

# Redhill Primary School

Wrights Avenue, West Chads Moor, Cannock, Staffordshire WS11 5JR

## Inspection dates

10–11 November 2016

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

## Summary of key findings for parents and pupils

### This is a good school

- The headteacher and deputy headteacher provide strong and effective leadership. Together they have addressed the issues that were preventing improvement in teaching. They are relentless in their drive to improve teaching and behaviour in the school. Some middle leaders are relatively new to their posts and still need time to develop leadership skills.
- Governors are passionate about improving the school. They have a clear understanding of how the school is doing. They have a wide range of skills that make them very effective in supporting leaders and holding them to account.
- The quality of teaching, learning and assessment keeps on improving and is now good across the school. Teachers and other adults who work at the school share the ambition of leaders and governors for pupils' achievement.
- The proportion of pupils making good progress from their respective starting points is improving. This is because of the school's focus on the attainment of all, including disadvantaged pupils, those who have special educational needs and/or disabilities and those who are the most able.
- Children in the early years make good progress and enjoy their learning. Leadership and teaching are good and, as a result, children are well prepared for Year 1.
- Pupils are polite and behave well around the school and in lessons. They appreciate what teachers and other adults do to help them learn and progress. They feel safe at school and are taught how to keep themselves safe both in school and in their daily life outside school.
- Leaders and staff make a strong contribution to pupils' spiritual, moral, social and cultural development. Pupils are well prepared for life in modern Britain because they are taught to be tolerant and show respect for other people's beliefs. They appreciate the importance of understanding what is right and wrong.
- Some of the actions senior leaders have taken to improve behaviour and teaching further have yet to take full effect. This is because middle leaders and staff are still adjusting to the school's new practices and higher expectations.

## **Full report**

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

- Continue to embed the culture of high expectations for behaviour and progress developed by senior leaders to ensure that attitudes to learning are consistently positive and improve the progress of all groups of pupils.
- Strengthen leadership and management by developing the skills and expertise of middle leaders to make sure that good practice is secured and shared effectively across year groups, so that current improvements in the quality of teaching, learning and assessment are sustained.

## Inspection judgements

### Effectiveness of leadership and management

**Good**

- Senior leaders and governors know the strengths and weaknesses of their school. They have clear strategies in place to ensure long-term improvement. Since the time of the last inspection, they have appointed new staff and ensured that the development of all members of staff is well supported by the school's performance management system.
- Leaders have taken effective steps to eliminate inadequate teaching and improve behaviour. Because not all pupils were making sufficient progress, the headteacher and deputy headteacher have implemented effective ways for teachers to improve their planning and classroom practice and devised more accurate assessment systems. This has led to more consistently good teaching and learning across the school.
- Leaders at all levels pay close attention to the progress of each individual pupil. They are acutely aware of their accountability for improving pupils' achievement and hold teachers rigorously to account for delivering the best possible outcomes for pupils. Senior and middle leaders have systems in place to identify where pupils do not achieve as well as they should. These systems allow them to analyse the reasons for any lack of achievement and to intervene effectively. As a result, progress for all groups of pupils in the school is improving.
- Leaders have made the most of the opportunities that are available for collaboration with other schools within their local network of schools. This collaborative work allows leaders at all levels, as well as staff, to develop their skills by sharing effective practice with colleagues from other schools. Working with other schools also allows leaders to validate their judgements on the quality of teaching and learning through external moderation of assessments and pupils' work.
- The curriculum that leaders have designed is clearly aimed at raising aspirations. In order to best help broaden pupils' horizons, leaders have opted for a scheme of learning that covers the national curriculum through the exploration of international themes. Pupils can develop and apply their skills and knowledge through a range of stimulating and varied activities, such as making models of pyramids or dressing up as historical figures, to have 'hands-on' experiences of what they study.
- The school offers a range of enrichment activities that enhance the learning experience of pupils in all year groups. For example, pupils can take part in visits to history and science museums, or places of interest such as Warwick Castle. There are workshops for the most able pupils at Think Tank and Tutbury Castle, and residential stays for pupils in Years 4, 5, and 6 at an outdoors centre. There are also activities linked to careers choices that include talks from external visitors and visits to Birmingham Airport and other large businesses in the region.
- Senior leaders and governors plan carefully to ensure that the pupil-premium funding the school receives is used as effectively as possible to support disadvantaged pupils. Leaders analyse the needs of the pupils supported by the additional funding. They have clear strategies in place to ensure that they address barriers to learning that may affect those pupils. They monitor closely the impact that the actions taken have on the academic progress and personal development of disadvantaged pupils, and intervene

