

Redgate Junior School

Inspection report

Unique Reference Number	121190
Local Authority	Norfolk
Inspection number	380185
Inspection dates	19–20 October 2011
Reporting inspector	Nick Butt

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

Type of school	Junior
School category	Foundation
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	108
Appropriate authority	The governing body
Chair	Rosalie Monbiot
Headteacher	Nigel Harvey
Date of previous school inspection	6 October 2008
School address	Collingwood Road Hunstanton PE36 5DY
Telephone number	01485 533373
Fax number	01485 533126
Email address	office@redgate.norfolk.sch.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)
[Store St](#)
[Manchester](#)
[M1 2WD](#)

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011



Introduction

This inspection was carried out by two additional inspectors. The inspection team visited 14 lessons or part lessons taught by four teachers, and a presentation by a visitor. Inspectors held meetings with members of the governing body, staff and groups of pupils. They observed the school's work and looked at a selection of documentation including planning, evidence of monitoring such as lesson observations, and analyses of pupils' work and other assessment information. The inspection team scrutinised completed inspection questionnaires returned by 41 parents and carers, as well as those from pupils.

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

- What is the school doing to raise standards and achievement in writing?
- How successfully has the school developed cross-curricular links since the last inspection?
- How well developed are the monitoring roles of subject leaders?

Information about the school

Redgate is smaller than the average junior school on a part of the North Norfolk coast. Most pupils are White British. The proportion of pupils known to be eligible for free school meals is below average. The proportion of pupils with special educational needs and/or disabilities is broadly average, including those with a statement of special educational needs. There have been changes to the school's leadership team since the last inspection including the appointment of a headteacher and a Key Stage 2 coordinator. The school is federated with Hunstanton Infants School and the headteacher divides his time between the two schools.

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 Junior is a good school. Pupils make good progress from below average starting points and standards are average by the time they leave Year 6. The teaching is consistently good. Pupils enjoy their lessons because teachers make the learning interesting and challenging for them. Pupils' progress is better in mathematics and reading than it is in writing because pupils do not have sufficient opportunities to write at length. Measures to improve reading and mathematics have been successful and the school is now focusing on improving writing. Parents and carers support the school's work and praise its positive and friendly atmosphere. One, speaking for many, said, 'A lovely school with a caring nurturing ethos.'

Pupils say they feel safe in school and parents and carers agree. The behaviour of pupils is outstanding, as they show great consideration for one another, and Year 6 in particular are excellent role models to the younger pupils. They have a good understanding of keeping healthy and take plenty of exercise. Pupils are involved in running games and clubs and raising money for health-related charities. They make an outstanding contribution to the school and the wider community through their commitment and willingness to take on responsibilities. Pupils play a full part in the life of the town, singing to different community groups and entering a prize-winning float in the annual Carnival.

Teaching engages pupils well because they are actively involved in learning whether solving problems or conducting experiments. They have good opportunities to discuss their ideas and learn from one another. While assessment is good, and teachers use information well to plan work that matches pupils' abilities, marking is sometimes uneven in correcting spelling and grammatical mistakes, or in clearly showing pupils how to improve their writing. The lively curriculum is relevant for pupils and enriched well with clubs, visits and visitors. Staff care for pupils well and ensure their needs are met to enable them to achieve well, including those with special educational needs and/or disabilities and those whose circumstances may make them vulnerable. Attendance is above average and has risen rapidly in the past year.

The headteacher leads the school well. His clear vision and excellent organisational skills enable the school to run smoothly and to improve at a rapid rate. The school benefits from its federation with the Infants school, especially in sharing good practice and in ensuring consistency of approach in matters such as handwriting and the teaching of reading. Self-evaluation is accurate and has identified clearly the

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

school's strengths and areas to improve. Most of the monitoring in the past year has been done by senior leaders, but this term subject leaders are developing their roles, and becoming more involved in evaluating the impact of measures for improvement. Their monitoring is currently not as systematic or rigorous as that of senior staff. The school has improved well since its last inspection and has a good capacity for further improvement.

What does the school need to do to improve further?

- Consolidate measures to improve writing by:
 - giving pupils more opportunities to produce extended pieces of work
 - ensuring marking consistently corrects errors and shows pupils the next steps in their learning
 - encouraging pupils to take a lead in assessing their own and others' writing.

