

Red Hill Primary School

Red Hill, Chislehurst, Kent, BR7 6DA

Inspection dates 16–17 June 2015

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

Summary of key findings for parents and pupils

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

- Pupils' achievements require improvement. Not enough pupils in Key Stage 2 make good progress.
- The attainment and progress of disadvantaged pupils, especially in reading, are not as good as their peers or others nationally. The gap is narrowing, especially in mathematics, but not fast enough.
- The quality of teaching is too variable in reading and writing; this limits pupils' progress. Methods used to teach reading are not as effective as they should be.
- Assessments of what pupils know and can do are not always accurate enough for teachers to pitch work at the right level and challenge the most-able pupils.
- Teachers' marking and feedback in some lessons are not providing pupils with sufficient information about how to improve their work.
- Not all teachers have high expectations that pupils will present their work neatly and maintain their concentration in lessons.
- Some teaching assistants are not used to enhance pupils' learning throughout lessons.
- Leaders use assessment information to track pupils' achievements, but it is not yet used rigorously enough to inform school improvement planning.
- Year group leaders who are new to their roles are inexperienced and not yet fully trained to make a strong contribution to the school's improvement.
- While governors and leaders take a determined approach to tackle weak teaching it has not yet impacted fully on the progress of some pupils.
- As the school has grown, governors have not challenged the school sufficiently to sustain pupils' previously good levels of achievement.

The school has the following strengths

- Pupils' achievement in mathematics is rising across the school. A high number of pupils in Year 6 are on course to reach levels typically found in secondary schools in 2015.
- The strong promotion of pupils' spiritual, moral, social and cultural development gives pupils a good foundation for life in modern Britain.
- Children in the early years make a good start to their education. Their attainment has risen year on year. Children are prepared well for their work in Year 1.
- The majority of pupils have good attitudes to learning and behave well. They say that they feel safe and well cared for.
- Parents are very supportive of the school. Many attend workshops that inform them about how to help their children at home.

Information about this inspection

- Inspectors observed 39 parts of lessons, including small group work. Some were joint observations with the headteacher, the deputy headteachers and the special educational needs coordinator.
- Meetings were held with staff with leadership and management responsibilities, with teaching assistants and newly qualified teachers, and with representatives of the governing body and the local authority.
- Some pupils in Years 1, 2 and 6 read to inspectors. Pupils from a range of age groups spoke to inspectors about their views of the school. Samples of their previous work were scrutinised. Inspectors observed their behaviour around the school, at lunchtime and break time.
- The responses of 102 parents to the online survey, Parent View, and 56 responses to the staff questionnaire were taken into account.
- Some of the school’s documentation was reviewed. This included the school’s arrangements to keep pupils safe, behaviour logs, records of attendance, information about pupils’ progress, the school’s self-evaluation summary and its improvement plan.

Inspection team

Kath Beck, Lead inspector	Additional Inspector
Bimla Thakur	Additional Inspector
Noureddin Khassal	Additional Inspector
Danielle Wellock	Additional Inspector

Full report

Information about this school

- This is a much larger than average primary school. Children in the early years start school at age four and attend full time. They are organised into three Reception classes.
- The proportion of disadvantaged pupils supported by the pupil premium is above that found in schools nationally. Pupil premium funding is money provided by the government to give extra support to pupils who are known to be eligible for free school meals or who are looked after by carers who are not their parents.
- Most pupils come from White British backgrounds. One third comes from a wide range of minority ethnic groups, which is in line with the national average. A below average proportion is at an early stage of learning to speak English.
- The proportion of disabled pupils and those who have special educational needs is broadly similar to the national average.
- The school meets current floor standards set by the government, which set the minimum expectations for pupils' attainment and progress by the end of Year 6.
- Since the previous inspection, the number of pupils on roll has increased significantly. The management structure of the school has changed. The headteacher took up her duties two years ago. There are two deputy headteachers. Phase and year group leaders have been appointed to promote consistency in the quality of teaching across classes in each year group.
- There has been some staff turnover and long-term staff absence.

What does the school need to do to improve further?

