



Redhill Primary

Inspection Report

Unique Reference Number 112980
LEA DERBYSHIRE LEA
Inspection number 279070
Inspection dates 12 December 2005 to 13 December 2005
Reporting inspector Mr. Glynn Storer LI

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

Type of school	Primary	School address	The Ridings
School category	Foundation		DE72 3SF
Age range of pupils	4 to 11		
Gender of pupils	Mixed	Telephone number	01332673537
Number on roll	208	Fax number	01332676724
Appropriate authority	The governing body	Chair of governors	Mr. David Frankish
Date of previous inspection	12 September 2000	Headteacher	Miss. Nicola Bargh

Age group 4 to 11	Inspection dates 12 December 2005 - 13 December 2005	Inspection number 279070
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This average sized primary school serves the community of Ockbrook and surrounding villages, near Derby. Most pupils are from White British families. Virtually all others are from other white or mixed heritage backgrounds and all speak English as their main language. The proportion of pupils entitled to free school meals is low. Most children enter the school with knowledge and skills that are average for their age. The proportion of pupils with learning difficulties or disabilities is below average, although the number with Statements of Special Educational Need is similar to that in other schools of this size.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Redhill Primary School is a good school with several outstanding features. It gives its pupils a good start to their education and prepares them exceptionally well for their on-going education and for life in the wider community. Children in the reception class achieve well and pupils in Years 1 to 6 continue to make good progress in most subjects. Standards in reading, mathematics and science are high but, even though pupils' overall progress is at least satisfactory, they do less well in writing. Pupils really enjoy learning because the curriculum is stimulating and teaching is consistently good. Consequently, most parents strongly support the school's efforts and attendance rates are good. The atmosphere in school is calm and purposeful because standards of behaviour are excellent. Staff successfully build pupils' confidence, promote extremely positive attitudes to learning and provide good standards of care. The school works extremely effectively with parents and with outside agencies to support pupils' personal development. However, academic guidance is more variable and does not always ensure that the school's most able pupils achieve the standards of which they are capable. The headteacher and her deputy provide excellent leadership. Senior staff and governors know how good the school is because systems for checking on the quality of the school's work are extremely effective. They have demonstrated their ability to bring about improvement by dealing successfully with the issues raised by the previous inspection and are rightly planning more ways to raise standards in writing. The school gives good value for money.

What the school should do to improve further

- Continue with the planned initiatives for raising standards in writing. - Use assessment information more effectively in planning work for the most able pupils.

Achievement and standards

Grade: 2

Inspectors agree with the school that most pupils make good progress. Children's attainment on entry to the school is broadly average. They achieve well in the reception class, with the result that virtually all attain the standards expected of 5-year-olds and many exceed them. Pupils continue to make good progress in Years 1 and 2. Inspection evidence, along with the results of the 2005 national tests for 7-year-olds, confirms that standards in reading, writing and mathematics are significantly above average by the end of Year 2. Pupils also achieve well in Years 3 to 6. Standards in English, mathematics and science at the end of Year 6 have been significantly above average in almost all of the last five years. This was largely the case in 2005, although pupils' test scores in English dipped considerably. However, the work in pupils' English books suggests that the 2005 results did not accurately reflect their actual achievements. Standards in the current Year 6 support this view. The school sets challenging targets for all pupils and most are making good progress towards them. Almost all pupils in Year 6 are firmly on course to attain nationally expected standards and in reading,

mathematics and science, over half are set to exceed national expectations. Standards in writing are somewhat lower with fewer pupils on course to reach the above average standard. Consequently, the school has rightly included the development of pupils' writing skills in its improvement plan. Pupils with special educational needs make good progress. Many attain nationally expected standards, despite the difficulties that they face. Boys still do slightly less well than girls. However, the school is tackling this issue effectively and the gap between boys' and girls' performance is narrowing.

