

Redgate Community School

Redgate, Formby, Liverpool, Merseyside, L37 4EW

Inspection dates 2–3 October 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Requires improvement	3
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Progress from starting points is not rapid enough. For example, the gaps between the achievement of those pupils on free school meals and their peers is too wide.
- Pupils do not make good progress in writing. Consequently, attainment has been below the national average.
- Marking and feedback to pupils does not always let pupils know how to improve their work.
- The attendance of particular groups of pupils, particularly those with special educational needs, those on free school meals, and those in Year 2 and Year 6, is too low.
- Senior leaders are not yet analysing information about the performance of groups of pupils rigorously enough to help them know how effective their systems are, or where gaps remain.
- Governors are not sufficiently challenging the school on the impact of the money spent on improving the education of those pupils supported by the pupil premium, on pupils' attendance or on the performance of different groups of pupils.

The school has the following strengths

- There is some good and occasionally outstanding teaching. This has led to pupils' achievements significantly improving in mathematics and reading.
- Pupils enjoy school and are confident and articulate. They make friends easily and develop their communication skills well in all years and subjects.
- Children get a good start in the Early Years Foundation Stage. They benefit from excellent outdoor spaces and playground facilities which teachers use well to ensure they make at least good progress.
- The school ensures very strong spiritual, moral, social and cultural development for all pupils. They are polite, well-behaved and have respect for the school and each other.

Information about this inspection

- The inspector observed 11 lessons or part lessons taught by 10 different teachers.
- The inspector listened to pupils from two different year groups read and spoke with pupils about their school life and lessons.
- Meetings were held with the headteacher, senior leaders, members of the governing body and a representative of the local authority.
- Pupils' work from this year and the previous academic year was seen, and the inspector scrutinised documents relating to pupils' progress, policies and management and safeguarding.
- The inspector took account of the 24 responses to the online questionnaire (parent View) and the school's own recent parental survey.

Inspection team

Rebecca Lawton, Lead inspector

Additional Inspector

Full report

Information about this school

- Redgate Community Primary School is a smaller than average-sized primary school, roughly half the size of an average primary school.
- The majority of pupils are of White British heritage.
- The proportion of pupils known to be eligible for the pupil premium is above the national average (The pupil premium is additional funding for those pupils who are known to be eligible for free school meals, children from service families and those children that are looked after).
- The proportion of pupils who are supported at school action has recently decreased and is now roughly in line with national averages. The proportion of pupils supported at school action plus or with a statement of special educational needs is low.
- In 2013 the school met the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- Since the previous inspection there has been a significant change to the governing body and a change to the structure of the leadership and management of the school.

What does the school need to do to improve further?

- Improve teaching so that all is good and more is outstanding in order to raise pupils' attainment and close the gaps between the achievement of groups of pupils by:
 - implementing the new literacy approach to improve writing skills in all years
 - raising the achievement of boys in reading
 - ensuring marking consistently helps pupils to improve their work.
- Improve leadership and management, including governance, by:
 - improving the monitoring of the attendance of groups of pupils, particularly those on free school meals, those with special educational needs and those in Year 2 and Year 6
 - improving the systems for analysing the progress and behaviour of groups of pupils
 - ensuring a long-term strategic plan is in place
 - increasing the skills and experience of the governing body in order to robustly challenge the school on the progress of groups of pupils, and on the impact of the pupil premium and sports funding.

An external review of governance should be undertaken in order to assess how this aspect of leadership and governance may be improved.