swiftly if these strategies do not have sufficient impact.

- The use of the primary school physical education and sport premium funding is also effective and has increased the range of sporting opportunities available to pupils. Lunchtime activities and after-school clubs, including football, dance, fencing and boxing, are available every week and are very popular with pupils. The school employs a sports coach who leads and supports the development of physical activities across the school. Teachers' confidence in teaching physical education is high because they have regular opportunities to update their skills. Leaders are also using the funding to promote a healthy lifestyle, linking understanding of diet and physical activities to increase pupils' well-being.
- There is a strong emphasis on ensuring that pupils have the knowledge and experiences that prepare them for becoming responsible adults who can contribute positively to society. The teaching of religious studies, engaging assemblies and a strong emphasis on music and the arts, encourage pupils to reflect on key values and develop an interest in a wide range of cultural activities.
- Members of the newly formed middle leadership team work well together and are aware that there is still more to be done to continue to improve behaviour and teaching. They are fully committed to the school's agenda of sustained improvement of teaching, learning and behaviour. However, as some of these leaders have only been in post for a short period of time, they still need time and support to develop their strategies, embed good practice and have a full impact on the improvement of the areas for which they are responsible.

### **Governance of the school**

- The governance of the school is strong. Governors are passionate about the school and they clearly want it to provide the best possible education to its pupils. They bring considerable expertise and commitment. Governors challenge leaders rigorously about the school's performance, scrutinising information about attendance, behaviour, teaching and progress.
- Governors have a wide range of skills and knowledge that allow them to contribute well to the strategic leadership of the school. They have a clear understanding of assessment information and they check how different groups of pupils are progressing. Governors ensure that the management of leaders' and teachers' performance is thorough and that there are clear and rigorous links between performance and pay progression. They also contribute effectively to the financial management of the school, including monitoring the impact that the spending of the pupil premium and sports premium has on outcomes for pupils.

### **Safeguarding**

- The arrangements for safeguarding are effective.
- Leaders make it a high priority to keep pupils safe and to promote safeguarding with all staff. They respond appropriately and effectively if pupils are at risk. All necessary records and staff training are up to date. Policies are in place and are well understood by staff. The headteacher and the leadership team share responsibilities for safeguarding and regularly check that the school fulfils its duty to keep pupils safe. Safeguarding is enhanced further as a result of the effective partnerships that are

forged with parents and external agencies.

