



Redhill Primary School

Inspection Report

Unique Reference Number 131394
LEA Telford and Wrekin
Inspection number 282203
Inspection dates 13 October 2005 to 14 October 2005
Reporting inspector Marion Thompson RISP

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

Type of school	Primary	School address	Gatcombe Way
School category	Community		Priorslee
Age range of pupils	4 to 11		Telford, Shropshire TF2 9GZ
Gender of pupils	Mixed	Telephone number	01952 200272
Number on roll	282	Fax number	01952 200373
Appropriate authority	The governing body	Chair of governors	
Date of previous inspection	4 October 1999	Headteacher	Mrs Jenny Noel-Storr

Age group 4 to 11	Inspection dates 13 October 2005 - 14 October 2005	Inspection number 282203
-----------------------------	---	------------------------------------

© Crown copyright 2006

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

Redhill Primary is a large and popular school, educating pupils from a diverse range of backgrounds. There are 297 pupils on roll. The percentage of pupils eligible for free school meals is well below average. The majority of pupils are White British but the number of pupils from minority ethnic backgrounds is above average, accounting for nearly a quarter of the school's roll. These pupils represent a range of ethnicities, although the great majority are of Asian heritage and there is a significant group from a Caribbean background. The number of pupils with special educational needs, including those with statements, is below average. A fairly large number of pupils enter the school at other than the usual times.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Both the school and the inspection team agree that this is a good school, where pupils make good progress, are secure, happy and make a good contribution to the community. Pupils themselves feel their education is 'cutting edge'. The school provides good value for money.

By Year 6, pupils reach significantly above average standards and achieve well, as a result of good teaching and close monitoring of progress. In science, pupils achieve high standards, because of very challenging teaching. Provision in reception is good and prepares children well to enter Year 1. In Years 1 and 2, pupils make satisfactory progress, but there is underachievement in writing, particularly for those pupils capable of reaching very high standards. Across the school, the teaching of writing skills continues to need some attention.

Pupils' good personal development and the effective development of their basic skills across the curriculum prepare them well for their future lives. They are confident, willing to accept responsibility and appreciate the diverse range of experiences the school offers. The headteacher provides a strong sense of direction for the school, and has the respect of the school community. Improvement since the last inspection has been good. The school has good capacity to further improve.

What the school should do to improve further

- In order to improve further the school should:
- raise standards in writing for all pupils in Years 1 and 2, and continue to improve the writing of the highest attainers in Years 3 to 6.

Achievement and standards

Grade: 2

Children settle into reception well and make good progress. They do very well in personal, social and emotional development. They reach broadly average standards and their needs are met well.

In Years 1 and 2, the pupils make satisfactory progress but there is too much variation between subjects and different groups of pupils. Standards in reading are above average and pupils progress well, especially those who reach levels typical for their age from a low starting point. In mathematics, pupils make satisfactory progress and reach average standards, but more challenging teaching is leading to better achievement. However, standards in writing are below average and, for those attaining at the highest level in the national tests, well below the average. This represents some underachievement for the most able pupils. This is because basic mistakes in spelling and punctuation are not consistently corrected and the skill of handwriting is not taught well. Listening and speaking skills are developed well, as is knowledge of language structure.

By Year 6, standards are significantly above average and the pupils achieve well. Standards in 2005 reflect significant improvement from the previous year, as a result of closer tracking of the progress of higher attaining pupils and well placed interventions whenever these pupils fell behind. The school recognises that there is still some underachievement in the highest levels in writing. Standards are very high in science. Pupils are skilled in using information and communication technology (ICT) to support their learning in all areas of the curriculum.

The pupils with special educational needs and those with English as an additional language make good progress as a result of well planned support.

Personal development and well-being

Grade: 2

Pupils' enjoyment of learning is shown by their above average attendance. They proudly describe the school as 'advanced', 'child friendly' and 'up to date', and they contribute enthusiastically to the school and wider community. For example, members of the school council have initiated and organised improvements for the local community, like designing an exercise track. They are confident and well prepared for their future lives. Their behaviour is good. Relationships between adults and pupils are trusting and fair, so pupils are set an example of how to behave towards others. Pupils have a good awareness of how to live a healthy lifestyle and their social, moral, spiritual and cultural development is very good. They understand the need to care for each other. Older pupils look after new entrants to reception whom they affectionately refer to as 'Little Friends'. They help in playground organisation and dinner duties. Pupils relish the many visitors to school, and the extra curricular clubs. They appreciate and derive benefit from the increasingly multicultural nature of the school community.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching is mainly good but it is better for the older pupils than for those in Years 1 and 2. Teachers' knowledge is up to date and they teach confidently. ICT is used well to demonstrate ideas and to support pupils' experimental skills and first-hand experiences. For example, pupils enjoyed video-conferencing with other local schools. They take pleasure in independent research, for instance on the Tudors, and develop their thinking and study skills well. The teaching in science is challenging and well organised and leads to high achievement.