- Develop the role of subject leaders by ensuring their monitoring is systematic and rigorous.

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

Pupils are very enthusiastic about their learning and enjoy the challenge of their lessons. For example, Year 6 pupils shared ideas about how to work out the perimeter and area of irregular shapes and triangles. The teacher set them thinking by asking, 'Is there a more efficient way?' Year 4 pupils worked in teams to find out how many cubes of 'rock' would fit on the base of a pyramid and how much this would cost. Consequently, they were developing their numeracy skills well through their topic on Ancient Egypt.

In Year 6 national tests in 2011 standards were broadly average, although stronger in mathematics than in English. This was because boys in particular did not do so well in writing. The school has adapted its planning to engage boys more in writing and to encourage them to write for a purpose. For example, pupils wrote letters to local community organisations asking for a favourite Bible reading as part of their work on Christianity. They were delighted to receive many responses. While pupils are given clear guidance about what to include in their writing, they do not often have the opportunity to assess their own work or that of others using specific criteria for success. Pupils with special educational needs and/or disabilities receive good support from well-trained teaching assistants. Their progress is monitored closely by the special needs coordinator and any modifications to provision are introduced swiftly to ensure they continue to make good progress. Parents and carers are kept well informed about the impact of the support their children receive.

Pupils develop their understanding of how to eat healthily through exciting activities such as working with local hotels that source their ingredients locally and visiting

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

their kitchens to help prepare fresh meals. As part of their outstanding local contribution, pupils offered suggestions to the town council about how they should celebrate the Royal Wedding and designed posters on paper plates for this event. They made banners and badges to mark Hunstanton hosting a stage of the Tour of Britain cycle ride. Their spiritual, moral, social and cultural development is good. There are plenty of opportunities to reflect in assemblies and in lessons and pupils have a good cultural understanding, including through links with an ethnically diverse school in Cambridgeshire. Pupils are well equipped for secondary school not only through their basic skills but also through wider skills such as their enthusiasm for learning and self-discipline, and their many good personal qualities.

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	2
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	1
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

How effective is the provision?

Teachers ensure that all pupils are active in lessons through planning tasks that engage them. For example, Year 3 pupils explored the durability of rock samples by adding water and scratching them to see which would be best to use as a building material. Teachers use questioning well to extend pupils' thinking and to consider moral dilemmas. Year 6 pupils enjoyed debating whether it would be better to grow up an Athenian or a Spartan based on what they had found out about their respective values and priorities. The level of challenge is consistently high, so that where the pace of learning occasionally slows it is because tasks are slightly too demanding for some pupils. More-able pupils are particularly well catered for. Good assessment procedures ensure pupils know their targets for improvement. Year 5 pupils, in particular, have learnt actions to help them remember what they are. While

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

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

marking is mostly good, at times spelling and grammatical errors go uncorrected and comments do not always explain to pupils what they need to do next to improve their writing.

The curriculum has improved significantly since the last inspection, especially in the way pupils are able to practise their literacy, numeracy and information and communication technology skills across different subjects. During the inspection pupils in Years 3 and 4 were observed solving mathematical problems set in an Egyptian context, and took part in an Egyptian dance workshop. Pupils do not always have sufficient opportunities to produce extended pieces of writing, however. The school makes the most of its fine setting, visiting the famous geological formations at nearby cliffs, a nationally important archaeological dig and local wildlife reserves. Visitors have included kite-surfers, scientists and artists. The good range of clubs includes speed-stacking, film club and guitar club.

The pastoral care of pupils is good, ensuring that all pupils, including those whose circumstances may make them vulnerable, are supported well. There is excellent transition into the school at Year 3 because of the benefits of the federation. The provision of special educational needs is good because the special needs coordinator works across the federation and is fully aware of pupils’ needs when they join the junior school. Consequently she is able to deploy teaching assistants quickly and efficiently. The school has taken a more robust approach to promoting attendance, especially in working with families whose children are at risk of becoming persistently absent. This has resulted in good improvement in the past year.

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 brought about change successfully and involved all staff well, uniting them behind his vision for rapid improvement. A recent initiative to develop guided reading, including the efficient deployment of teaching assistants to support different groups of pupils, has helped standards to rise. Similarly, a review of assemblies has ensured they meet requirements and contribute well to pupils’ spiritual development. Senior leaders monitor the work of the school effectively, and this informs their comprehensive strategic plans. The plans include the school’s key priorities well, but the evaluation of their success sometimes focus too much on actions having been completed rather than what impact they have had on outcomes for pupils. The leadership and management of teaching and learning are good.

