

Red Hall Primary School

Zoar Street, Lower Gornal, Dudley, DY3 2PA

Inspection dates 20–21 January 2015

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

Summary of key findings for parents and pupils

This is a good school.

- Children get a good start to school life in the early years classes. Well-planned activities help them develop their skills, and staff create a caring and safe environment in which to learn.
- Pupils throughout the school make good progress in reading, writing and mathematics. As a result, standards are rising.
- Teachers have high expectations of what pupils can achieve. Exciting and interesting lessons encourage pupils to try hard and achieve well.
- Pupils are polite and well behaved in lessons and around school. They play and work together harmoniously and are proud of their school.
- Pupils feel safe in school. They know how to keep themselves safe in other situations, such as on the roads and when using the internet.
- The headteacher has made sure that the quality of teaching and achievement have both improved since the previous inspection. She has developed a skilled team of senior, subject and other leaders who rigorously check that pupils are making good progress.
- Since the previous inspection, governors have improved the way they work. They are very supportive and they now ask challenging questions in meetings to make sure that leaders are improving the school.

It is not yet an outstanding school because

- Not all teachers give pupils clear advice that shows them what they need to do to improve their work. They do not check that pupils act on the advice they are given.
- New ways of teaching mathematics, which show pupils step by step how they can move on in their learning, are accelerating progress in some classes but are not yet used consistently in all classes.
- While governors receive helpful information from the headteacher and other leaders, they do not visit the school very often to see for themselves how it is doing.

Information about this inspection

- The inspectors observed pupils' learning in 21 lessons or parts of lessons, four of which were seen together with the headteacher or assistant headteacher.
- Meetings were held with the headteacher and other staff, two groups of pupils and two members of the governing body.
- Informal discussions were held with parents.
- The inspectors took account of the 28 responses to Ofsted's online questionnaire, Parent View, the school's own questionnaires and the 45 completed staff questionnaires.
- The inspectors observed the school's work and reviewed a range of documentation, including: the school's checks on its performance; its analysis and tracking of pupils' progress; records of behaviour and safety; school improvement plans; records relating to classroom observations and the management of staff performance; safeguarding arrangements; and records of meetings of the governing body.
- The inspectors also looked at pupils' work, listened to pupils read and checked information on attendance.

Inspection team

Susan Hughes, Lead inspector

Additional Inspector

Suzette Garland-Grimes

Additional Inspector

Edward Masterson

Additional Inspector

Full report

Information about this school

- The school is larger than the average-sized primary school. It is built on two sites, either side of the main road through the village.
- Children in the early years start in a Nursery class where they attend part-time. Most move into one of the full-time Reception classes at the beginning of the year in which they are five years old.
- Most pupils are White British. The proportion of pupils who speak English as an additional language is well below average.
- At just under 15%, the proportion of disabled pupils and those who have special educational needs is below average.
- The proportion of disadvantaged pupils (those supported by the pupil premium, which is additional funding for pupils who are known to be eligible for free school meals or looked after by the local authority) is above average, at just over 36%.
- The assistant headteacher joined the school in September 2013.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.

What does the school need to do to improve further?

- Further improve teaching to raise standards by ensuring that:
 - new ways of teaching and assessing mathematics which have recently been introduced to accelerate progress in this subject are fully applied across the school
 - all teachers give pupils helpful guidance as to how they can improve their work and check that pupils act on the advice.
- Governors increase their awareness of how well the school is doing by making regular visits to see for themselves and sharing their findings with the rest of the governing body.

