

# Redgate Community Primary School

Redgate, Formby, Liverpool, Merseyside L37 4EW

## Inspection dates

6–7 October 2015

## Overall effectiveness

## Requires improvement

Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Good
Outcomes for pupils	Requires improvement
Early years provision	Requires improvement
Overall effectiveness at previous inspection	Requires improvement

## Summary of key findings for parents and pupils

### This is a school that requires improvement

- Senior leaders have not made sure that teaching is consistently good across the school. Outcomes from their checks on the quality of teaching and learning have not been used rigorously enough to raise expectations in some classes.
- The quality of teaching is not consistently strong enough to raise pupils' overall outcomes to good. This is particularly the case in Key Stage 1.
- Teachers' questioning and their explanations do not always ensure that all pupils can take part in all parts of the lesson. This slows the pace of learning.
- Pupils, particularly the most able, are not always provided with activities that challenge them enough.
- School leaders and governors do not allocate the pupil premium funding effectively. As a result, disadvantaged pupils are not making enough progress to catch up with their peers.
- Early years provision and leadership require improvement. Children are not prepared well for learning in Year 1.
- Subject leaders' skills in checking on pupils' learning are in the early stages of development.

### The school has the following strengths

- The governing body has strengthened. Governors have developed long-term, strategic plans for the school.
- The new headteacher has quickly established where the school needs to improve and has a strong and determined drive for improvement.
- Staff, including several new appointments, are a fully committed team. They share the ambition of governors and senior leaders to make Redgate the best it can be.
- Pupils are happy, enjoy coming to school and feel safe. Their behaviour is mainly good and has improved since the last inspection.
- The school is held in high regard by parents and it engages well with them.
- Disabled pupils and those who have special educational needs make good progress.
- The curriculum supports pupils' spiritual, moral, social and cultural development well, due to the wide range of opportunities on offer.

## Full report

### What does the school need to do to improve further?

- Improve teaching so that it is at least good or better, so that pupils make consistently good or better progress, by ensuring that:
  - teachers have high expectations of what all pupils can achieve, particularly the most able
  - effective use is made of time in lessons
  - teachers use effective questioning and explain tasks clearly so that all pupils know how to achieve their potential
  - the work set for pupils provides appropriate challenge.
  
- Improve the effectiveness of leadership and management, including governance, by:
  - leaders and governors having a more accurate view of how well the school is performing in order to focus on priority areas for improvement
  - developing rigorous systems to improve the quality of teaching to improve outcomes for all pupils
  - improving outcomes for disadvantaged pupils so that their attainment matches that of other pupils
  - further developing the role of subject leaders so that they make an effective contribution to driving school improvement.
  
- Improve provision and leadership in the early years by:
  - ensuring that leaders establish rigorous and effective systems to drive improvement
  - securing accurate assessments of what children already know and then using this information to plan interesting and engaging activities to further develop children's learning to improve outcomes
  - ensuring that adult interactions with children stimulate opportunities for children to think for themselves.

