very strong moral code. They have a good understanding of the diversity of British culture.

*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>1</b>
<b>Pupils' behaviour</b>	<b>1</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>2</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>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

## How effective is the provision?

Pupils find their lessons interesting, relevant and challenging. Teachers' demonstrations and explanations are clear. They use a wide range of teaching styles to sustain pupils' concentration and motivation. Computers and other resources are used well to engage pupils and develop their learning. While in the large majority of lessons all the class works hard, occasionally some pupils find the work either too easy or too hard. Marking is consistently good and some is outstanding. It shows pupils clearly how they can improve their work.

Lively assemblies provide pupils with good opportunities to reflect on their feelings and actions. The good opportunities for pupils to take part in day and residential visits make a significant contribution to their gaining in confidence, raising their ambitions and widening horizons. The school has firm plans to provide more-able pupils with more opportunities to write in different styles and practice solving mathematical problems. The wealth of sports and other clubs is very well supported and greatly adds to pupils' enjoyment of school and understanding of how to

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

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maintain a healthy lifestyle.

Staff use their detailed knowledge of each pupil skilfully to provide them with a high standard of personal care. Pupils confidently approach staff with any problems, knowing their concerns will be quickly resolved. The school uses professional expertise very well to help assess the needs of pupils with special educational needs and/or disabilities and to plan appropriate learning programmes. The targeted support for pupils whose circumstances have the potential to make them vulnerable is very effective. The school’s close links with secondary schools ensures very smooth transition to the next stage of education.

*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>1</b>

## How effective are leadership and management?

Leaders articulate very clearly the school’s challenging targets and staff understand exactly what they have to do to reach them. Subject leaders are taking appropriate responsibility for improving standards in their areas. Leaders have provided successful training which has sharpened staff’s skills, for example in helping pupils to link letters to the sound they make. Governance is good. The governing body works hard on behalf of the school. Its detailed understanding of data means that it is challenging the school robustly over its effectiveness.

The school shows a clear commitment to equal opportunities, and the improvement in girls’ progress shows that its policies are effective. Safety and safeguarding are given a high priority. Child protection procedures are robust, regularly updated and fully meet current safeguarding requirements. The checks that the school makes on the suitability of adults to work with pupils are rigorous. Lessons on safety and safeguarding provide pupils with a very strong understanding of how to keep themselves safe.

The school’s excellent support for parents and carers is making a significant contribution to the good achievement of pupils. For example, it holds regular workshops to show them how they can help their children at home with reading, writing and mathematics and attendance at these meetings is high. The school’s parent support worker provides families with valuable advice on behaviour management and home routines. It is especially successful in helping mothers raise their daughters’ ambition. The school is a happy and harmonious community in which pupils from all backgrounds integrate well. Its promotion of wider community

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cohesion is good. For example, the school provides courses to improve the basic skills of people from the local community. The school has well established links with communities in Africa, which extend further pupils’ understanding of diversity.

*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>1</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>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Children make good progress across all areas of learning except reading, writing and creative development, where it is satisfactory. They are polite and well behaved. They are gaining good levels of independence, for example through washing their hands before eating healthy snacks. Parents and carers value the many opportunities they have to work with their children in class and the excellent advice they are given on how they can help their children learn at home.

The good teaching provides children with challenging next steps. For example, in a lesson seen that was led by an adult, children who had just started to read were fully stretched learning to link letters to the sounds they make. Others, who were more competent readers were reading words, sentences or stories, which they found demanding. As a result, all children in the class made good progress. However, this good progress is not consistently sustained in activities children choose for themselves because their work is not always sufficiently challenging. During the inspection there were times when the outdoor learning areas were underused.

Leaders ensure that staff extend their skills through training which helps to ensure that adults are well qualified in Early Years Foundation Stage teaching. They use assessment well to check progress. Recent initiatives to improve progress in reading, writing and creative development are appropriate but it is too soon to judge their effectiveness.



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*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**

An average proportion of parents and carers returned a questionnaire. Returns were very positive and parents and carers believe their children feel very safe, enjoy school and are very well cared for. They think their children progress well, that teaching is good and that the school is well led and managed. Parents and carers feel very well informed about their child’s progress and that they receive very useful advice about how they can support their children’s education at home. They say that the school is very active in seeking their views and is quick to act on any concerns that they have. The inspectors endorse these views.

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

Ofsted invited all the registered parents and carers of pupils registered at Reddal 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 60 completed questionnaires by the end of the on-site inspection. In total, there are 227 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	42	70	18	30	0	0	0	0
The school keeps my child safe	43	72	17	28	0	0	0	0
The school informs me about my child’s progress	43	72	17	28	0	0	0	0
My child is making enough progress at this school	34	57	23	38	2	3	0	0
The teaching is good at this school	41	68	18	30	0	0	0	0
The school helps me to support my child’s learning	35	58	25	42	0	0	0	0
The school helps my child to have a healthy lifestyle	33	55	27	45	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)	33	55	24	40	0	0	0	0
The school meets my child’s particular needs	37	62	20	33	2	3	0	0
The school deals effectively with unacceptable behaviour	40	67	20	33	0	0	0	0
The school takes account of my suggestions and concerns	38	63	20	33	2	3	0	0
The school is led and managed effectively	40	67	20	33	0	0	0	0
Overall, I am happy with my child’s experience at this school	42	70	18	30	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](http://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"> <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.**



20 October 2011

Dear Pupils

**Inspection of Reddal Hill Primary School, Cradley Heath, B64 6HT**

Thank you for being so polite and friendly when we visited your school recently. We enjoyed our visit and the opportunity to talk with some of you, and to see you in lessons and at play. I especially enjoyed joining some of you for assembly. You are rightly proud of the school's happy atmosphere in which you all get on so well together. Reddal Hill is a good school.

You told us that you enjoy school and feel extremely safe and secure. You try hard in lessons and your progress is good. Your behaviour is outstanding. You are keen to take responsibility in school and collect generously for charity. You have good relationships with your teachers. The curriculum provides plenty of exciting clubs and visits, which you enjoy. Adults look after you very well and are always ready to help you.

The headteacher and staff are working together to make the school get better, and we have asked them to do two things to help you do even better in your learning. These are to:

- plan more lessons in writing in different styles and solving difficult mathematical problems for those of you who work quickly
- improve your progress in lessons by making sure that your work makes everyone think hard.

All of you can help the school by continuing to try your best in lessons, behaving so well and attending very regularly. We wish you all the best in the future.

Yours sincerely

Gerald Griffin  
Lead inspector

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