



Red Hill Primary School

Inspection Report

Unique Reference Number 101604
LEA Bromley LEA
Inspection number 276550
Inspection dates 25 April 2006 to 26 April 2006
Reporting inspector Christopher Gray AI

This inspection was carried out under section 5 of the Education Act 2005.

Type of school	Primary	School address	Red Hill
School category	Community		Chislehurst
Age range of pupils	5 to 11		BR7 6DA
Gender of pupils	Mixed	Telephone number	020 8467 4223
Number on roll	622	Fax number	020 8295 0803
Appropriate authority	The governing body	Chair of governors	Mr J Thorogood
Date of previous inspection	9 October 2000	Headteacher	Mrs E Alford

Age group	Inspection dates	Inspection number
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Introduction

The inspection was carried out by four Additional Inspectors.

Description of the school

The school is much larger than most primary schools. The percentage of pupils from minority ethnic backgrounds is average and few pupils are at the early stages of learning English. The percentage of pupils with learning difficulties and disabilities is below average, though the proportion with statements of special educational need is average. Children's attainment on entry to school at the age of five is similar to what is normally found. Pupils also enter the school in Year 3 from local infant schools. The mobility of pupils is higher than average in Years 3 to 6.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 3

This school gives its pupils a satisfactory standard of education, with strengths in pupils' personal development and the care offered them by the school. Pupils' achievement is satisfactory, a judgement on which the school and inspectors agree. Inspectors therefore judge the school's overall effectiveness as satisfactory, though the school initially saw it as good. The school gives satisfactory value for money.

Children in the Foundation Stage make a good start to their schooling. Provision is good and this enables them to make good progress in their learning.

Pupils' behaviour and attitudes to learning are good. Academic standards by Year 6 have not been as high in the last two years as previously, though inspection evidence shows that they are now beginning to rise. Pupils with the potential for high achievement do not always make as much progress as other pupils. The school recognises that this is one of its priorities for improvement and has introduced new record keeping systems to help, though their use is not yet consistent.

Leadership and management are satisfactory. The head is a much respected leader who has responded quickly to innovation. She and her staff are successful in creating a safe, healthy environment in which pupils clearly enjoy learning. However, academic standards fell two years ago and have taken some time to turn round. The raised standards in mathematics are evidence of the capacity the school has to continue to improve, as it has in most areas since the last inspection. A new management system has been introduced to give greater emphasis to cross-curricular work, but the school needs to make sure that it does not lose sight of the crucial focus on raising standards in English and mathematics.

What the school should do to improve further

- Make more consistent use of information on pupils' progress when planning for what they need to learn next, especially for those with the potential for high attainment.
- Ensure that the new management system includes clear responsibility for standards in English and mathematics.

Achievement and standards

Grade: 3

Standards by Year 6 are currently on the lower side of average. This has not always been so. Standards fell two years ago, mainly because new computer software made it difficult for teachers to track individual progress as closely as they had done in the past. This problem has now been resolved and there is evidence of rising standards. However, there are still some pupils who achieve less well than others, especially among higher-attaining pupils. These pupils are not so much the highest attainers, but those above average pupils with the potential for high attainment. Inspection evidence shows that pupils are now making satisfactory progress, from an average starting point.

Although many pupils join the school after Year 3, there is no evidence to show that this has any influence on overall attainment. Other groups of pupils also achieve in line with most pupils. Those with learning difficulties and disabilities often make good progress in lessons because of the good support they receive in class and in small groups. The school did not reach its targets for last year. However, those for the current year represent appropriate challenge and the school is on course to reach them.

Personal development and well-being

Grade: 2

Pupils' personal development and well-being are good. Spiritual, moral, social, and cultural development are all good because teachers plan opportunities carefully in lessons, assemblies and other activities. This helps pupils to enjoy school. They are enthusiastic in lessons and activities, and co-operate well with each other. They behave well. Pupils say that bullying is not a problem and that they know what to do about it. Great emphasis is placed by pupils on a safe and healthy life style - for example, many pupils respond to encouragement to walk to school. Pupils of all ages willingly take responsibility which helps them to become confident and independent, and contributes positively to their future life skills. The elected council makes a real contribution to the running of the school. Attendance is satisfactory. Staff work hard on this, but a few parents have yet to be convinced that good attendance is important.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory. There are several important strengths which are recognised by the school. These include the effective way in which pupils are managed and the positive impact which this has on pupils' attitudes and behaviour, their sense of enjoyment and their willingness to work hard and to try to do their best. Teaching in the Foundation Stage is good. Teachers make children feel welcome and value their work and provide interesting and challenging activities for them to follow.

