

# Inspection of Reddal Hill Primary School

Trinity Street, Cradley Heath, West Midlands B64 6HT

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Inspection dates: 10 and 11 May 2022

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Early years provision	<b>Good</b>
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Previous inspection grade	Good
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## **What is it like to attend this school?**

Pupils work hard in lessons and enjoy their learning. They are keen to participate; lots of hands go up when teachers ask questions. Pupils listen carefully to their teachers and each other. They work well together in pairs or small groups. Pupils understand the importance of learning. They told inspectors that what they learn today is important for tomorrow.

Leaders and staff want pupils to do well. They have high expectations of every pupil. Leaders ensure that pupils are supported and encouraged to do their best. They provide training so that staff know how to meet pupils' individual needs.

Relationships across the school are positive. Pupils are polite and courteous. Behaviour around school is good because staff help pupils reflect on their behaviour and make the right choices. If bullying happens, leaders act quickly. They support those affected and educate those who instigate bullying.

Leaders ensure a high focus on pupils' personal development. Pupils enjoy taking on responsibilities, such as being a member of the school council or an eco-representative.

Pupils, staff, parents and governors describe the school as a happy place to be. The school's motto – GLEE (growing, learning, enjoying, excellence) – is certainly lived out at Reddal Hill.

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

Strong leadership is taking this school from strength to strength. The new headteacher has built an effective, knowledgeable leadership team. Leaders are deeply committed to the school and community. Expectations are clear and there is evidence of a shared vision aimed at achieving excellence. Leaders strive in all they do to improve pupils' life chances.

The school's curriculum has evolved over the last three years. Subject leaders are enthusiastic and passionate about their individual subjects. They have considered carefully what they want pupils to learn and when they will learn it. The prior knowledge that pupils need to know before learning something new has been identified clearly. Gaps in learning due to the pandemic have also been noted. Step by step, staff support pupils to gain the knowledge and skills they need to be successful at each stage.

Pupils get a good start in the early years foundation stage (EYFS). An inclusive approach ensures that pupils with special educational needs and/or disabilities (SEND) or those requiring emotional help are carefully supported and monitored. Adults encourage and help pupils to talk confidently and make their needs known. Language skills are developed effectively.

Leaders ensure that the new early years framework is being embedded. They are beginning to make explicit the links with specific subjects. For example, the science leader has spent time in early years to better understand how and where science is being covered in this phase of the school. Leaders are at the early stages of considering exactly how the foundations for each subject are laid in the early years.

Reading is an absolute priority in the school. Leaders want all pupils to learn to read as soon as possible. Phonics is taught well using the school's own bespoke scheme. All staff have been trained well and follow the reading curriculum consistently. New, fully decodable books help pupils develop greater fluency at the early stages of learning to read. Staff are quick to spot any pupils struggling with their reading. They provide extra help and support.

Leaders support staff well. They provide guidance and training so that staff have the subject knowledge and specific skills to teach all subjects effectively. There is a consistency in the way new things are taught. 'I do, we do, you do' is a typical approach used by staff to help pupils learn new things. Retrieval tasks are built into the curriculum at every opportunity. Staff adapt them to meet the needs of pupils with SEND.

Pupils' personal development is also carefully considered. A wide range of clubs are offered, such as gardening, dance, drumming and the 'little think' mindfulness club. Through the half termly rotation of clubs, leaders try to provide opportunities for all pupils to access at least one every year. An annual 'reach for the stars' week helps pupils learn about different careers. Older pupils spoke positively about a recent visit to a university and about the residential visit. The wider curriculum supports pupils to be confident, resilient and independent.

Governors work hard to hold leaders to account and ensure that the quality of education is constantly reviewed. However, there are many vacancies on the governing body, which limits its capacity to challenge and support leaders as effectively as it might.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders are not afraid to escalate any concern they may have about a child. They are determined that vulnerable pupils and their families get the help they need. Leaders ensure that all staff are well trained and know how to keep children safe. The team of designated safeguarding leaders is skilled at providing early help to those who need it.

Staff use every opportunity to help pupils learn to keep themselves safe. They adapt lessons to cover topical issues such as inappropriate language and online gaming. Pupils use an app to alert trusted adults of any worry they may have.

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

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

- The school struggles to recruit governors and there are many vacancies on the current board. A small number of governors are having to do all the work required of a full governing body. Governors have limited capacity to fully challenge and support leaders. Leaders should continue to actively seek to recruit new governors and build capacity within the governing body.
- Leaders have recently begun to consider how the curriculum foundations are laid in the early years. This work is at the early stages. Leaders should continue to make explicit the links between what is taught in the EYFS and key stage 1.

## 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 information from Ofsted Parent View 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

<b>Unique reference number</b>	103954
<b>Local authority</b>	Sandwell
<b>Inspection number</b>	10211323
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	433
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Chris Harris
<b>Headteacher</b>	Ann Bashir-Pugh
<b>Website</b>	<a href="http://www.reddalhillprimary.com">www.reddalhillprimary.com</a>
<b>Date of previous inspection</b>	31 January 2017, under section 8 of the Education Act 2005

## Information about this school

- The headteacher and three assistant headteachers have joined the school since the last inspection.
- The school has expanded fully to two-form entry since the last inspection. The vast majority of pupils come from outside the school's catchment area. Year on year, a new class has been added and new staff appointed. The school is now larger than the average-sized primary school.

## Information about this inspection

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

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, assistant headteachers, subject leaders, and members of staff, including those in the office team. The lead inspector held a meeting with two governors, including the chair of the governing body. She also had a discussion with a representative of the local authority.

- Deep dives in reading, mathematics, science and music were carried out. For each deep dive, these included discussions about the curriculum with subject leaders, visits to lessons and scrutiny of pupils' work. Inspectors also met with pupils to discuss their learning in these subjects and listened to pupils read.
- A range of documentation was scrutinised, including leaders' plans to improve the school and the school website. Minutes of governing body meetings were also checked.
- When inspecting safeguarding, inspectors considered the school's procedures for recruiting staff, the quality of staff training and the school's procedures for keeping pupils safe.
- Inspectors spoke to parents at the start and end of the first day of the inspection. The lead inspector considered responses, including free-text comments, to Ofsted Parent View, the online questionnaire.
- Inspectors considered the responses to the staff and pupil surveys.

### **Inspection team**

Nicola Harwood, lead inspector

Her Majesty's Inspector

Susan Hughes

Ofsted Inspector

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