Improving the teaching of writing in Years 1 and 2, particularly for the most able pupils is, correctly, a major priority for the school. Whilst new strategies have already been put in place, which have been very successful in Years 3 to 6, marking in Years 1 and 2 remains inconsistent. Pupils are developing bad habits in spelling, punctuation and handwriting, which are both difficult to undo and also lower the standard of writing higher up the school. Writing for different purposes, language structure and vocabulary

are taught well throughout the school and literacy is very well taught in other subject areas. There are very effective links with parents who are well informed about their children's progress.

Curriculum and other activities

Grade: 2

The curriculum is well planned to provide good opportunities for pupils to use their basic skills in other subjects, such as history. There are excellent links between different subject areas and children work within a context, which provides a real purpose to their work. Pupils love the wide range of experiences the school offers, for example the residential visit to Arthog, in Wales, where they learn to be independent and to study the countryside. Pupils and teachers feel strongly that these visits contribute to the development of trusting, positive relationships within the school. This term, a specialist teacher runs an art club where pupils explore in great detail techniques in using watercolour. Provision for special educational needs and for pupils with English as an additional language is good. The school's provision for personal and social education lays a strong emphasis on developing a healthy lifestyle. Specific activities for older, able pupils have raised their achievement considerably in writing and mathematics, but the needs of the most able pupils are not yet consistently met in writing, throughout the school.

Care, guidance and support

Grade: 2

The school takes good care of its pupils, and effective routines and practices are implemented to ensure their safety, health and welfare. Staff have been trained to deal with issues that may arise and the school works well with external agencies and parents to ensure pupils with learning difficulties or disabilities receive good levels of care. Pupils feel they have adults to turn to for support and guidance when they experience personal or academic difficulties. Effective tracking systems correctly identify areas where pupils are underachieving so that remedial action can be taken. Teachers and support assistants work well together to gather information about pupils' changing needs and, in the main, use this information well to plan interesting and enjoyable lessons.

Leadership and management

Grade: 2

The headteacher provides purposeful, determined and effective leadership in the challenging process of running a successful school. Her vision has created an ethos where learning and caring are central to the drive to raise standards. She is supported well by a competent, recently formed leadership team and a knowledgeable and challenging governing body. Planning is based on close and effective monitoring of the school's work, which recognises where the strengths lie and correctly identifies areas for development. For example, the school has substantially improved the

achievement of the most able, oldest pupils in writing and mathematics in a short period of time. Parents are very supportive of the work of the school, feel listened to, and are appreciative of the ways in which the school helps them to support their children's learning. Finances are managed well. The school has changed substantially since the previous inspection, when it had just opened and was providing for a very small number of pupils from a much narrower range of backgrounds. It is now a thriving, large school and the leaders and managers ensure that it provides a good education for its pupils. Improvement since the last inspection has been good. The school has good capacity to continue to improve.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

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
--	-----------------------	--------------

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?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	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?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	2	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	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	2	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	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

Redhill Primary School Gatcombe Way Priorslee Shropshire TF2 9GZ

14 October 2005

Dear Pupils

We very much enjoyed our time at your school and would like to thank you very much for making us so welcome. In particular, we would like to thank the members of the school council who gave up their time to speak to us at length.

We agree with those of you who told us that your school is 'advanced' and 'child friendly' and think that the best things about your school are:

you make good progress and reach high standards in almost all you do;

you work hard and enjoy school, especially the opportunities to go on visits and to have visitors;

you behave well and show respect for others;

you are well cared for; adults in school make sure you are safe and secure;

your teachers make lessons interesting so you learn well; and

your headteacher is determined to help you to do well, she has clear ideas about how to make the school better, and is well supported by other staff and governors.

We are suggesting to your school that they improve the way the teachers teach you to write, especially in Years 1 and 2. We think that some very clever pupils could produce even better writing than they do now.

Yours sincerely

Mrs M Thompson Lead inspector