An inconsistency is that teachers' planning does not always match activities closely enough to pupils' previous learning. This is especially so for those pupils with the potential for high attainment. Assessment is satisfactory overall. A new system which teachers now find easy to use is aiding them in their planning, but because the system is so new, teachers are not yet all as effective in using this information to plan what pupils need to learn next.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory but it is not yet successful in fully meeting the needs of all pupils because assessment data are not used consistently in teachers' planning.

This means that, though literacy, numeracy and computer skills receive due emphasis, not all pupils make as much progress as they could.

The curriculum promotes pupils' personal development well. Imaginative displays of pupils' work around the school show that a wide and varied curriculum is provided. This is supplemented by a good range of popular out-of-class activities, which pupils clearly enjoy and value. The well-planned and interesting visits that pupils make, and the visitors to school, help to bring the curriculum to life and promote pupils' enjoyment and commitment to their learning. The recent creation of new management teams to oversee the further development of the curriculum is a good strategy, because it focuses on developing all aspects of children's personalities.

Care, guidance and support

Grade: 2

A member of the school council said, 'We like being at this school because they care about us.' This indicates the good care the school gives its pupils. Child protection procedures are robust because all staff have received up-to-date training. Regular health and safety audits show that risks are identified and dealt with. A local newspaper recounts how pupils are keen to stop parking outside the school and are involved in spotting 'offenders'.

New systems for tracking pupils' progress are good. They are starting to have an impact on teachers' work in raising standards, especially in mathematics, but are not yet used to the full. Individual support assistants work very well with pupils who have learning or behavioural problems and support them effectively. This is work in which the school has developed a strong reputation.

Leadership and management

Grade: 3

Leadership and management are satisfactory. The head is a much respected leader. She and her staff are successful in creating a safe, healthy environment in which pupils clearly enjoy learning. However, academic standards fell two years ago and are only slowly beginning to rise. The current school improvement plan clearly identifies raising standards in English and mathematics as major priorities. It shows that senior staff and governors know the school's main strengths and weaknesses. Governors are very active and give effective challenge and support to the school.

The quality of self-evaluation is satisfactory, but the action taken has not had time to show in better test results. The programme of professional development for staff supports the priorities and is improving teaching and learning. Inspection evidence shows that pupils are now making faster progress than in recent years.

The issues from the last inspection have been tackled and provision for the youngest children is better. Good links with outside organisations support the school's development and pupils have a voice, but a number of parents do not think that their

views are taken into account. The success of current work on raising standards indicates that the school has the capacity to improve further.

A new management structure is designed to promote pupils' all round development and raise standards. The recently appointed team leaders are enthusiastic and full of ideas for imaginative and innovative cross-curricular work. However, accountability for ensuring high standards in English and mathematics through this structure is not defined clearly enough.

Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3	NA
How well does the school work in partnership with others to promote learners' well-being?	3	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	3	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	3	NA
The standards ¹ reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	3	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	3	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	3	NA
How well are learners cared for, guided and supported?	2	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Pupils

We enjoyed our visit to your school and were very pleased that so many of you came up to tell us how much you enjoy being at Red Hill. You were polite, friendly and interesting to talk to. Thank you for making us feel so welcome.

We liked many things about your school. You work hard in lessons and are generally keen to do your best. You behave well and respect other children and adults. Your teachers usually make your lessons interesting and you have lots of clubs to belong to after school or at lunchtime. All adults are good at helping and caring for you and many of you told us that this is why you enjoy coming to school. You get a say in how the school is run through the school council.

Your school could be better at challenging some of you to reach higher standards in your test results. Some of you do not always reach the higher levels of which you are capable. This means we have judged the standard of education you receive as satisfactory. We have asked the teachers to match your work more closely to your individual abilities. We have also asked the school's leaders to use the records of your progress to keep an eye on how well you are doing to make sure you reach the highest standards you can.

Yours sincerely

Christopher Gray

Lead inspector