Personal development and well-being

Grade: 1

Pupils behave extremely well. They have exceptionally good attitudes to learning and are confident to express their views because their contributions are always valued and acted upon. The pupils get along really well together because relationships are very good. Consequently, playtimes are very sociable occasions when the pupils enjoy a wide range of physical activities and games. Pupils report that bullying or other hurtful behaviour is rare and that they thoroughly enjoy coming to school. This is reflected in their punctuality and their above average attendance. Pupils' spiritual, moral, social and cultural development is excellent. Pupils are extremely sensitive to things of beauty and to the feelings and beliefs of others. They act on a very clear understanding of right and wrong and value their own and other's cultural traditions. Pupils are adopting healthy lifestyles by choosing healthy food options and taking regular exercise. They also enjoy taking on responsibilities, which include being mentors during playtimes, answering the telephone at lunchtimes or acting as representatives on the school council. These opportunities are teaching them about citizenship and helping to develop important life skills. Elderly citizens regularly take lunch in school. This tradition, along with pupils' frequent involvement in charitable events, demonstrates their care for the wider community.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are never less than good and are often outstanding. In all classes teachers use questions extremely effectively to probe pupils' understanding, to challenge and extend their thinking and to encourage them to explain their ideas. As a result, all pupils respond well and make positive contributions to their lessons. This is especially, but not exclusively, when the eldest pupils work in small groups to improve their literacy and numeracy skills. Teachers use drama, video, art and music very effectively to excite and motivate learners. These practical activities engage pupils' interest and improve the quality of their learning. Teachers use assessment information very well to identify and tackle difficulties that individual pupils may have. Planning for pupils with learning difficulties or disabilities is thorough and enables teaching assistants to support pupils who need extra help very well. Learning is usually matched well to the needs of pupils with different abilities. However, some teachers do not

always use what they know about pupils to ensure that the work that they plan challenges and extends the most able. In response, the school has adopted a system for setting individual targets so that pupils know what they need learn next in order to attain the next higher level, although it is too early to judge the success of this initiative.

Curriculum and other activities

Grade: 2

The curriculum is good throughout the school. Children in the reception class learn through a very wide range of practical and play activities. The curriculum in Years 1 to 6 meets statutory requirements and is extended by the provision of French in Year 6. The school's strong focus on the arts, along with effective links between a number of subjects, make learning very meaningful, relevant and above all, enjoyable. An outstanding range of educational visits, visitors and extra-curricular clubs and activities give every child the opportunity to learn new skills, have fun and develop new friendships across the school. Regular sport and physical education lessons provide good opportunities for the pupils to be active and a very well-planned programme of personal, social and health education ensures that they know how to keep themselves safe and healthy.

Care, guidance and support

Grade: 2

The school has excellent arrangements for ensuring pupils' safety and health. Child protection and health and safety procedures are very clear and well known by staff. The care provided for pupils with particular special educational needs is exemplary. Pupils receive very good support and guidance in relation to their personal development. Pupils report that they are confident to turn to staff for help and advice when problems arise. The school regularly celebrates pupils' achievements and this results in high self-esteem and self-confidence. Pupils are also given guidance about their learning. Staff use targets in literacy and numeracy effectively to guide pupils' learning. Opportunities to mark their own and each others' work is giving them a clearer understanding of how well they are doing and how to improve. Planned work usually includes challenge for the more able and support for those who need extra help and so enables most pupils to make good progress. However, current procedures do not always ensure that the most able pupils make the progress that they should in all lessons.

Leadership and management

Grade: 2

The overall quality of leadership and management is good. The headteacher is an outstanding leader. She is striving for excellence in all aspects of the school's work. She has successfully reorganised management roles and provided the time and support for those with additional responsibilities to do a good job. The deputy headteacher

leads by example. His outstanding teaching and enthusiastic approach to school life inspire his colleagues and very successfully maintain a shared sense of purpose amongst the staff at the school. With effective support from senior staff and governors, the headteacher has been instrumental in building staff morale and continuing the drive to improve standards and quality. However, recently appointed subject leaders are still getting to grips with the task and the impact of their work is yet to be felt. Arrangements for checking on the school's performance are rigorous and thorough. Governors' monitoring puts them in a strong position to support the school and to hold it to account for what it achieves. In this respect, the governors' contribution to school improvement is outstanding. Most developments are successful because the school goes to great lengths to consult governors, staff, pupils and parents and to reflect their views in its planning. Staff have successfully dealt with issues arising from its previous inspection. Furthermore the school has already identified and begun to work on the areas for development that emerge from this inspection. The strengthening of the management team puts the school in a good position to improve further.

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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?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	1	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	1	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?	2	NA
The standards ¹ reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	1	NA
The attendance of learners	2	NA
How well learners enjoy their education	1	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	1	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	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?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	1	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	1	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

You may remember that we, the inspectors, visited your school a little while ago. Thank you for making our visit so enjoyable, and for taking the time to talk to us and to answer our questions. We thought you would like to hear our findings. There are many good things happening in your school: - Almost all of you do very well in reading, mathematics and science. - You really enjoy school because your teachers and visitors who come to school make learning interesting. - You get on really well with one another and are very keen to learn. - There are many clubs that you can attend after school. - Your teachers and support staff help you when you have difficulties or problems and make sure that you are safe. - Miss Bargh, the staff, governors and pupils work extremely hard to make the school a better place. There are some things that could be even better. We have asked your teachers to make sure that: - They help you to do even better in writing by continuing to find ways of making your work interesting and enjoyable. - The cleverest amongst you get the help and advice that they need in order to make the best possible progress, especially in writing.