

Serco Inspections  
20 Colmore Circus Queensway  
Birmingham  
B4 6AT

T 0300 123 1231  
Text Phone: 0161 6188524  
enquiries@ofsted.gov.uk  
[www.ofsted.gov.uk](http://www.ofsted.gov.uk)

22 May 2013

Mrs Wendy Roche  
Headteacher  
Red Hall Primary School  
Zoar Street  
Lower Gornal  
Dudley  
DY3 2PA

Dear Mrs Roche

**Requires improvement monitoring inspection visit under section 8 of the Education act 2005 to Red Hall Primary School, Dudley local authority.**

Following my visit to your school on 21 May 2013, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report on the findings of my visit. Thank you for the help you gave me and for the time you made available to discuss the actions you are taking to improve the school since the most recent section 5 inspection.

The visit was the first monitoring inspection since the school was judged to require improvement following the section 5 inspection in January 2013. It was carried out under section 8 of the Education Act 2005.

**Evidence**

During the visit, meetings were held with you, other senior leaders, a member of the governing body, pupils and a representative of the local authority. The school improvement plan was evaluated as were other documents including tracking information on pupil achievement.

**Context**

Since the last inspection you have been appointed on a permanent basis. The school is in the course of recruiting two assistant headteachers. The leadership and management consultant from the local authority is working with you two days a week to support your leadership until these additional appointments are made.

## **Main findings**

Governors acted quickly after the inspection to make a permanent headteacher appointment and to extend the support from the local authority until other senior leadership appointments are made.

The first school's priority to improve teaching is being tackled rigorously through regular checking of lessons by senior leaders. Recent formal observations indicate that the proportion of teaching that is good or better has already improved since the last inspection. Teachers have responded positively to the increased challenge and high expectations set by senior leaders and the headteacher has fostered good relationships throughout the school.

Middle leaders have been trained to enable them to carry out their roles more effectively through 'learning walks' but to date have not been involved in formally observing and feeding back to staff on the quality of teaching.

An action plan is in place to address each key issue which is reviewed each term to check how well the school is doing. Not all milestones are specific enough to help those reviewing the plan to assess how much progress has been made.

A comprehensive training programme for all staff is underway linked to the key areas for development. Leaders have visited other schools to identify features of good and outstanding practice. Training sessions on numeracy have already taken place and more are scheduled. Pupils have seen the benefit of this in improved numeracy lessons. They do not feel they get a full range of curriculum subjects however.

Leaders have set challenging targets for pupils to achieve by the end of the school year with all pupils expected to make at least progress in line with pupils nationally. Pupils know their targets and how well they are doing. Marking in literacy and numeracy is being closely checked to ensure greater consistency in its effectiveness.

Senior leaders are holding termly progress meetings every half term with teachers to hold them to account for the progress of all the pupils they teach. This allows leaders to identify concerns at an early stage. The work of teaching assistants is now being checked more closely.

Governors know the school well and what areas need to be improved further. There is a strong drive focused on improving teaching. A school improvement committee has been established so governors can check how well the school is doing and to question leaders on their actions. Link governors have recently been set up attached to literacy and numeracy. Governors are aware there are some mismatches between the quality of teaching and leadership and the pay scale that teachers are on.

Senior leaders and governors are taking effective action to tackle the areas requiring improvement identified at the recent section 5 inspection. Following the visit to the school, HMI recommend that further action is taken to make sure:

- all middle leaders have a formal role in checking teaching, learning and marking
- the action plan has clear milestones and dates
- leaders and governors take swift action to resolve the anomalies between quality of teaching and leadership and teachers' pay scales

Ofsted will continue to monitor the school until its next section 5 inspection.

### **External support**

The local authority has provided additional support to strengthen the senior leadership team's role in monitoring teaching and to lead in the training of middle leaders. This has led to improvements in teaching and ensured systems for checking teaching and learning are more thorough.

I am copying this letter to the Chair of the Governing Body and the Director of Children's Services for Dudley.

Yours sincerely

Mark Sims  
**Her Majesty's Inspector**