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

Teachers are given clear feedback about their lessons with points for improvement. In the past year most of this work was done by senior leaders, as budget restraints limited the amount of release time for subject leaders. Now the school has cleared its historic deficit, subject leaders are taking a more active monitoring role. They are also beginning to establish closer links with the Infants school, and sharing some subject leaders, for example in music and information and communication technology.

The effectiveness of the governing body is good. Members take a strategic view of school development and have conducted their own audit of their work and skills. They are knowledgeable and well-informed about the school, and bring a good balance of expertise. The governors’ management of health and safety is particularly thorough, with careful checking of the safety of the building and site and follow-up action points. This contributes well to the school’s good safeguarding arrangements, which ensure that records are kept meticulously and that all staff are fully trained. Risk-assessments for visits are especially robust. The school promotes equality of opportunity well, eliminating all forms of discrimination and tracking the progress of different groups of pupils carefully, so that any gaps are identified and swiftly tackled. The school has a good range of partnerships with local businesses and community organisations and excellent relations with the Infants school and the wider cluster of schools. These enhance pupils’ experiences. The school promotes community cohesion well, reaching out locally and establishing ties with contrasting schools in the United Kingdom and abroad. For example, pupils from a culturally diverse school spent a day visiting. The school also offers shelter and indoor activities for other schools visiting or staying in the area (which is popular for school visits) when the weather is inclement.

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

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

Views of parents and carers

The proportion of questionnaires returned by parents and carers was rather more than is usually found. All those who responded agreed that the school keeps their children safe, that the teaching is good and that the school helps them to support their children's education. They also all agreed that the school meets their children's particular needs and that it is led and managed well. The inspection findings support these positive views. A few parents and carers had concerns about the way the school deals with unacceptable behaviour. Inspectors looked into this and found that behaviour is now outstanding. Behaviour in the past was not as good but previous behaviour issues no longer exist.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Redgate Junior 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 41 completed questionnaires by the end of the on-site inspection. In total, there are 106 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	22	54	14	34	2	5	0	0
The school keeps my child safe	27	66	14	34	0	0	0	0
The school informs me about my child’s progress	20	49	19	46	2	5	0	0
My child is making enough progress at this school	21	51	18	44	2	5	0	0
The teaching is good at this school	24	59	16	39	0	0	0	0
The school helps me to support my child’s learning	22	54	19	46	0	0	0	0
The school helps my child to have a healthy lifestyle	19	46	21	51	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)	23	56	14	34	3	7	0	0
The school meets my child’s particular needs	18	44	21	51	0	0	0	0
The school deals effectively with unacceptable behaviour	17	41	16	39	4	10	1	2
The school takes account of my suggestions and concerns	11	27	26	63	2	5	0	0
The school is led and managed effectively	24	59	16	39	0	0	0	0
Overall, I am happy with my child’s experience at this school	24	59	16	39	1	2	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.



21 October 2011

Dear Pupils

Inspection of Redgate Junior School, Hunstanton, PE36 5DY

Thank you for welcoming us to your school and sharing your views with us. I would particularly like to thank the pupils from Year 5 and Year 6 who met with us. You said that Redgate is a good school and we agree with you. Here are some of its particular strengths.

- You make good progress in your work because the teaching is good.
- Your behaviour is outstanding.
- You have a good understanding of keeping safe and staying healthy.
- You make an excellent contribution to the school and the wider community.
- Your attendance is above average.
- There are plenty of interesting visits, visitors and clubs for you to enjoy.
- The school cares for you well, especially if you are having difficulties.
- Those who lead and manage the school, including the governing body, are doing a good job.

We think you could do a little better in writing so have asked the school to:

- give you more opportunities to write long pieces of work
- make sure marking corrects any mistakes you make in your writing and shows you how you can improve.

You all can help by checking your own and your friends' writing to make sure it is the best you can do. We have also asked those teachers who look after particular subjects to spend more time checking how you are doing in them.

Thank you once again for your help. Our best wishes for the future.

Yours sincerely

Nick Butt
Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone **0300 123 4234, or email enquiries@ofsted.gov.uk.**