Inspection judgements

The achievement of pupils requires improvement

- Over time, particular groups of pupils have not made good progress from their starting points. For example, in 2011 and 2012, overall progress and for mathematics were significantly below average. Consequently, standards were below the national average in English and mathematics in both 2011 and 2012. Standards in Key Stage 2 improved significantly in the last academic year in reading, writing and mathematics. However, these improvements have yet to be sustained over time.
- The progress of the majority of current pupils is accelerating. However, this has not been sustained over a sufficient period for achievement to be judged good
- Gaps remain between the progress of pupils who are identified as eligible for free school meals and their peers. Although this gap is closing, these pupils remain behind by roughly two terms in reading, one term in writing and half a term in mathematics. The proportion of pupils eligible for free school meals making good progress is below their peers, and so the gaps are not closing sufficiently fast enough.
- The schools' success in raising pupils' achievements in mathematics is the result of a successful recent focus on improving the quality of teaching and learning in this area. A similar project to raise achievement in literacy across the school has not yet been fully implemented, and pupils' progress in writing is too slow.
- Standards of writing across all year groups are below those expected of pupils of their age. In lessons seen and in books, pupils struggle to present their work well and many have poor handwriting. Improvements to the teaching of spelling, grammar and punctuation are starting to improve pupils' writing skills, and this year final standards in year 6 reached the national average, but in other year groups these remain behind national standards.
- Boys' reading standards are too low and are an ongoing issue. Despite good strategies which are closing the gap between boys and girls reading abilities, boys remain currently a term behind girls.
- In the past year, significant improvements to the teaching of mathematics have secured better progress and achievement for pupils in both key stages in mathematics. Previously, work in mathematics focused too much on repetitive calculations, and a new approach with active problem solving and independent exploration has been central to securing this more rapid progress. Currently, teachers support pupils' mathematical development with 'real-life' problems and good resources which enable them to be independent learners.
- The school has received additional sports funding. The school has not formed a long-term plan or checked on the outcomes for groups of pupils. Hence, it is not yet possible to evaluate the impact of this extra funding.
- Children start school with starting points which are well below those typically expected for their age. They make at least good progress in the Early Years Foundation Stage due to good teaching and resources and close the gap to reach almost average standards by the time they leave Reception.
- The most recent results show a significant improvement in pupils' attainment in all areas. There has been a three-year trend of improvements in Key Stage 1 in all subjects, and this year the number of pupils passing the national phonics (linking sounds and letters) check increased by 25% and is now well above the national average.
- The proportions of pupils making good progress has risen and is now favourable compared to national averages, although there remain gaps between the progress of pupils who are supported by the pupil premium and their peers. This year, significant changes to the timetable and curriculum to try and close these gaps have been put in place, but have yet to have a measurable impact.
- In the most recent results, the progress of pupils with special educational needs is at least in line with their peers, and roughly a third made accelerated progress in reading, writing and

mathematics, which closed some of the gaps in their attainment compared to their peers.

- The most-able pupils are making good progress in Key Stage 1, and the proportion making good progress in Key Stage 2 has increased in the past year. Year on year there has been an increase in the number of pupils taking the additional Level 6 tests in mathematics.
- Pupils' communications skills are developed well throughout the school, particularly in the Early Years Foundation Stage, where some children make 18 months of progress in 10 months in their speech and language development. This enables pupils to be asking and answering questions in lessons at a high level of challenge, even where their writing skills are not yet as well developed.

The quality of teaching

requires improvement

- Although there is much teaching which is good or outstanding, it is not yet consistently good over time and across subjects, particularly for writing.
- Pupils are not writing at sufficient length or in a wide enough range of styles to embed good writing skills early enough, and many do not close the gap in writing skills for a significant period of time. Early errors in letter formation and punctuation are not corrected swiftly enough.
- As a result pupils' progress and achievement are improving but are not yet consistently good. Too many differences in the progress of groups of pupils remain. Changes to the curriculum and in teaching have yet to close these gaps in progress and attainment.
- Marking and feedback to pupils is not always helpful, and does not always tell pupils how to improve. This level of detail has recently improved in mathematics, and is scheduled to be spread to English this year.
- Teaching is improving and much good or outstanding teaching was seen during the inspection. Teachers assess pupils regularly, and regular checks by external experts ensure they have an accurate view of pupils' achievements compared to national standards.
- Teachers have high expectations and pupils are provided with good quality resources. Lessons are interesting and relationships between pupils and teachers are strong. Pupils are motivated to succeed and are enthusiastic participants in their learning.
- Teachers use questions to skilfully challenge all pupils. They consistently support pupils to investigate and explore topics. Homework is used well to support learning and inspires pupils to find things out for themselves. Parental involvement is encouraged and has had a positive impact on pupils' progress in reading.
- English and mathematics are taught in streamed ability groups in Key Stage 2. This approach is being effective in securing good progress for most groups, and standards achieved have improved considerably in the past year. This has also enabled the most-able pupils to extend their potential, and the numbers achieving the highest Level 6 are increasing year on year.
- Pupils read widely and often. They enjoy reading and have access to a wide range of books in the new library facilities that have been recently extended, where Year 6 pupils volunteer as 'librarians', helping other children choose interesting books. Boys are encouraged to read books that appeal to their tastes and interests, and a parent reading scheme has promoted male reading 'role models'. However, the gaps in boys and girls achievements in reading remain.
- Teachers and teaching assistants work together effectively, creating positive and exciting climates for learning which inspire pupils to succeed and take risks, challenging themselves to reach their full potential.

The behaviour and safety of pupils

requires improvement

- Attendance overall is roughly average, but significant numbers of pupils are missing more than half-a-day a week. Of those pupils with absence of 10% or more, a significant number are those entitled to free school meals, those with special educational needs and those who are in Years 2 and 6. Work by the school has ensured that children classed as Traveller are attending comparatively well and making appropriate progress. A small group of persistently late pupils

remain an on-going issue.