- Accelerate pupils' progress, especially in reading and writing in Key Stage 2, by:
 - reviewing the range of methods used to teach reading to enable staff to teach the subject well
 - ensuring that all pupils, especially disadvantaged pupils, gain the essential skills they need to read and write well
 - requiring pupils to use their developing skills in spelling, grammar, punctuation and handwriting consistently in their written work
 - helping pupils to acquire confidence to communicate their own ideas in written form.
- Improve the quality of teaching so that it is typically good or better by making sure that all teachers:
 - have high expectations that pupils will present their work neatly and maintain their concentration throughout lessons
 - use accurate assessments of what pupils know and can do to pitch work at the right level, especially for the most-able pupils in all year groups
 - give pupils clear feedback in lessons and when marking their work, so that they understand fully what they need to do to improve
 - use teaching assistants effectively to enhance pupils' learning throughout lessons.
- Strengthen leadership and management by:
 - ensuring that action taken to improve teaching is checked for its impact on pupils' achievements
 - providing more focused training for phase and year group leaders so that they have greater impact on improving pupils' achievements and contribute fully to the school's development
 - analysing and using a wide range of data to inform more effective school improvement planning
 - strengthening the skills of governors to challenge leaders about the outcomes for pupils.

An external review of governance and the school's use of the pupil premium should be undertaken in order to assess how these aspects of leadership and management may be improved.

Inspection judgements

The leadership and management

require improvement

- Leadership and management require improvement. Leaders at all levels, including governors, have not sustained, during a period of substantial growth, the high levels of attainment found at the time of the previous inspection. Nor have they secured sufficient improvement in the progress of pupils, especially in Key Stage 2.
- The school is led by skilled senior leaders who have high aspirations for pupils to achieve and behave well. Senior leaders take a determined approach to monitor the quality of teaching, but the impact of this is not yet reflected fully in pupils' progress. Systems that link teachers' pay to pupils' progress are implemented strongly. This, together with some long-term absence, has led to changes in staffing. These factors have contributed to the variable quality of teaching and the availability of staff to support improvements in reading and writing.
- Senior leaders track pupils' progress, but have not analysed information from national data and the school's records of progress well enough to accelerate improvement. Concerns about the use of teachers' information from assessment to ensure that work is pitched at the right level of challenge for the most able found at the time of the previous inspection remain. That said, achievement in mathematics is rising and children in the early years do well.
- The school's self-evaluation shows that senior leaders are fully aware of the areas that need development, including the need for accuracy in teachers' assessments. The plans for improvement do not identify sharply enough the precise action to be taken, and the anticipated impact on pupils' achievements, especially in reading.
- Year group leaders have been appointed to promote a rise in achievement through consistency in the quality of teaching across year groups. They have considerable potential, but not all have developed sufficient skills to make a marked difference.
- Good leadership in the early years and in mathematics across the school has ensured a rise in achievement this year. In these areas, staff training and the implementation of new methods to promote pupils' enthusiasm for mathematics have proved successful.
- Additional funding is not enabling enough disadvantaged pupils to achieve as well as their classmates in reading and writing, although they are now making good progress in mathematics.
- The new curriculum, while not yet supporting high enough standards in reading and writing, is broad and balanced. It promotes pupils' spiritual, moral, social and cultural development strongly, and enables some to use their literacy and numeracy skills across a range of subjects. Pupils' art work is good quality and their enjoyment of music is enhanced by opportunities to learn a musical instrument. Trips out and residential visits give pupils rich personal and social experiences that help them to understand life in different parts of this country and abroad.
- Additional funds to improve the quality of teaching in physical education, and extend the range of sports available to pupils, have been spent appropriately. More pupils are participating in a range of sports, after-school clubs and inter-school competitions. However, the impact on improving the quality of teaching in physical education and encouraging pupils to adopt healthier lifestyles has not been checked.
- The school places a strong emphasis on promoting equal opportunities and the British values of tolerance, justice, respect and democracy. Pupils know that discrimination is not tolerated. Consequently, they are prepared well for life in the community.
- Parents who responded to the online survey, Parent View, and who spoke to inspectors are very supportive of the school. They welcome the opportunities to take part in workshops, such as mathematics, in order to help their children learn at home. Parents make important contributions to the work of the school through raising money and listening to pupils read.
- Senior leaders and support staff work well together, and with other professionals, to keep pupils safe. They ensure that statutory requirements to safeguard pupils are met.
- Since the previous inspection, the local authority has provided light touch support for the school.
- **The governance of the school:**
 - Governors have a strong commitment to the school. However, they have relied on the analysis of data provided by the school about pupils' achievements. This analysis has not identified clearly enough the slower progress of pupils in Key Stage 2. Governors have not challenged the school sufficiently about its performance in comparison to other schools nationally to ensure that pupils' previously good levels of achievement have been sustained while numbers on roll have increased.
 - Through their regular visits to the school to check the progress of developments, governors have a good understanding of the quality of teaching. They support the headteacher fully in ensuring that good