Inspection judgements

The leadership and management are good

- Through strong and committed leadership, the headteacher has ensured rapid improvements in teaching and achievement since the previous inspection. She has developed an effective team of senior, year-group and subject leaders who regularly check how subjects are being taught. They make sure that pupils achieve well throughout the school, including in the early years.
- The headteacher and other leaders rigorously track pupils' progress. They hold regular discussions with teachers about how well pupils are doing and make sure that any pupils at risk of falling behind are quickly helped to keep up.
- The school has formed strong partnerships with other local schools. This enables them to share expertise and refine their skills and knowledge. Teachers say that they have good opportunities to attend courses and training. This helps them achieve challenging targets agreed in the appraisal process, which rewards teachers for the progress their pupils make.
- Disadvantaged pupils are well supported by the pupil premium. Most of this funding is spent on additional adults who support pupils on a one-to-one basis or in small groups. Some of the money is also spent on extra high quality music experiences for pupils across the curriculum.
- The primary sports funding ensures that all pupils benefit from high-quality sports coaching. This has improved pupils' sporting skills and increased the amount of physical education that pupils receive. A specialist sports teacher has also worked with staff to help them develop their teaching skills in different aspects of physical education.
- The lessons pupils learn are lively and exciting. Literacy, numeracy and communication skills are developed well in different subjects. For example, in a science lesson looking at different types of sugary drinks, pupils worked on money problems to calculate profit and loss from drinks sales. During the inspection, pupils in Years 1 and 2 practised their literacy skills writing about 'To Infinity and beyond' as part of their topic 'Back in Time'. Year 5 pupils learnt how to write simple computer programs using binary coding.
- Pupils' spiritual, moral, social and cultural education is developed well. The school values are based on the letters in 'respect' (responsibility, equality, self-belief, positivity, expectation, caring and trust) and are understood by pupils, who try hard to follow them. During the inspection, pupils in Years 3 and 4 discussed how elderly people could be helped in snowy weather. Their mature and sensitive responses demonstrated thought and consideration. The 'respect' values are used well in lesson as teachers model them in the way they treat pupils. This supports the school's drive to promote equality and tackle discrimination, and helps prepare pupils well for life in modern Britain.
- The local authority has provided good support for the school. It has helped leaders check the effectiveness of plans for improvement and it has provided training for governors.
- **The governance of the school:**
 - Governors are very supportive and have refined the way they work. They now ask leaders challenging questions to make sure that they are continuing to improve the school. Governors use school data effectively to check that all groups of pupils are achieving well. However, few governors visit the school to see for themselves how the plans for improvement are working. This means that they do not have much first-hand evidence to support their understanding of how well the school is doing.
 - Finances are managed well. Governors know that the appraisal process has contributed to improvements in teaching by clarifying their expectations of teachers. Governors make sure that teachers only move up the pay scale if their pupils achieve well. In meetings, governors check that the pupil premium is helping disadvantaged pupils to keep up with their classmates. Governors understand that the sports funding has improved sporting opportunities for pupils and is helping them develop healthy, active lifestyles.

- Governors make sure that the school's arrangements for safeguarding are effective and meet national requirements. All staff are checked to ensure their suitability for working with children.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good. Pupils show consideration for each other, and are pleasant and polite. They readily offer help and spontaneously thank each other. During the inspection, the 'rule of the week' was to remember to hold doors open for others, and many pupils did so.
- Pupils told inspectors that the systems of rewards and warning cards are fair and work well. They had difficulty remembering seeing a red card, the highest warning given out, because yellow warnings are usually sufficient. Pupils feel that behaviour is generally good in school and everyone responds well to the sensitive and calm way teachers deal with any poor behaviour.
- Pupils show very positive attitudes to learning. They are keen to do well in lessons and try hard. When work is difficult, they persevere and readily help each other with suggestions and ideas. They work well together and lessons are not disrupted by inappropriate behaviour.
- Older pupils take positions of responsibility very seriously. For example, Year 5 and 6 playground leaders are trained to work with younger pupils. They are clear about their role and keep an eye out for anyone who may be lonely, as well as organising games for groups of pupils.

Safety

- The school's work to keep pupils safe and secure is good. Pupils say that teachers help them feel safe. They told inspectors, 'Teachers always listen to us and are fair.' The sites are secure and pupils are well supervised at playtimes and when moving between sites.
- Pupils clearly understand why fluorescent jackets are worn as they cross the busy road between the two buildings. They are well aware of the need for safety on the roads. Pupils also understand how to stay safe in other situations, such as when using the internet.
- Teachers stress safety in lessons throughout the school. While Reception children were guided on safe positioning during their 'write-dance' sessions which help develop the large and small movements they need for early writing, Year 6 pupils showed safe behaviours when using a boiling kettle while studying evaporation and condensation.
- Pupils say that bullying is rare. They understand about the different forms it can take, such as physical or cyber-bullying. Pupils were adamant that any incidents are quickly dealt with by teachers. They felt confident there was someone they could go to if they had a problem.
- The school works closely with parents to encourage good attendance. Attendance is still lower than average, but it has improved so that it is no longer in the lowest 10% of schools nationally.

The quality of teaching is good

- Teachers know their pupils well and have high expectations of what they can achieve. They teach interesting and exciting lessons which help pupils of all abilities, including the most able, learn well. For example, Year 2 pupils wrote openings to a story. During the lesson, the teacher periodically gave reminders and pointers as to how pupils and groups of pupils of different abilities could check that their work was the best it could be.
- Teachers ask pupils probing questions to check their understanding so that they can build on this knowledge. Skilled questioning is also used to develop learning. For example, through incisive questioning, teachers help children to identify their own mistakes and rectify them. On other occasions, teachers ask pupils to explain their answers and then follow up with additional challenging questions to explain in even

greater detail.

