

# Redgate Community Primary School

Redgate, Formby, Liverpool, Merseyside, L37 4EW

## Inspection dates

17–18 October 2017

<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>Outstanding</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, governors, senior leaders and middle leaders have worked effectively to improve the school since the previous inspection.
- Most pupils make good progress in reading, writing and mathematics in key stages 1 and 2. However, not enough pupils achieve at the highest levels at the end of key stage 2.
- Due to good teaching, pupils make good progress in a range of subjects, including science, art, design technology, languages, history, geography and physical education.
- Early years provision is good. Children make good progress in writing and mathematics from their starting points. However, some children do not achieve as well as they are capable of in reading, which leads to some underachievement in reading in key stage 1.
- Teachers use accurate assessment information to plan interesting lessons, which pupils enjoy. Teaching assistants have good subject knowledge and provide effective support.
- Those pupils who are disadvantaged, those who have special educational needs (SEN) and/or disabilities and those who arrive at the school having attended other primary schools make good progress from their starting points.
- The development of pupils' social, moral, spiritual and cultural understanding is strong. As a result, behaviour in lessons and around the school is exceptional.
- Pupils, parents and carers, and staff are very positive in their views of the school. It is a happy, purposeful and safe place to learn and work.
- Governors provide effective support and challenge for leaders.

## **Full report**

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

- Enable more pupils to achieve the higher standards in reading, writing and mathematics at the end of each key stage by ensuring that challenging targets for what pupils can achieve are set for even more pupils.
- Provide more opportunities for younger pupils, including children in the early years, to practise and develop their reading skills, so that more pupils meet and exceed expectations by the end of key stage 1.

## Inspection judgements

### Effectiveness of leadership and management

Good

- The headteacher, governors, senior and middle leaders have systematically addressed issues and created a 'can do, no excuse' culture at the school. Morale is high; relationships are strong as reflected in the way all staff work as a team and do their best to support all pupils. As a result, the school has improved considerably since the previous inspection.
- Leaders have precise views of the school's priorities and effectiveness. They have put in place clear plans for improvement and seen them through to completion. The quality of teaching, learning and assessment has improved and pupils are making better progress.
- Parents, pupils and staff share very positive views of the school and are confident in its leadership. A culture of improvement and development for all pervades the school. One parent spoke for many by saying: 'My son thrives at this school. As a mum, I know I have picked the best school for him.'
- The school has a culture of shared leadership and learning for all. Teachers spoke of how closely matched their own professional development is to pupils' performance. The school benefits from opportunities to see and share best practice in other schools. As a result, more teaching is consistently good over time.
- Middle leaders play a key role in the school's monitoring of the quality of teaching, learning and assessment. As they described: 'There is no gap between senior and middle leaders. We are all responsible for improving teaching and outcomes for pupils.'
- Although the quality of teaching, learning and assessment and pupils' outcomes have improved, not enough pupils achieve the highest standards in reading, writing and mathematics by the end of key 2. Furthermore, more children in the early years and pupils at key stage 1 do not have enough high-quality opportunities to practise and apply their reading skills.
- Pupils learn and apply their skills in a wide range of interesting subjects and topics, which meets the needs of almost all pupils, including those pupils who have SEN and/or disabilities. Pupils take advantage of the high-quality outdoors environment and participate in many extended curricular opportunities.
- Over the past two years, Redgate Community Primary School has seen a significant increase in pupils arriving part way through their primary education. The school has welcomed these pupils and ensured that they have the best possible opportunity to integrate and succeed.
- The school's use of pupil premium funding to support disadvantaged pupils is becoming more effective in making sure that these pupils make good progress and that the difference between their attainment and that of others nationally is diminishing.
- The school provides innovative support for pupils who have SEN and/or disabilities. The small amount of additional funding the school receives is used very effectively so that these pupils achieve their best.

- The use of the primary physical education (PE) and sport premium is particularly effective. Local specialists work with the teachers to deliver their own high-quality PE lessons. Pupils compete regularly in inter-school sports activities, which effectively stimulate and enhance their learning.
- The school provides many opportunities for spiritual, moral, social and cultural development. As an example, Diwali Day was celebrated during this inspection and inspectors saw older pupils supporting younger pupils with their reading. Pupils' awareness of the fundamental British values is good.

### **Governance of the school**

- Since the previous inspection, governors have increased their skills in understanding and challenging the information they are provided with by school leaders. As a consequence, they are sharper in holding leaders to account and effectively supporting the school's journey of improvement. They have an accurate view of the school's priorities and are clear about their roles and responsibilities.
- Governors ensure that the pupil premium funding is now more effective in improving pupils' achievement. They have responded well to a pupil premium review, regularly assess how well resources are used and challenge when activities are not having a positive impact.

### **Safeguarding**

- The arrangements for safeguarding are effective.
- The school provides thorough safeguarding support for pupils and their families, particularly for those families who have vulnerable children and those families whose children have attended more than one primary school. Staff in charge of safeguarding respond quickly and take timely action when needed.
- There is a strong culture of safeguarding in the school. Staff understand their role in making sure that everyone stays safe. The school's curriculum ensures that many opportunities exist for pupils to develop their understanding of safeguarding. Pupils have a strong awareness of how to keep themselves safe.
- Parents are very happy with the way that their children are cared for at school. The school works well with parents and a sense of trust is in place in the community.
- Staff and governors have good knowledge of safeguarding procedures and positive relationships promote a safe culture in the school.