- There are a few well-founded concerns from parents, staff and pupils about behaviour. Logs of incidents of weaker behaviour are currently too informal, and need to be streamlined so that trends can be seen and analysis over time is possible.
- Pupils' attitudes to learning are consistently positive, and they are happy, enthusiastic participants in lessons. They enjoy school and share and play together well. In streamed English and mathematics lessons, they are making friends in other year groups, enriching their experiences and expanding their social circles.
- Pupils are knowledgeable about bullying and say that it is rare in school. They know what to do if any weaker behaviour occurs and are confident in staff to tackle any issues that might arise. Pupils feel safe in school and know how to keep themselves safe.
- Pupils behave well in lessons and disruption is rare. At playtimes pupils play together on the high quality outdoor equipment and pupil prefects and librarians enable access to books and clubs at lunchtimes.
- Behaviour is managed consistently well by teachers, teaching assistants and lunch time supervisors. Pupils like their teachers and all staff in school and are keen to befriend new visitors and new pupils.

The leadership and management

requires improvement

- The school's leadership is securing improvements in teaching and the curriculum. However, leadership and management still require improvement because the progress of specific groups, particularly in writing, lags behind other areas and is not good. Also, governors are not holding the school to account sufficiently rigorously. Nevertheless, the improvements made, particularly in mathematics, demonstrate the school can improve further.
- The monitoring of attendance and analysis of trends and patterns in behaviour are not sharp enough for behaviour and safety to be good. Weaknesses in the analysis of the progress of particular groups have not been fully addressed. New data-gathering programmes are not yet being used effectively to share information on the performance of groups of pupils or to analyse trends.
- The school has not formulated a long-term strategic plan. This means it is not entirely clear who will be responsible for securing improvements and the focus of spending is not yet sufficiently sharp. Leaders could not evaluate the impact of specific interventions on those pupils the funding was designed to support.
- The curriculum still needs improvement to meet the needs of all groups of pupils. A project to raise standards in literacy, specifically in writing, has yet to yield significant improvements. New policies and approaches to teaching have been implemented which have improved pupils' standards in mathematics. The curriculum in the Early Years Foundation Stage has a good balance of adult-led activities and activities that children choose for themselves.
- The senior leadership team have high expectations and ambition for the school. Due to this, significant improvements have been secured in the past year, and the impact on pupils' achievement is now starting to be seen in standards and results. However, improvements have only been secured in the last year, and gaps in pupils' achievements remain. Further improvement is needed to continue to ensure the school is consistently good in all areas.
- Subject leaders have had significant training and support, and action plans to tackle the underperformance in English and mathematics are comprehensive. The action plan for mathematics has already secured significant improvements, and the English plan is now underway but has yet to impact on pupils' achievements in reading or writing.
- Considerable training and professional development for teaching staff over the past two years has had a significant impact on standards and the quality of teaching and learning. All teaching assistants have now taken additional qualifications, and are able to support all pupils, including those with specific educational needs, academically as well as pastorally in a wide range of subjects. The provision for pupils' spiritual, moral, social and cultural development is very strong.

Pupils tackle difficult moral and social concepts sensitively and without fear. In one essay competition, older pupils demonstrated deep and mature understanding of complex issues such as terminal illness, disability and feminism.

- The pupils have a rich musical and cultural experience in school and spiritual learning is integrated within the life of the school. For example, younger pupils were singing a hymn to each other in the playground at lunchtime that they had remembered from the morning's assembly, and were intelligently discussing the meaning of the words.
- There are a large number of trips and clubs for children that are attended well. These are of high quality and use experts in their field to support musical, sporting, cooking and social skills.
- The school puts significant additional resources and energies into encouraging children to attend. The school works well with parents and the Traveller community, and visits homes, even collecting children from home where pupils have particular additional needs.
- Provision for safeguarding children meets requirements and gives no cause for concern.
- The local authority has provided significant levels of support and a large amount of training which has refreshed and updated skills for all staff in a wide range of topics. This has included training for the governing body which has had recent significant change.
- **The governance of the school:**
 - Governors are new in post, and have yet to develop a long-term strategic plan for the school, or a plan for the spending of the new sports funding.
 - Significant training has been undertaken, and changes to the structure and processes of the governing body are now in place. The governors are beginning to challenge the school, but as yet are not sufficiently monitoring the progress of groups of pupils, including the progress of those for whom the pupil premium funding is supplied.
 - A new reporting structure has been agreed to enable the governing body to challenge with more rigour, but as yet this is not having an impact on the monitoring of trends and of groups of pupils.
 - For the reasons given above the inspector recommends that an external review of governance be undertaken to help the governors to carry out their role effectively.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	104885
Local authority	Sefton
Inspection number	426313

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	5–11
Gender of pupils	Mixed
Number of pupils on the school roll	143
Appropriate authority	The governing body
Chair	Judith Hardisty
Headteacher	Wendy Grime
Date of previous school inspection	20 April 2011
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