

Inspection of a school judged good for overall effectiveness before September 2024: Red Hill Primary School

Red Hill, Chislehurst, Kent BR7 6DA

Inspection dates:

8 and 9 October 2024

Outcome

Evidence gathered during this ungraded (section 8) inspection suggests that the school's work may have improved significantly across all areas since the previous inspection. The school's next inspection will be a graded inspection.

The head of school is Becci McManus. This school is part of The Pioneer Academy, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Lee Mason-Ellis, and overseen by a board of trustees, chaired by Jo Bouwens. There is also an executive headteacher, Nicola Crockatt, who is responsible for this school and four others.

What is it like to attend this school?

Pupils, staff, parents and carers are proud to be part of this welcoming school. Despite its large size, the school exudes a strong sense of community and togetherness. Building positive relationships is at the centre of all that the school does. It is a place of kindness, where everyone feels listened to and looks out for each other. Pupils are assured that adults deal with their worries in a timely manner, keeping them safe.

The school is highly committed to building bright futures for all pupils. Pupils recognise this and have high aspirations for themselves. They are passionate about discovering new things. Pupils keenly participate in learning, inside the classroom and outdoors. They display high levels of self-discipline and positive learning behaviours. In the early years, children learn to play and cooperate socially with others.

The school's provision for pupils' personal development is exemplary. Pupils value the deep memories that the school's extensive enrichment opportunities provide. Pupils learn through highly coordinated visits to the theatre, stately homes and geographical field trips.

Parents are extremely positive about the school. Many rightly agree that pupils are well prepared for the next phase of education in the school and beyond. By the end of key stage 2, pupils achieve very well.

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

The school delivers a well-planned and stimulating curriculum. Adults support children in securing solid foundations in the early years. Pupils develop detailed subject knowledge and skills as they move through the school. For example, in science, Year 4 pupils learn about the different types and functions of teeth. Meanwhile, pupils in Year 6 explore how and why plants adapt to different climates and geographical biomes. Pupils apply their knowledge in a range of contexts. Teachers routinely check what pupils know and remember. They identify and address misconceptions swiftly and accurately. Many pupils are confident in recalling and drawing on what they have previously learned with confidence, precision and excitement. Staff's skilful use of interactions and questioning deepens pupils' understanding. Adults provide crucial feedback that helps pupils know what they need to do to improve in their learning.

The school quickly identifies pupils' needs. It ensures that any barriers to pupils' learning and success, irrespective of their starting points and needs, are carefully considered and minimised. Pupils with special educational needs and/or disabilities and those who are disadvantaged receive appropriate support. Staff are well trained in adapting teaching and tailoring learning experiences. This ensures all pupils access the ambitious goals of the curriculum.

The school supports pupils in developing the early English and mathematics knowledge needed to access the wider curriculum. Staff use a range of resources to help pupils to communicate effectively. Staff expose pupils to high-quality texts. Teachers are meticulous in ensuring pupils use precise vocabulary when explaining what they know and understand. Children in the Reception Year use their knowledge of phonics to help with their writing and spelling. They learn about numbers through singing rhymes and opportunities to count in the early years environment. Pupils use increasingly complex subject-specific terminology to present their mathematical reasoning and thinking.

The school has created an environment where pupils can and want to learn. Pupils are highly motivated to do their best. Adults consistently manage behaviour with care and sensitivity. Learning goes uninterrupted because pupils develop positive learning behaviours. They show perseverance and resilience when tackling demanding work. Children in the early years take part in activities that encourage them to listen and talk to each other, as well as the adults. The school is doing all it reasonably can to achieve the highest possible attendance.

Pupils learn about fundamental British values and different religions and beliefs. The school guarantees that these themes are delivered with impartiality. Pupils know the importance of being respectful of other people's points of view. The personal development programme also encourages pupils to never give up on anything they do or believe in.

Staff speak highly of the support and guidance they receive from leaders in the school and academy trust. Teachers appreciate that leaders listen to their concerns and take decisive actions. Staff affirm that the recent review of marking and feedback procedures has been beneficial in reducing staff workload.

Leaders, including those responsible for governance, and trustees have been uncompromising in addressing the areas to improve from the last inspection. Leaders are very knowledgeable about the school. The trust works closely with the school to ensure their vision and high ambitions are realised. Leaders are relentless in their commitment and drive to ensuring that all pupils receive the best possible opportunities to succeed.

Safeguarding

The arrangements for safeguarding are effective.

Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024 graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. 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's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection 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 for overall effectiveness in February 2019.

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' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	143110
Local authority	Bromley
Inspection number	10323424
Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	661
Appropriate authority	Board of trustees
Chair of trust	Jo Bouwens
CEO of the trust	Lee Mason-Ellis
Headteacher	Nicola Crockatt (executive headteacher) Becci McManus (head of school)
Website	www.redhill.bromley.sch.uk
Dates of previous inspection	27 and 28 November 2019

Information about this school

- The school is part of The Pioneer Academy, a Multi-Academy Trust.
- The school makes use of a registered alternative provision.

Information about this inspection

- Inspections are a point-in time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with the executive headteacher and head of school, the CEO, the chairs and members of the trustee and governing boards, senior leaders and a range of staff.

- Inspectors carried out activities including discussions with leaders and teachers about the curriculum, visiting a sample of lessons, speaking with groups of pupils about their learning and considering pupils' work.
- To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors considered the views of parents, pupils and staff, including through Ofsted's online surveys.

Inspection team

Lascelles Haughton, lead inspector

His Majesty's Inspector

Emma Watford

Ofsted Inspector

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