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

## Inspection judgements

### Effectiveness of leadership and management requires improvement

- Leaders' and governors' efforts to improve the quality of teaching since the previous inspection have not secured improvements in all parts of the school. Teaching is still not good because it is too variable across the school. Checks on teaching and learning have not provided enough clarity for teachers on how to improve and to secure good outcomes for all pupils. There has been an over-reliance on external support. As a result, not all pupils achieve as well as they should.
- School leaders have not had an accurate view of the school's performance. In the short time since her arrival, the new headteacher has quickly established accurate priorities for improvement and is developing an ambitious culture. Along with governors, she has a clear determination to improve the provision for all pupils.
- Staff are committed and motivated to improving the provision for all pupils. Although performance management procedures are now more robust, information provided for governors has not always been accurate enough. Targets set for teachers have not been focused clearly enough on what teachers need to do to improve. Consequently, effective practice has not always been promoted across the school. Training and external support provided to the school has not had the intended impact on outcomes for pupils.
- Systems to check pupils' progress are in place and regular meetings are held to review how well pupils are doing. Pupils who need extra support are identified, and extra support is put in place to help these pupils to catch up. However, more work is needed to ensure that teachers have a more accurate view of how well all pupils are performing, especially in writing.
- Disadvantaged pupils are not making enough progress to ensure that their attainment matches other pupils in the school. Leaders and governors have not ensured that additional funding for disadvantaged pupils is used effectively.
- The provision for disabled children and those who have special educational needs is effectively led.
- Many subject leaders are new to post and therefore the impact of their work in driving improvements across the curriculum has been limited.
- The curriculum brings subjects together, such as history and geography, in interesting topics and pupils say that they enjoy their lessons. They particularly enjoy and benefit from a wide range of extra-curricular activities on offer, such as cooking, chess, the homework club and a wide range of sports clubs.
- Leaders have ensured that the curriculum prepares pupils well for growing up in modern Britain. They study the British monarchy, including the Queen, and experience democracy through the election of school councillors. All classes learn about tolerance and respect for all. Along with studying a wide range of world religions, leaders ensure that pupils' spiritual, moral, social and cultural awareness is well developed.
- The physical education and sports funding is used well. Pupils have more opportunities to take part in competitive sport, and a wide range of sporting activities are on offer for all pupils. Specialist coaching develops sports such as hockey and tennis, and funding is used well to develop staff expertise.
- Leaders have developed a welcoming, tolerant and respectful atmosphere in all parts of the school. Pupils say that they feel safe, and all have trusted adults who they would speak to if they were concerned about anything. The overwhelming majority of parents questioned stated that their children feel safe in school.
- Governors have made important recent appointments of new staff, such as a new headteacher and head of Key Stage 1, along with new teachers. These changes have been very well received by staff. The staffing situation is now more stable after an extended period of turbulence.
- **The governance of the school**
  - The governing body has demonstrated much improvement since the last inspection. It has successfully addressed all of the action points in an external review of governance which was undertaken. This includes providing additional training for governors, streamlining their roles and restructuring their organisation. This is helping them to focus on key priorities more clearly.
  - The governing body tackles underperformance and manages staff disruption well, including making some important recent appointments. It also ensures that teachers' salary progression relates to the quality of their teaching and outcomes for pupils.
  - The governors are increasingly involved in the life of the school. They are linked to different classes

and meet up with school leaders to discuss progress in the different aspects of school life.

- The governors have a good understanding of the strengths of the school and where it needs to improve because they are more knowledgeable about information that shows how well the school is performing. They are ambitious and share the determination of leaders to improve provision at Redgate.
- The governing body is still not thorough enough in checking how effectively the pupil premium funding is allocated. Consequently, even though disadvantaged pupils are making similar progress to that of other pupils in the school, their outcomes are not yet good.
- The arrangements for safeguarding are effective. Appropriate policies are in place and staff receive training in child protection. Leaders and governors have also received training in safer recruitment, which ensures that new members of staff are carefully checked. Visitors to the school are fully vetted, including when visitors come to speak with pupils in assembly. Staff have recently received training in the prevention of radicalisation and extremism.

### **Quality of teaching, learning and assessment** requires improvement

- Teaching requires improvement because it does not enable pupils to make consistently good progress in reading, writing and mathematics, especially in Key Stage 1.
- Pupils' learning in lessons does not always move forward quickly enough. This is because teachers' questioning and explanations do not always engage all pupils in all parts of the lesson, and the use of time is sometimes ineffective. Where pupils' learning is effective, teachers have high expectations of what all pupils can achieve. They question children effectively and refocus them on the task in hand. Consequently, pupils in these classes sustain their interest well and make good progress.
- Teachers' expectations of what all pupils can achieve are not consistently high enough, especially for the most-able pupils. Sometimes the work set for these pupils is not challenging enough. Consequently, pupils do not always make the progress they are capable of.
- Teachers are not yet using an ongoing assessment of what pupils can do to plan learning which further develops pupils' knowledge, skills and understanding. Pupils are sometimes too reliant on following instructions from teachers, rather than being able to solve problems and complete tasks themselves. At times, teaching does not challenge pupils' thinking enough to sustain their interest throughout the lesson.
- The marking of pupils' work has improved since the last inspection and pupils are given clear guidance on how to improve their work. They are also given time to review the marking and do more practice to help develop their understanding further. However, this way of working is stronger in English and mathematics than it is in other subjects.
- Positive relationships exist between pupils and all adults across the school. In classrooms, pupils' previous work is put on display so pupils can refer back to their prior learning. This helps pupils to build on previous work, especially in writing.
- Homework is set regularly for pupils and allows them to practise basic skills at home. Parents agree that the school sets appropriate homework for their children.
- Overall, work in pupils' books is well presented and there is a good quantity of work completed. Pupils take pride in their work.