teaching is rewarded and underperformance is tackled through the correct procedures.

- Governors understand how the additional funding for disadvantaged pupils is spent and receive regular reports about the impact of this support on pupils' achievements. They are less aware that the gap in the attainment and progress of these pupils, especially in reading, is not closing fast as it could.
- Governors use their wide ranging expertise to benefit the school. Those with a background in finance ensure that the budget is managed efficiently and that staff and resources are deployed effectively.

The behaviour and safety of pupils

are good

Behaviour

- The behaviour of pupils is good.
- The school's strong promotion of pupils' spiritual, moral, social and cultural development has a very positive influence on pupils' behaviour in all year groups, including in the early years.
- Parents, pupils and staff believe that behaviour is good. Most pupils are polite, well mannered, and keen to learn and take pride in their work. A small minority does not always take sufficient care in presenting their work neatly or sustain their concentration, which limits their progress.
- When moving around the school, pupils act sensibly. Lunchtimes and playtimes are good social occasions. Pupils are proud of their school. They keep it tidy, care for the displays and look after the resources.
- Relationships between pupils from all backgrounds and their teachers are respectful and caring. Pupils who take on responsibilities, such as the lunch team, carry them out maturely.
- Very few pupils have been prevented from coming to school because of their poor behaviour. Those with challenging behaviour are supported well and helped to improve it.
- The school has taken robust action, with other professionals, to ensure that pupils attend school regularly. The number of pupils who are persistently absent is now very small.

Safety

- The school's work to keep pupils safe and secure is good.
- Pupils say that they feel safe in school and that if they have any concerns they know they can go and talk to any adult. They are aware of how to keep themselves safe when using new technology and the internet.
- The school's behaviour logs show that there is very little bullying. Pupils know about different kinds of bullying and understand that derogatory name calling is disrespectful.
- Senior leaders and support workers are not afraid to take appropriate action when they are concerned that pupils may be at risk of harm. Staff and governors are well trained in safeguarding pupils, and in ensuring that all visitors are suitable to work with children.

The quality of teaching

requires improvement

- Teaching overall in Years 1 to 6 requires improvement. While some is good, it is inconsistent within and across year groups. Not all teachers assess their pupils' progress accurately or use information well enough to pitch work at the right level for the most-able pupils. This is not the case in the early years where assessment is used well.
- Expectations that pupils will present their work neatly and maintain their concentration in lessons are not always high enough.
- Many pupils behave well and this allows teachers to move around the classroom to check their work. Teachers do not make the most of this situation to move learning along at a good rate. Often the feedback is limited to ensuring that pupils complete the task correctly.
- Teachers mark pupils' work regularly. Some teachers give pupils the precise information they need to correct their mistakes and improve their work, and give them time to respond to comments and questions. Others do not. They do not consistently require pupils to use their skills in punctuation, grammar and spelling.
- Writing is not taught well in all classes. Before putting pen to paper, pupils are not encouraged well enough to explore and think about the range of vocabulary and expression they need to write for a range of purposes. Sometimes, an overemphasis on the formal characteristics of writing inhibits their confidence and creativity.
- The methods chosen to teach reading are not as effective as they could be. Some tasks pupils are asked to complete neither engage their interest nor enhance their ability to read increasingly challenging books.

