

Inspection of a good school: Redgate Community Primary School

Redgate, Formby, Liverpool, Merseyside L37 4EW

Inspection dates:

2 and 3 February 2023

Outcome

Redgate Community Primary School continues to be a good school.

What is it like to attend this school?

Pupils at Redgate Community Primary School enjoy coming to school. Leaders have established a nurturing environment where pupils feel safe and part of a caring community.

Leaders have high expectations of what every pupil can achieve, including those in the specially resourced provision for pupils with special educational needs and/or disabilities (SEND) (specially resourced provision). All pupils, including those in the Nursery Year and the Reception class, benefit from an ambitious curriculum. Most pupils achieve well.

Leaders have established clear routines and expectations for the behaviour of pupils. Pupils have a clear understanding of the 'golden rule', which is 'to treat others as they would wish to be treated'. Pupils' behaviour in lessons and around school is calm and orderly. Pupils engage well with their learning and they are keen to present and explain the work in their books.

Pupils are confident that leaders and staff will listen to their concerns. On the occasions when bullying and name-calling occur, incidents are reported and dealt with effectively by staff.

Parents and carers spoke highly of the school. They recognise the academic and pastoral support that their children receive, and many described the actions of leaders and staff as going 'above and beyond'.

Leaders have provided many opportunities for pupils to develop their interests and talents, including arts and crafts club, gardening club and well-being club. Pupils are keen to take on positions of responsibility.

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

Leaders have designed an aspirational curriculum. They have ordered learning logically so that pupils can build on what they already know. The early years curriculum provides children with a firm foundation for key stage 1. Children get off to a flying start in the Nursery and Reception classes. The youngest children in the two-year-old provision settle well into school routines. Leaders have designed activities that skilfully develop children's understanding of the world around them. Indoor and outdoor activities spark children's interest and ignite their curiosity.

Leaders have identified the key knowledge that pupils need to know. Teachers have a strong knowledge of the subjects that they teach. Leaders have ensured that high-quality training equips teachers to deliver the curriculum with expertise. Mostly, teachers use assessment strategies well to check what pupils have learned and understood. However, in a few subjects, some teachers do not check if earlier knowledge has been retained by pupils over time.

A bespoke curriculum meets the complex needs of the pupils who attend the specially resourced provision well. For example, leaders ensure that the curriculum for some of these pupils allows them to join their mainstream peers for some lessons. Leaders work closely with parents and carers to ensure a strong sense of continuity between home and school. Staff work effectively with medical teams and other external agencies to provide for the individual needs of pupils as well as to help them to achieve their academic potential.

Pupils with SEND in the mainstream school learn the same ambitious curriculum as their peers. They are fully included in all aspects of school life. Leaders have ensured that there are effective systems in place to identify the additional needs of pupils with SEND accurately. Teachers competently adapt their lessons and the learning environment to ensure that pupils with SEND receive effective support to help them learn.

All staff have high expectations of pupils' behaviour. Pupils are encouraged to recognise their emotions and behaviours and staff apply the rules gently and consistently. As a result, pupils behave well. In lessons, pupils concentrate fully on their learning without disruption.

Leaders place great importance on ensuring that all pupils learn to read. Staff are well trained in how to deliver the phonics programme effectively. Pupils read books that are matched well to the sounds that they have learned. Pupils who are less confident with their reading receive additional help quickly. In all classes, teachers read to pupils regularly. Pupils enjoy listening to these books and eagerly described the stories and the characters that they have encountered.

Leaders have constructed a comprehensive programme to support pupils' personal development. For example, pupils learn about different world religions, different families and how to keep themselves physically and mentally healthy. This prepares them to take their place as responsible citizens in modern Britain. Pupils enjoy the opportunities to take

an active part in school life as class representatives on the school council and as science and digital ambassadors. These roles develop pupils' confidence and social responsibility.

Governors know the strengths of the school well. They are proud to be involved and ensure that they are well informed about the quality of education for pupils. Staff feel valued. They appreciate leaders' efforts to reduce workload and to care for their well-being.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff know how to identify and record concerns. They understand the vulnerabilities of many of their pupils and their responsibility to keep all pupils safe. Leaders access help from external agencies to ensure that pupils and their families receive the timely support that they need. Staff training is up to date and regular updates keep staff informed of any changes.

Pupils know how to keep themselves safe. They are aware of the dangers of being online and of playing around railway lines.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, teachers do not check what pupils have learned and retained. Therefore, opportunities to consolidate learning and address some pupils' misconceptions are missed. This hinders pupils' learning. Leaders should ensure that assessment strategies are used well by teachers to check on pupils' learning and address any misconceptions.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good in October 2017.

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.

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

Unique reference number	104885
Local authority	Sefton
Inspection number	10256143
Type of school	Primary
School category	Community
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	271
Appropriate authority	Local authority
Chair of governing body	Steve Cook
Headteacher	Suzanne Webb
Website	www.redgateprimary.com
Date of previous inspection	17 October 2017 under section 5 of the Education Act 2005

Information about this school

- This school has a specially resourced provision for pupils with SEND. There are 34 pupils accessing this provision from the Reception Year to Year 6. The areas of SEND provided for include specific learning difficulty, moderate learning difficulty, profound and multiple learning difficulty, visual impairment, multisensory impairment, speech, language and communication needs and physical disability.
- Leaders do not use any alternative education providers for pupils.
- The school has provision for two-year-olds.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in their evaluation of the school.
- As part of this inspection, the inspector carried out deep dives in early reading, mathematics and history. For each deep dive, the inspector met with subject leaders to discuss the curriculum, visited a sample of lessons and looked at pupils' work, spoke to teachers and spoke to some pupils about their learning. They also observed some

pupils reading to members of staff. The inspector also spoke to subject leaders and teachers about the curriculum in other subjects.

- The inspector scrutinised a range of documentation, including the school's self-evaluation document, and minutes of the governing board meetings.
- The inspector met with the headteacher, deputy headteacher, other senior leaders and the special educational needs coordinators.
- The inspector reviewed a range of documentation about safeguarding. They spoke with the designated safeguarding leader. They also spoke to staff about their understanding of how to keep pupils safe.
- The inspector considered responses to Ofsted Parent View, Ofsted's online survey, including free-text responses. They also considered responses to Ofsted's staff survey. There were no responses to Ofsted's pupil survey.
- The inspector met with members of the governing board and spoke with a representative of the local authority.
- The inspector spoke to staff to discuss leaders' support for their well-being and workload. The inspector spoke to pupils about behaviour and bullying.

Inspection team

Niamh Howlett, lead inspector

His Majesty's Inspector

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