

Inspection of The Redstart Primary School

Redstart Road, Chard, Somerset TA20 1SD

Inspection dates: 26–27 February 2020

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| Overall effectiveness | Good |
| The quality of education | Good |
| Behaviour and attitudes | Good |
| Personal development | Good |
| Leadership and management | Good |
| Early years provision | Good |
| Previous inspection grade | Outstanding |

The previous 'outstanding' judgement reflected the school's overall effectiveness in March 2014 under the relevant inspection framework at that time.

The new judgement of 'good' reflects the current inspection framework as well as any changes at the school since the last inspection.

The school has not been inspected for six years, which is longer than the five-year maximum interval between inspections. Changes in school effectiveness may have happened at any point in that period. The long time between inspections is because the law changed in 2011; it made outstanding schools exempt from routine inspection.

What is it like to attend this school?

Pupils are articulate and good-natured. Staff support them to develop the positive attributes that will stand them in good stead for the future. Pupils achieve in line with what is typical nationally. Leaders' ambition is to harness both the experience of staff and pupils' positive attitudes to improve on this further.

Pupils understand and appreciate the six values of their school. They often perform 'random acts of kindness'. Older pupils enjoy taking responsibility for younger pupils. Pupils look after both their school and community environment.

Pupils say that bullying is uncommon. Adults help pupils to sort out minor disagreements. Pupils trust staff to sort out more serious concerns.

Staff help pupils to broaden their view of the world. For example, pupils consider the plight of refugees. They welcome Chinese visitors to their school each year to learn about their country and culture.

For many pupils, forest school is a welcome addition to their week. Pupils work cooperatively together to build shelters, note seasonal changes or make links with their science topics.

Staff encourage pupils to develop their sporting and creative prowess. Many pupils represent the school in sports fixtures, take part in activities, such as art club, or sing in the school choir.

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

Leaders and trustees recognise the many strengths of the school. They are also honest about the things that should be better. To support leaders, trustees are changing their organisation to strengthen their scrutiny of the school's priorities.

Leaders have used the recent changes in leadership to take a fresh look at the school's curriculum. They have recognised that the lack of a well-planned and coherent approach has led to some gaps in pupils' subject knowledge.

Leaders have acted swiftly to rectify this through 'learning gateways'. Teachers now know what pupils need to learn and when, so that pupils can build up their knowledge year-on-year. However, the approach to assessment is not fully shaped so that teachers can be sure that pupils are learning and remembering more as a result. Curriculum leaders do not yet have a good enough strategic oversight of whether subject plans have the intended effect on pupils' learning.

In mathematics, leaders have supported teachers with planning and subject knowledge. Consequently, pupils are more capable mathematicians. They can

explain their mathematical thinking and recognise how this helps them to solve problems. This is now emerging in the early years as well.

Leaders promote reading as the linchpin of the curriculum. Children in Nursery and Reception get off to a strong start in their understanding of phonics. Staff are becoming skilled storytellers, introducing children to the joy of reading. They successfully support children to develop their communication skills and broaden their vocabulary. By the end of Year 1, a very high proportion of pupils pass the phonics screening check.

Teaching is now building on these secure foundations, particularly to improve the accuracy of pupils' spelling. Pupils read regularly and increasingly contemplate high-quality texts. However, teaching does not always develop the more challenging aspects of reading, such as inference and authorial intent, so that pupils become more skilled readers.

While the art work which adorns the walls is of a high standard, the revised plans now focus more on the artistic process. Where teaching is stronger, pupils are more versatile and accomplished artists. They use technical vocabulary and can explain how colour conveys mood. Nevertheless, as in some other subjects, this work is at an early stage.

In physical education, staff have had the training they need to successfully develop their knowledge to promote pupils' physical agility. In comparison, in some other subjects teachers' subject knowledge sometimes lacks detail.