- As a result of recent training and the introduction of a new initiative, mathematics is mostly taught well. Activities to promote pupils' mental arithmetic have captured their enthusiasm and motivate pupils to do their best. The teaching of the most-able pupils in mathematics in Year 6 is high quality and pupils progress at a rapid rate.
- In some classes, teaching assistants are used well to enhance pupils' learning because they understand the aims of the lessons. This is not consistently the case, especially during the introductions to lessons.

The achievement of pupils

requires improvement

- As the school has grown since the previous inspection, pupils' overall attainment at the end of Year 6 has dipped from well above average to broadly average. Results have remained in line with the national average in reading, writing and mathematics for several years. The rate at which pupils progress between Key Stage 1 and Key Stage 2 has slowed. It was lower than the national average, especially in reading, in 2014. Pupils make better progress in Key Stage 1 where attainment is broadly in line with the national average.
- Disadvantaged pupils, from their varied starting points, make slower progress than their classmates in reading and writing. With the implementation of new methods to teach mathematics in the current year, their progress in that subject is now good. In Year 6, in 2014, the gap in their attainment when compared to all pupils nationally and to their classmates was similar. They were almost two terms behind in reading, writing and mathematics. This was an improvement over 2013 but the gap is not closing at a rapid enough rate, particularly in reading.
- Pupils in Year 1 achieve well in the phonics (sounds letters make) check. However, across the school, pupils come to rely too exclusively on these skills when reading, and are slow to acquire other skills important for success.
- Attainment in writing is adversely affected because not all pupils have sufficient grasp of spelling, punctuation and grammar, or apply these skills consistently in their work. Some pupils find it hard to express their thoughts in writing because they do not have a broad enough vocabulary and expression of ideas. They are over-reliant on their teachers to give them ideas.
- Pupils are making faster progress in mathematics this year than in the past. They are acquiring good skills in the mental recall of numbers and a range of methods to solve problems.
- The most-able pupils achieve highly in mathematics working at levels much higher than expected for their age and typically found in secondary schools. Very few disadvantaged pupils matched their classmates in achieving highly in Year 2 and Year 6.
- Pupils joining the school who are new to speaking English are supported appropriately and achieve as well as others in the school.
- Disabled pupils and those who have special educational needs receive additional support that is based on their specific programme of work and differing individual needs. This enables them to make expected progress from their varied starting points.

The early years provision

is good

- Good leadership has ensured children's achievements have increased year on year, and the good provision found at the time of the previous inspection has been sustained. Overall, children are attaining levels above those of other children of their age, and higher than the national average. In 2014 over two thirds of the children reached a good level of development. In 2015 three quarters of the children are expected to reach this level. This means they make good progress from their varied starting points and are well prepared for their work in Year 1.
- Staff in the early years use information from their assessments of children's progress well to match activities to needs, identify key areas for improvement and push learning along at a faster rate. This is one of the reasons why there is a variation between the effectiveness of the early years provision and the school's overall effectiveness.
- From their analysis of children's achievements in 2014, leaders found that some children were unable to speak confidently and were not making as much progress as they could in writing. To improve the situation, staff have introduced new engaging activities that motivate children to want to talk. In addition, staff have strengthened their skills in developing children's speech through extended conversations. Consequently, children enjoy talking to one another and to adults and are confident in expressing their

ideas.

- Many activities provide children, especially boys, with the enthusiasm to write for a range of purposes. They make a good start with reading, because staff read with them often. Mathematics is included in many practical activities which children enjoy.
- Children behave well, feel safe and have good attitudes to their learning. Well-planned activities capture their interest, which they sustain for extended periods of time. Activities such as finding out which items float or sink, and why, enable them to play and explore, be active in their learning and solve problems.
- Staff have high expectations of what children can do and achieve, and encourage them to make decisions about their work. They offer challenge to the most able and support those who find learning more difficult effectively.
- The partnership with parents is established quickly. This eases children's transition from home to school. To further improve this aspect of the school's work, the early years leader is visiting all the local pre-school groups.

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	101604
Local authority	Bromley
Inspection number	461859

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	684
Appropriate authority	The governing body
Chair	Wendy Andrews
Headteacher	Clare Butcher
Date of previous school inspection	27–28 September 2011
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