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

**Good**

- Teachers and leaders work together well to improve the quality of teaching and the use of assessment. Checking and monitoring procedures precisely inform the offer of continued professional development for teachers, and pupil progress meetings are supported by accurate pupil performance information. Teachers use this assessment information well to plan consistently good lessons which interest pupils and meet their needs. Pupils, including those who are disadvantaged, have SEN and/or disabilities or

are admitted late to the school, are making good progress.

- Improved teaching means that almost all pupils are making good progress in their learning across a wide range of subjects. However, not enough pupils achieve at the highest levels by the end of key stage 2 in reading, writing and mathematics.
- Teachers demonstrate that they have good subject knowledge across a wide range of subjects. They have increasing expectations of what pupils can achieve and help pupils develop a sense of pride in their work.
- Very strong relationships exist between pupils and adults in school. Pupils are confident; they are enthusiastic in their lessons and have positive attitudes to learning. Pupils told inspectors that they enjoy their learning in all subjects and that learning was interesting. As an example, a teacher arranged for a local sports personality to produce a video for pupils as a resource to support their learning about descriptive writing.
- Pupils have many opportunities to apply their thinking in a wide range of subjects and scenarios. For example, in a PE lesson, pupils learned how to dance and move to reflect the whole school's 'Iron Man' topic. In a mathematics lesson, pupils grappled with concepts and formulae to find the correct answers to challenging questions, ably supported by a teaching assistant.
- Year 6 pupils are well prepared for secondary education. Pupils spoke about how they like the challenge of completing some work similar to that found in secondary school and thrived on the challenge of working together to solve problems.
- Younger pupils lack confidence in reading and do not have enough opportunities to develop their reading skills in lessons. The school has become more innovative in encouraging pupils and parents to read at home for pleasure. Teachers actively use social media, competitions and events to build parents' confidence in supporting their children to read.
- Teaching assistants have strong subject knowledge and make a good contribution to pupils' progress. As with all adults in school, they have good relationships with all pupils.

## Personal development, behaviour and welfare

**Outstanding**

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- Pupils are very confident when speaking with adults. They were very keen to engage in conversation with inspectors to tell them how much they enjoyed coming to this school to learn.
- The school is a welcoming place for everyone where respect for all is important. Consequently, pupils from different backgrounds and those who arrive at school having previously attended other primary schools settle quickly.
- The school's broad and interesting curriculum enables pupils to learn in depth about how to keep themselves and others safe. Incidents of bullying are almost non-existent, confirmed by the school's own records. However, pupils are confident that the school

would deal with any incidents quickly.

- Pupils have a strong awareness of the world around them, including the way others live and learn. The school celebrates other cultures through displays, assemblies and the very many additional activities, which pupils enjoy.
- Pupils are very proud of their school and this sense of pride has a direct and positive impact on their learning and progress. For pupils who need additional learning or other support, the school provides focused assistance, group work or catch-up support. As a result, few fall behind.
- Pupils are respectful, interested and tolerant of the views of others. During this inspection, it was apparent that all pupils get on well together and take responsibility in making sure others are happy and safe. Because of pupils' strong personal development, the school is a very harmonious and happy place.

## Behaviour

- The behaviour of pupils is outstanding.
- Pupils' conduct in lessons and around the school is exemplary. Inspectors saw no poor behaviour in any lessons or around school. Pupils are happy to share their views and look to engage in conversation.
- In lessons, pupils are interested and engaged quickly because lessons are well planned. Relationships between adults and pupils are very strong and simple routines are well established. Pupils are really keen to do their best and succeed.
- Pupils move around the school sensibly and independently. As an example, Year 6 reading buddies take full responsibility for planning their time, collecting younger pupils and then returning them following their reading sessions, all without guidance from adults. At playtimes and lunchtimes, pupils are calm and return without any fuss to classrooms ready to learn.
- Attendance has improved significantly over the last two years, including for those pupils who are disadvantaged. Attendance is now better than the national average. The number of pupils persistently absent has reduced. This is because of the school's detailed work with pupils and their families to highlight the negative impact of poor attendance on pupils' learning.

## Outcomes for pupils

**Good**

- The large majority of pupils make good progress across the school in a wide range of subjects.
- In 2017, most Year 1 pupils met the standard expected for their age in the phonics screening check. The school's latest assessment information shows that an even higher proportion of pupils are currently making good progress in their acquisition of phonics. This is also the case for the pupils, in Year 2, who are due to retake the phonic screening check in 2018.
- In Years 1 and 2, teachers sustain the good start made in Reception so that, by the end of key stage 1, pupils have continued to make good progress. In 2017, provisional

results show that the proportions reaching the expected standard in writing and mathematics were in line with the national average. However, in reading, some pupils did not meet the expected standard.