The special educational needs coordinator (SENCo) regularly reviews the support that pupils require. Although this information is available for staff, there is still variability in how well teaching matches pupils' needs. Leaders have strengthened the scrutiny on disadvantaged pupils as such pupils do not achieve or attend as well as their peers.

Pupils who find it difficult to manage their emotions or relate positively with their classmates receive effective support. The use of exclusion is rare.

Pupils know how to keep themselves fit and healthy, how to form positive relationships and understand other religions. However, there are gaps in pupils' understanding. For example, pupils are unsure about how they can protect themselves from people who might try to influence them negatively.

Staff have worked hard to make the early years environment enticing. Trust leaders work well with staff to ensure that 'every moment is a learning moment'. Pupils are better prepared for Year 1 as a result.

Safeguarding

The arrangements for safeguarding are effective.

All staff have received relevant and up-to-date training. They know how to recognise the signs that pupils may be at risk of harm. Staff have regular updates about relevant issues in the local community and about vulnerable pupils. Leaders are particularly aware of pupils' social and mental well-being. They have strengthened the support available for pupils with such needs. As a result, pupils feel safe and well cared for.

Staff know how to report a concern if they have one. Leaders record these, together with the actions that they take as a result. Where appropriate, they liaise with external partners to support pupils and families.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, curriculum plans have not been as well implemented as in others. Therefore, pupils' knowledge, understanding and skills over the longer term vary in different areas of the curriculum. Leaders need to ensure that staff have the appropriate subject knowledge and pedagogical understanding to put into practice effectively the plans that have been formulated.
- As subject leaders are new or developing in their roles, their understanding of how to lead their areas of responsibility is underdeveloped. Their strategic plans are heavily focused on what needs to be done rather than the impact of these actions on pupils' learning. Subject leaders need to systematically check how well the coverage and sequencing of the curriculum helps pupils to learn and remember more across the full range of subjects.
- Teaching is not always well planned to support pupils effectively. This means that some pupils find it difficult to access aspects of their learning at the appropriate level. Leaders need to sharpen assessment practice across the curriculum, so that teachers can identify where misconceptions exist and remedy these, particularly for disadvantaged pupils.

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 are the school and you are 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

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| Unique reference number | 136926 |
| Local authority | Somerset |
| Inspection number | 10133451 |
| Type of school | Primary |
| School category | Academy converter |
| Age range of pupils | 2 to 11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 452 |
| Appropriate authority | Board of trustees |
| Chair of trust | Eric van den Barselaar |
| Headteacher | Rebecca Collins |
| Website | www.theredstartprimaryschool.co.uk |
| Date of previous inspection | 11–12 March 2014 |

Information about this school

- An interim headteacher was appointed in January 2020. There have been several changes to senior leadership and subject leadership roles since September 2019, including the SENCo.
- While the school is registered to provide Nursery education for two- and three-year-olds, there are no two-year-olds on the school roll at present.

Information about this inspection

We carried out this inspection under section 8 of the Education Act 2005. We deemed the inspection a section 5 inspection under the same Act.

- Inspectors met with the chief executive officer and the deputy chief executive officer from the multi-academy trust. Inspectors also met with representatives from the trustee board, the newly formed local review group, senior leaders and staff.
- Inspectors did deep dives in these subjects: reading, art, history, mathematics, physical education and science. They discussed the curriculum design with

leaders, carried out lesson visits, scrutinised pupils' work and spoke to pupils and teachers from the lessons visited.

- Inspectors evaluated the effectiveness of safeguarding, checked the schools' single central record and scrutinised policies relating to safeguarding and pupils' behaviour. An inspector met with the designated safeguarding leader and reviewed a sample of case files.
- Inspectors observed pupils' behaviour in lessons and around the school site. They spoke with pupils, both formally and informally, to discuss their views about their school.
- An inspector spoke with parents and carers at the beginning of the day.

Inspection team

Sarah McGinnis, lead inspector

Her Majesty's Inspector

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