

# Inspection of Rednal Hill Junior School

Irwin Avenue, Rednal, Birmingham, West Midlands B45 8QY

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Inspection dates: 11–12 December 2019

## **Overall effectiveness**

## **Requires improvement**

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The quality of education

**Requires improvement**

Behaviour and attitudes

**Good**

Personal development

**Good**

Leadership and management

**Requires improvement**

Overall effectiveness at previous inspection

Requires improvement

## **What is it like to attend this school?**

Pupils are happy and well cared for at Rednal Hill Junior School. Leaders and teachers listen to pupils and value them as individuals. Pupils know what behaviour is expected from them, and they follow the school's rules. They listen and respond to their teachers well. Pupils are proud of their school. They appreciate the attractive learning environment and the outdoor spaces.

Many pupils have had their learning affected by an inconsistent quality of education. Pupils are eager to learn, but sometimes teachers do not take account of what pupils already know. This means the curriculum is not always ambitious enough for them.

Pupils enjoy a wide variety of extra-curricular activities and educational visits. They are keen to talk about the exciting aspects of school. They know how to keep themselves safe and healthy.

Pupils say that bullying is not a problem here. They told inspectors that the school helps them to understand what bullying is and teachers deal with it well if it does happen. Pupils say that the school's 'Friends Against Bullying' programme helps them understand more about bullying. They say that, 'Everybody supports each other.'

## **What does the school do well and what does it need to do better?**

There have been some big changes at Rednal Hill Junior School over the last three years. Members of the school and community have noticed significant improvements in pupils' behaviour. Staffing is now more stable. However, there are some important things that need to improve further. Although results are getting better, pupils still do not achieve well enough.

This is an inclusive school. Staff work hard to meet pupils' social and emotional needs, and to help them behave well. As a result, most pupils are now in the right frame of mind to learn.

The school has provided a weak curriculum in the past. Leaders know this and are improving the quality of education in most areas. Even so, pupils have a way to go to catch up. For example, Year 5 have only just begun to learn science properly. In the past, they did not learn enough science and they now have gaps in their knowledge.

In mathematics, training for teachers and secure subject leadership mean that lessons are well sequenced. However, sometimes pupils do not remember as much of the curriculum as they need to. This is because they have too few opportunities to use and apply what they know or to practise what they have learned.

In English, curriculum plans are in place so that teachers know what pupils should learn and when. Teachers help pupils to write in different ways. Pupils practise basic skills regularly and are starting to use these in their writing. However, some pupils are ready for harder work, but they are not given it.

Leaders have started to improve the teaching of reading. Pupils speak enthusiastically about the new library and daily story time. Pupils who struggle to read fluently are given effective help to catch up. Books that pupils take home are well matched to their reading level. Sometimes, pupils who are already good readers spend too much time on activities that are too easy.

Pupils look forward to 'Foundation Fridays' when they learn about subjects such as history and art through different topics. In history, for example, they are proud of their work and present it with care. Pupils are beginning to build secure knowledge in history. However, teachers do not know enough about some subjects to help pupils reach their potential.

Leaders and teachers put the right support in place for pupils with special educational needs and/or disabilities. As a result, many of these pupils thrive. Parents value the support their children get.

Staff appreciate leaders' support with managing pupils' behaviour and with their workload. They enjoy working at the school. Newly qualified teachers are developing their teaching skills well because of the support they get. Governors are supportive of the school and recognise that it has already come a long way on its journey of improvement.

Pupils receive high-quality experiences outside of lessons. Some activities are linked to the curriculum. Others are designed to build community spirit or introduce pupils to new interests and places. Pupils benefit from these.

## **Safeguarding**

The arrangements for safeguarding are effective.

All staff have had appropriate training and know that safeguarding is vital. They know what to do if they have a concern about a pupil. Leaders act quickly to identify and help pupils and families who need support. Leaders understand how safeguarding issues can affect pupils' lives, and they work together to provide the right support.

Staff help pupils learn how to stay safe. For example, workshops about sexting help older pupils understand about responsible behaviour.

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

### **(Information for the school and appropriate authority)**

- Most pupils now behave well and are ready to learn in school. However, they are still not doing as well as they should because the curriculum is not organised or taught well enough. To improve this, leaders should continue to focus their attention on improving the quality of education so that outcomes improve for all pupils.
- Staffing is now more stable. However, some staff do not have good enough subject knowledge to teach some subjects. This holds pupils back. Leaders should continue to provide high-quality training to ensure that all staff have the subject knowledge and pedagogy to teach all subjects well.
- Expectations of what pupils are capable of are too low. Leaders should ensure that teachers make more effective use of assessment to find out what pupils do and do not know. This will help them plan work at the right level.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you're not happy with the inspection or the report, you can [complain to Ofsted](#).

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	103248
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	10122442
<b>Type of school</b>	Junior
<b>School category</b>	Maintained
<b>Age range of pupils</b>	7 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	352
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Mark Eaves-Seeley
<b>Headteacher</b>	Robert Jones
<b>Website</b>	<a href="http://www.rednalhilljuniors.com">www.rednalhilljuniors.com</a>
<b>Date of previous inspection</b>	21–22 November 2017

## Information about this school

- The school operates a before- and after-hours childcare club.

## Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

- Inspectors met with staff, pupils, teachers, governors, parents and the school's contracted improvement consultants.
- Inspectors sought the views of parents through Ofsted's online survey, Parent View. There were 21 responses to this survey and 12 free-text responses. Eighteen staff responded to Ofsted's online survey for staff. There were no responses to the pupils' survey.
- During the inspection, inspectors looked in depth at English, reading, history and mathematics. They also looked at other subjects in less depth and evaluated the wider curriculum. They visited lessons, spoke to pupils about their learning and spoke to teachers and leaders about the curriculum and school life.
- Inspectors evaluated safeguarding through scrutiny of records and documents. They also had discussions with pupils, leaders and staff.

## **Inspection team**

Joanne Owen, lead inspector

Ofsted Inspector

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