### **Personal development, behaviour and welfare** is good

#### **Personal development and welfare**

- The school's work to promote pupils' personal development and welfare is good.
- Pupils are self-assured and confident. They say there is a good atmosphere in school 'because everyone is always friendly'. Older pupils talk proudly about their school uniform and how it makes everyone at Redgate look smart.
- Pupils enjoy school, say that they are looked after well and feel safe. They also know how to keep themselves safe, including when using the internet, and would feel comfortable speaking to staff if they were concerned about anything. They say that bullying is very rare and when it does happen it is quickly dealt with. This view is also shared by the vast majority of parents.

- The learning environment at Redgate is positive. Pupils show respect for others' ideas and views. They speak excitedly, describing how they learn about the lives of famous sports stars from other countries and what it is like living in poorer countries around the world.

### Behaviour

- The behaviour of pupils is good and has improved since the last inspection.
- Pupils conduct themselves well, both in and out of the classroom. They play well together, enjoying the excellent facilities and space provided in the outdoor environment. They respond well to instructions and, more often than not, work hard to complete tasks. However, where teaching is weaker, there is some low-level disruption by a few pupils and a lack of engagement.
- Exclusions from school, which were high in recent years, have reduced significantly.
- Attendance has improved steadily over the last three years and is now close to the national average. Leaders have worked hard to reduce the number of pupils who are persistently absent.
- There is a consistent approach to behaviour management across the school. Pupils are rewarded for hard work and receive 'dojos' which they can save up to receive award certificates. They speak excitedly about this. The vast majority of parents are also of the view that the school expects pupils to behave well.

### Outcomes for pupils

### require improvement

- Across the school, in reading, writing and mathematics, the rate of pupils' progress over time has been variable. Too few pupils make consistently good progress from their previous starting points. In particular, children in Key Stage 1 do not achieve well. As a result, outcomes by the end of Key Stage 1 are below average and require improvement. In Key Stage 2, over time, pupils achieve well in reading and their outcomes are close to the national average. Over time, outcomes in writing and mathematics are lower than in reading, and pupils' achievement in these subjects is below average. In subjects other than English and mathematics, the progress pupils make is also variable.
- Pupils have many opportunities to read, both in school (including the use of class novels) and at home. This is helping them to make better progress in reading, especially in Key Stage 2 and, as a result, standards in reading by the end of Year 6 are rising. However, improvements to the way that phonics (the sounds that letters make) is taught in Key Stage 1 and Reception have yet to have a full impact on pupils' outcomes. As a result, the proportion of pupils who pass the national phonics check at the end of Year 1, although improved in 2015, remains below average.
- Outcomes in writing require improvement. School records show that pupils are making better progress in writing than they did previously. However, work in pupils' writing books reviewed by inspectors shows that pupils' progress in writing is not consistently good.
- Outcomes in mathematics also require improvement. Too few pupils make good progress and reach the levels of attainment that they are capable of at the end of both Year 2 and Year 6.
- Disadvantaged pupils make the same rate of progress as other pupils in the school, but from lower starting points. Because they are not making stronger progress, they are not catching up with other pupils and gaps in their attainment compared with others are not closing by the time these pupils leave the school. Consequently, disadvantaged pupils are not well prepared for the next stage in their education.
- Disabled pupils and those with special educational needs make good progress because the support they receive is timely and effective, as do lower-achieving pupils who need to catch up. The small number of Traveller pupils at the school also make good progress over time.
- The most-able pupils make good progress in reading in Key Stage 2 and their progress in writing is improving. However, progress in mathematics requires improvement and fewer pupils reached the higher levels of attainment expected of them in 2015. In Key Stage 1, the proportion of pupils reaching the higher levels of attainment in reading, writing and mathematics was low in 2014 and did not improve in 2015. Consequently, the progress these pupils make is not good because the work they complete sometimes lacks challenge.