## Quality of teaching, learning and assessment

Good

- The headteacher took strong action to address weak teaching that, in the past, had had a negative effect on pupils' progress. There is now a clear focus on developing a culture of high expectations across the school. As a result, the quality of teaching has improved significantly since the last inspection. Work in pupils' books, assessments of their progress, and observations of teaching carried out by leaders and inspectors show that teaching across the school is good, with some highly effective practice.
- Teachers share with each other the expertise they have in specific areas of the curriculum to plan and teach lessons that engage pupils' interest. As a result, pupils develop their skills and knowledge in a way they enjoy, and this helps them to develop positive attitudes to learning. Well-planned activities are provided that develop pupils' understanding and skills, often in collaboration with others. For example, in English, pupils develop their understanding of sentence structures through enjoyable and creative writing activities. In mathematics, pupils have opportunities to solve problems and apply their mathematical skills by answering questions related to real-life situations, such as organising transport for large groups of people.
- Learning across the curriculum is organised in themes that develop pupils' knowledge of the world, its history and a variety of cultures. Pupils also have opportunities to develop their understanding of the world in which they live in well-planned geography and science lessons, as well as in French and music. Teachers ensure that pupils apply and develop their literacy skills throughout the range of subjects they study and their numeracy skills where it is appropriate.
- The school benefits from having a new building where classrooms are bright, welcoming, well equipped and well laid out to support learning. Displays on the walls provide good prompts. These include numeracy and literacy posters and examples of pupils' successful work. Teachers use computerised teaching boards to deliver their lessons and provide helpful visual prompts that focus on key points of learning.
- The school has introduced a system to assess pupils' progress in all subjects, matched to the expectations of what they should be able to do at different ages. This system provides teachers with accurate information on how well pupils are achieving, so that they can gauge whether pupils need extra challenge in their next lesson or more support if their progress is slow. Teachers meet with their colleagues from other schools at regular intervals throughout the year to compare the results of their assessments and make sure that these are consistent and accurate. Teachers regularly evaluate the progress that pupils in their class have made and report their findings to leaders as part of their accountability. Pupils' progress is also regularly reported to parents in writing and during meetings with teachers.
- Activities provide different levels of challenge to meet the needs of different groups of pupils. This builds pupils' confidence as well as their knowledge before moving them on to the next level of difficulty. The most able pupils are routinely provided with activities that are more challenging than those offered to the rest of the class. Pupils who experience difficulties in lessons, as well as those who have special educational needs and/or disabilities, are well supported by teachers and the well-trained learning support

assistants. As a result, pupils of all abilities receive appropriate support to make progress.

- The teaching of phonics, which is well led, has improved significantly. Teachers and learning assistants are well trained and use a scheme that allows for a consistent approach to teaching as well as providing pupils with clear guidance and structures.
- Inspectors heard the most and least able pupils read. Pupils have well-developed reading skills and demonstrate a good understanding of the books they read.
- Although there is no weak teaching in the school, there remain inconsistencies in the overall quality of teaching, learning and assessment across some year groups.

## Personal development, behaviour and welfare

**Good**

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils are proud of their school and respond positively to the values and ethos leaders have developed. This is often illustrated by their attitudes in school. Pupils look smart and wear their uniforms with pride. The welfare and development of pupils are at the heart of the school's work. This is made clear by the way leaders and staff value both the educational and personal development of all pupils.
- The school does a lot to address the issues that are important to ensure that pupils are well prepared for life in modern Britain and become good citizens. A range of activities, such as assemblies, educational visits or residential stays, give pupils opportunities to reflect on tolerance, the rule of law and the importance of collaboration and teamwork.
- The work of the school council, and the way pupils contribute to many aspects of school life, illustrates the importance that the school places on making pupils feel responsible for themselves and their school community. Pupils' efforts are valued, which is why they are proud of their school.
- Pupils trust the teachers to intervene when people misbehave or try to bully others. Pupils have a clear understanding of different types of bullying, including homophobic bullying, and why any kind of attitude that causes distress to others is unacceptable.
- Pupils have a good awareness of how to keep safe in a range of situations, both at school and in their daily life outside school. They are well informed on the potential dangers they are exposed to when they use the internet or social media and the school provides them with comprehensive information and training on how to avoid unnecessary risks.
- The large majority of parents who were spoken to during the inspection were very appreciative of the work that the school does to keep their children happy and safe. Most are pleased with the level of care that the school provides. A small number of parents expressed concerns about bullying and behaviour, but discussions with pupils and evidence gathered during the inspection showed that such incidents and concerns are managed very effectively by the school.