- Across the school, a number of pupils arrive part way through their primary education. These pupils integrate well and make good progress from their starting points.
- Provisional results at the end of key stage 2 in 2017 were above the national average for combined reading, writing and mathematics. The school's own assessment information shows that, because of consistently good teaching, pupils are making good progress in a range of other subjects. However, at the end of key stage 2, not enough pupils achieve at the higher standards in reading, writing and mathematics.
- The teaching and development of reading is mostly good across the school. There are clear approaches to encouraging reading in school and at home. Pupils said that they thoroughly enjoy reading and are enthusiastic about the books they have read, which inspire their learning. However, some pupils in Years 1 and 2 are not getting enough support to achieve expected standards by the end of key stage 1.
- The school has worked hard to improve writing and most pupils are now making typically good progress for their age.
- Most disadvantaged pupils, including those who are the most able, are now making good progress in reading, writing and mathematics and across the wider curriculum. They receive effective extra help that matches their individual needs and abilities.
- Most pupils who have SEN and/or disabilities make good progress from their starting points. This is because their teachers deliver consistently good lessons and they have good catch-up support. The small number of pupils who speak English as an additional language achieve as well as their classmates.
- The majority of most-able pupils are making good progress overall and are working towards achieving above-age-related outcomes. This was confirmed when looking at pupils' work in books, which shows that most of the most able pupils make good progress because they are set challenging work. However, a small number are not achieving their potential in reaching the highest standards.

## Early years provision

**Good**

- The early years has improved since the previous inspection. It is a well-organised, fun place for children to learn and play. Children look forward to coming to school, settle well and are happy.
- Children make a good start to their education in the early years. By the time they finish their Reception Year, the proportion of children with a good level of development is in line with national figures.
- Leadership of the early years is strong. The early years leader has high expectations for all children and staff. She has built a skilled and effective team who know how to give children the best start in education.
- The quality of teaching, learning and assessment in the early years is good. Adults provide a wide range of interesting activities, both inside classrooms and in the well-

planned outdoor area. Children enjoy their learning environment and engage well.

- Children behave exceptionally well in the early years. They respond well to positive role models and develop good social and communication skills. Children's personal development is promoted effectively. Safeguarding is effective and children are safe and at ease.
- Children are very keen to learn. Staff ensure that there is a good balance between adult-led tasks and children's own choice of activity. Children enjoy writing and adults promote mathematics effectively. Children can identify numbers up to 10 and count effectively in a range of contexts.
- In early years, children are taught to use letters and sounds to help their reading and writing. Role-play areas are interesting places for children to develop their imagination and creative skills. Phonics is taught well and outcomes are improving. However, there are not enough opportunities for children to develop their reading skills.
- Staff have developed good relationships with parents. There are good opportunities for parents to come into school to discuss their children's progress.
- Children's books celebrate their learning. These, together with examples of children's writing, show the good progress children make from their starting points across each area of learning. By the time children leave Reception, they are well prepared for their transition into Year 1.



## School details

Unique reference number	104885
Local authority	Sefton
Inspection number	10036783

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

Type of school	Primary
School category	Maintained
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	169
Appropriate authority	The governing body
Chair	Mr Gary Mason
Headteacher	Mrs Suzanne Webb
Telephone number	01704 385960
Website	<a href="http://www.redgateprimary.com">www.redgateprimary.com</a>
Email address	<a href="mailto:admin.redgate@schools.sefton.gov.uk">admin.redgate@schools.sefton.gov.uk</a>
Date of previous inspection	6–7 October 2015

## Information about this school

- The school meets requirements on the publication of specified information on its website.
- The school is smaller than an average-sized primary school.
- Currently, the large majority of pupils are from White British families. There are growing numbers of pupils from a range of minority ethnic groups.
- The proportion of pupils who have SEN and/or disabilities is below average.
- The proportion of disadvantaged pupils who are eligible for the pupil premium is below average.
- Only a small number of pupils speak English as an additional language or are in the early stages of learning English.
- Growing numbers of pupils arrive at the school having started their primary education at other primary schools.

- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress by the end of Year 6.

## Information about this inspection

- Inspectors observed learning in each class and during catch-up intervention. A joint lesson observation with a senior leader took place.
- A wide range of pupils' workbooks was looked at by inspectors throughout the inspection.
- Inspectors held meetings with the headteacher, deputy headteacher, subject leaders, the leader for SEN and/or disabilities, six governors (including the chair of the governing body) and a representative from the local authority.
- Inspectors spoke to pupils informally in class and around the school at break and lunchtimes to seek their views about the school.
- An inspector heard some pupils in Year 2 and Year 3 read.
- Inspectors scrutinised the school's website and a range of school documents, including assessment information, the school's own evaluation and safeguarding records.
- Inspectors considered the 53 responses to the online Parent View questionnaire, and the 62 free-text comments. They also spoke to some parents and visitors before school and at lunchtime.
- Inspectors took account of the 14 questionnaires completed by members of staff.

## Inspection team

Gary Kelly, lead inspector

Ofsted Inspector

Iain Sim

Ofsted Inspector

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