## Early years provision

## requires improvement

- Teaching is not always purposeful and the learning environment does not always capture children's interest and imagination. Consequently, children are not maintaining concentration on tasks for long enough, nor are they learning to persevere. Adults do not always use questioning well enough to assess what children already know and then extend children's learning by thinking for themselves.
- School records suggest that children make adequate progress in the Reception class from starting points which are generally typical for their age. However, assessment information in the past has been inaccurate. Consequently, it is unclear whether children are prepared well enough for Year 1.
- The early years is a caring environment where children's social needs are well met. The new teacher is lively and enthusiastic and this has helped all children to settle in quickly. She has quickly established effective working relationships with a private nursery on the school site and with other providers. She has also made direct links with other agencies that will support the needs of the children in her care.
- The new early years leader has made a promising start in identifying priorities for improvement, but it is too early to see the impact of her actions. There has been a lack of rigour and effectiveness in the systems to drive improvement in the early years until very recently.
- Communication with parents is strong. Parents are welcomed into school as partners in their children's learning. They contribute to children's learning journals and enjoy a close relationship with staff.
- Governors had identified that the learning environment in early years needed improvement. Significant investment has ensured that these improvements have been made and the children now have very spacious provision, both in and out of the classroom.
- Children behave well and are ready to take turns with the equipment. When painting in the outdoor area, they wait patiently for each other when painting on a screen. They enjoy playing together and are starting to communicate well with each other, for example when playing in the mud pit.

## School details

<b>Unique reference number</b>	104885
<b>Local authority</b>	Sefton
<b>Inspection number</b>	10002205

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	153
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Judith Hardisty
<b>Headteacher</b>	Suzanne D’Alton
<b>Telephone number</b>	01704 385960
<b>Website</b>	<a href="http://www.redgateprimary.com">www.redgateprimary.com</a>
<b>Email address</b>	<a href="mailto:Admin.redgate@schools.sefton.gov.uk">Admin.redgate@schools.sefton.gov.uk</a>
<b>Date of previous inspection</b>	2–3 October 2013

## Information about this school

- Redgate Community Primary School is a smaller than average-sized primary school.
- Most pupils are of White British heritage. The proportion of pupils from the Traveller community is above average.
- The proportion of pupils 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 and those who are looked after.
- The proportion of disabled pupils and those who have special educational needs is close to the national average.
- In 2014, the school met the government’s current floor standards, which set the minimum expectations for pupils’ attainment and progress.
- Since the previous inspection, the governing body has commissioned and worked through an external review of governance.
- There have been significant disruptions to staffing since the previous inspection. A new headteacher was appointed to the school and took up her post in September 2015. For the majority of the previous academic year, the assistant headteacher was acting headteacher and was supported in this role by the local authority. A new head of Key Stage 1 took up her post in April 2015 and two new teachers also joined the school in September 2015.

## Information about this inspection

- Inspectors observed lessons in all classes and in a range of subjects. Three joint observations took place with the headteacher.
- Inspectors observed pupils' behaviour in classrooms and assessed the school's promotion of spiritual, moral, social and cultural development. Inspectors observed pupils in the playground and during lunchtime.
- Inspectors looked at work in pupils' books and in the learning journals of children in the early years.
- Inspectors held meetings with the headteacher, deputy headteacher, the special educational needs coordinator and subject leaders. An inspector met with four members of the governing body, including the Chair of the Governing Body. A meeting was also held with the school improvement adviser from the local authority.
- A group of pupils discussed their opinions about the school and their learning with inspectors. Inspectors also spoke informally with pupils in the playground.
- The inspectors took account of 13 staff questionnaires. Thirty-two responses to Ofsted's online parent survey (Parent View) were also considered.
- Inspectors observed the school's work and looked at a number of documents, including minutes from meetings of the governing body, information on pupils' outcomes, the school's evaluation of its own performance and its development plan. Behaviour and attendance records and information relating to safeguarding were also scrutinised.

## Inspection team

Ian Hardman, lead inspector

Maureen Hints

Her Majesty's Inspector

Ofsted Inspector



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