## Behaviour

- The behaviour of pupils is good.
- Historically, behaviour has been an issue in the school that needed to be addressed. Leaders have addressed this issue with determination, and standards of behaviour have improved significantly since the time of the last inspection. Senior leaders have clear expectations that they articulate through coherent policies and implement with a consistent approach.
- Pupils understand clearly what the expectations are of how everyone in school should behave. They understand what constitutes unacceptable behaviour and are clear about what the consequences are of not respecting the school's rules. They also appreciate the rewards they get for good behaviour.
- Pupils display positive attitudes to learning, are attentive in lessons, and listen when other pupils or teachers are talking. They work well together and are keen to do well in lessons. They also show respect to their teachers and other adults in the school.
- Attendance is improving and the school has in place robust procedures to ensure that all groups of pupils continue to maintain a high rate of attendance.
- Pupils' behaviour in lessons and around the school during breaktimes and lunchtime is generally very good. However, the school still has to resort to fixed-term exclusions when, on increasingly rare occasions, pupils display challenging behaviour patterns. As senior leaders continue to raise expectations both in terms of teaching and learning and in terms of behaviour, they have good reasons to anticipate that these exceptions to the general good conduct of pupils will continue to decrease and eventually disappear.

## Outcomes for pupils

### Good

- As a result of the work done by the school's leaders to improve teaching, learning and assessment, outcomes for pupils are improving and this is being sustained in all year groups. At the time of the previous inspection, there were still too few pupils making sufficient progress. This is not the case anymore, and pupils at Redhill now have the necessary skills, knowledge and understanding in reading, writing and mathematics to enable them to succeed in the next stage of their education.
- At key stage 1, pupils are now making good progress in phonics. Attainment in phonics has clearly improved over the last two years. Children are building well on their knowledge and skills at the end of Reception. Provisional performance tables for the summer of 2016 show that pupils are achieving well at key stage 1, not only in phonics, but in all subjects. This is true for all groups, including disadvantaged and most-able pupils. Performance information for current pupils in key stage 1 shows that they continue to make good progress in reading, writing and mathematics. The percentage of pupils reaching or exceeding age-related expectations continues to improve.
- Pupils also make increasingly good progress at key stage 2 from their respective starting points. 2015 key stage 2 results showed variations between subjects. Progress was below national averages in all subjects. Provisional performance tables for 2016 show attainment and progress that are more even between subjects and closer to



national averages. Assessment information for pupils currently at the school shows that pupils are achieving standards that are in line with, or above, national expectations in reading, writing and mathematics.

- Current school information and evidence gathered during the inspection, including from lesson observations and work in pupils' books, indicate that all groups of pupils are making good progress from their respective starting points.
- In 2015, disadvantaged pupils, while making less progress on average than other pupils nationally, made more progress than other pupils in the school at the end of key stage 2. Disadvantaged pupils represent a large proportion of the pupils who attend the school and current progress information shows that the progress and achievement of these pupils continue to improve in line with those of others. The school monitors closely the progress of different groups and ensures that resources for disadvantaged pupils have a positive impact on outcomes.
- Pupils who have special educational needs and/or disabilities also make good progress from their starting points. In 2015, these pupils made more progress than others in the school in reading and in mathematics. Actions taken by the school to support pupils who have special educational needs are having a positive impact.
- The school has an effective system in place to ensure that pupils' different abilities are clearly identified through routine assessments and classroom activities. Pupils who are judged through this system to be the most able are strongly supported, both in lessons and through enrichment activities. As a result, from their respective starting points, the most able pupils make progress that is at least in line with expectations. Current performance information confirms that pupils in this group are in line to reach or exceed the standards that they are expected to attain by the end of each key stage. Teachers are focusing on the most able pupils in their classes and are encouraging them to reach high standards across the curriculum. Leaders are also aware of the need to focus on the most able pupils who are disadvantaged and ensure that these pupils have access to a range of additional support to enable them to fulfil their potential.

## Early years provision

**Good**

- A significant proportion of children start the Nursery and Reception Years with skills that are below those typical for their age, particularly in the areas of listening and attention and language and communication. Thanks to the strong leadership of the early years, and the dedication of the team of teachers and learning assistants, all children make good progress from their respective starting points.
- The early years leader has an accurate and in-depth knowledge of her area. She makes sure that information on children's progress is accurate and tracks the development of individual children rigorously.
- The quality of teaching in the early years is good. Children are encouraged to develop their ability to learn through activities they can either do under adults' supervision or access by themselves. Teachers allow enough time for children to choose the activities they want to do, so that they can develop their learning skills independently. As a result, all children, and especially the most able, have opportunities to develop their natural curiosity and ask questions that teachers can use to develop their



understanding further.