- Disabled pupils and those who have special educational needs are supported well, often by additional adults working alongside the teacher. The adults are well briefed so that they know what is expected of them, and they follow the good examples set by the class teachers. Sensitive support, both in and outside the classroom, helps pupils develop confidence and achieve well.
- Disadvantaged pupils also benefit from similarly effective additional adult support. Working in small groups or on a one-to-one basis helps them make rapid progress which narrows any gaps in attainment between them and other pupils.
- The teaching of phonics (the sounds letters represent in words) has improved since the previous inspection. Pupils are now confident in using this knowledge to read unfamiliar words. For example, a Year 1 pupil successfully sounded out and read 'shrinks' from the book he was reading.
- Writing is taught well. Pupils have plenty of opportunities to practise their skills in different subjects. From the early years, they use their phonic skills well to spell words and write fluently in different styles. Correct grammar and punctuation is taught throughout the school and pupils are encouraged to use this accurately in their writing.
- A new way of teaching and assessing mathematics has recently been introduced. Lessons are taught according to identified lists of skills that pupils need to develop to make rapid progress in the subject. Teachers check how well each pupil understands one set of skills before moving on to a new set, and pupils are able to track their own progress accurately. Where this is used confidently, pupils are making even more rapid progress and there is clear guidance as to how they can move on to the next step in their learning. However, this has not yet become fully embedded in all classes.
- Some teachers give pupils helpful guidance, both in lesson and when marking their books, as to how they can improve their work. They make sure that pupils act on the advice. This high-quality help, however, is not in the norm in all classes and subjects.

The achievement of pupils is good

- Standards in reading writing and mathematics by the end of Key Stage 1 have improved since the previous inspection. Although there was a slight dip in 2014, pupils had made good progress from a lower starting point than in previous years. The results of the 2014 national screening check on how well Year 1 pupils understand phonics were just below average and much improved on previous years.
- Standards at the end of Key Stage 2 in 2014 in all subjects were higher than in previous years. Standards in reading and mathematics were broadly average and standards in writing were above average. Pupils had made good progress, and a large proportion of pupils attained high levels, especially in writing.
- School data and work in books show that pupils throughout the school make good progress in reading, writing and mathematics.
- The most-able pupils make good progress in reading, writing and mathematics. A growing number of pupils are working at levels above those expected for their age, especially in writing in all year groups and in mathematics in Year 5.
- Disadvantaged pupils make at least as much progress as other pupils. Data for those currently in the school show that the gap between their attainment and that of other pupils narrows as they move through the school. In 2014, disadvantaged pupils in Year 6 were two and a half terms behind their classmates in mathematics and four terms behind in reading and writing. In relation to pupils nationally, the gap was narrower: disadvantaged pupils were two terms behind pupils nationally in mathematics, three terms behind in reading, but their attainment was in line with pupils nationally in writing.

- Disabled pupils and those who have special educational needs achieve well. Their specific learning needs are quickly identified and support provided to help them thrive. The support is checked regularly to make sure it continues to be effective.

The early years provision

is good

- Under the strong leadership of the early years leader, teaching in the early years classes is good. All staff work well to provide a safe, secure and exciting learning environment for children to develop their skills. Progress is carefully checked so that activities each week build on children's enthusiasms and their recent learning.
- Children behave well and show high level of concentration and perseverance. For example, despite having some difficulty, a Nursery child persevered in moving magnetic balls around a maze and delighted in sharing her success.
- Children play well together and share equipment. During the inspection, some children co-operated in running the 'garden centre' while others tried to dig for treasure in the frozen soil. Astute adult questioning helped children understand, and talk about, why the digging was so difficult and the ground so hard.
- In the most recent years, children have started school with skills broadly typical for their age. Previously, children's skills, especially in literacy and numeracy, were less well developed. Children who have special educational needs are accurately identified and supported as quickly as possible. Whatever their starting points, children make good progress in the Nursery and Reception classes so that their skills are broadly average when they start in Key Stage 1.
- The proportion of children who attained a good level of development in 2014 was broadly average. This was a marked improvement on the previous year. Improving achievement, and children's positive attitudes to each other and to learning, prepare them well for work in Year 1.

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	103784
Local authority	Dudley
Inspection number	453695

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	334
Appropriate authority	The governing body
Chair	Mark Westwood
Headteacher	Wendy Roche
Date of previous school inspection	24 January 2015
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