- As a result of the improvements to teaching and learning, the proportion of children reaching a good level of development is increasing for all groups of children and is now in line with or above what is expected nationally. This prepares pupils well for learning in Year 1.
- The classrooms and outdoor areas offer a bright and well-equipped environment for the children to develop their learning and social skills.
- Routines, both in the Nursery and the Reception classes, are well established and children respond well to adults' instructions. When they are involved in activities, children show their ability to wait for their turn to access toys or materials and they collaborate well with each other. They use the equipment in the various areas of the classrooms and outdoor areas appropriately and engage willingly in activities that are laid out for them by teachers.
- As in the other parts of the school, the teaching of phonics is effective. Children are also well supported to develop their writing skills and use their knowledge of phonics to make accurate attempts at writing words. For example, children in the Nursery class are encouraged early to start forming letters and to write their names. All groups of children make good progress through the early years. Early literacy and mathematics skills are taught well and provide a strong foundation for learning in key stage 1.
- Teachers and other adults ensure that safeguarding and the welfare needs of children are fully met. This allows for children to develop in a safe environment and to fully enjoy their first experience of school.
- The early years leader and her team manage the induction of children well. In order to make the transition between home life and school life smooth for children, teachers and learning assistants get to know the children and their families before they attend the Nursery class. When children join the Reception class, parents are actively encouraged to be involved and are invited to attend part of the morning sessions. However, there are still many parents who do not participate in their children's education and the school is currently developing strategies to improve the level of parental involvement.

## School details

Unique reference number	124073
Local authority	Staffordshire
Inspection number	10020022

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

Type of school	Primary
School category	Foundation
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	186
Appropriate authority	The governing body
Chair	Richard Worth
Headteacher	Libby Banks
Telephone number	01543 334510
Website	<a href="http://www.redhill.staffs.sch.uk">www.redhill.staffs.sch.uk</a>
Email address	<a href="mailto:office@redhill.staffs.sch.uk">office@redhill.staffs.sch.uk</a>
Date of previous inspection	25–26 September 2014

## Information about this school

- The school meets requirements on the publication of specified information on its website.
- Redhill Primary School is smaller than the average-sized primary school.
- The early years provision comprises a Nursery class for three-year-old children, who all attend part time in the morning, and four-year-olds who attend a Reception class full time.
- The proportion of disadvantaged pupils, supported by the pupil premium funding, is above average.
- The proportion of pupils from minority ethnic backgrounds is below average.
- The proportion of pupils who speak English as an additional language is below average.

- The proportion of pupils who have special educational needs and/or disabilities is above average. The proportion of pupils who have a statement of special educational needs or an education, health and care plan is below average.
- In 2015, the school met the government's floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics for pupils in Year 6.

## Information about this inspection

- The inspectors observed pupils' learning in 17 lessons. They also made a number of short visits to lessons. A number of lessons were observed jointly with the headteacher and deputy headteacher.
- The inspectors looked at work in pupils' books and listened to pupils read. They met two groups of pupils to gain their views of the school. The inspectors observed pupils' behaviour at breaktime, lunchtime, and at the start and end of the school day, as well as in lessons.
- The inspectors looked at a range of documentation, including: assessments and records of pupils' progress; the school's checks and records related to safeguarding, child protection, behaviour and attendance; records of how teaching is managed; and the school's own self-evaluation and improvement plans.
- Inspectors held meetings with the headteacher, the deputy headteacher, the special educational needs leader, the early years leader and five middle leaders. The lead inspector met with the chair of the governing body, three other governors and a representative of the Chase Co-operative Learning Trust. There was also a meeting with a local authority adviser who had worked with the school.
- The inspectors talked to parents at the start and the end of the school day. They also took account of the 21 responses to the online staff questionnaire.

## Inspection team

Patrick Amieli, lead inspector

Ofsted Inspector

Lesley Else

Ofsted Inspector

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