



Redhill Primary School

Inspection Report

Unique Reference Number 103247
Local Authority Birmingham
Inspection number 286605
Inspection dates 7–8 December 2006
Reporting inspector Gerald Griffin

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

Type of school	Primary	School address	Redhill Road
School category	Community		Hay Mills
Age range of pupils	3–11		Birmingham B25 8HQ
Gender of pupils	Mixed	Telephone number	0121 4646322
Number on roll (school)	247	Fax number	0121 4646323
Appropriate authority	The governing body	Chair	Linda Hawkes
		Headteacher	Nicki Wright
Date of previous school inspection	8 May 2001		

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

Most pupils are from minority ethnic groups and many who start school are at the very early stages of learning English. Most children enter the school with skills and experiences that are well below the levels expected for their age. The proportion of pupils with learning difficulties or disabilities is average. The school serves an area of some economic hardship.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Redhill Junior and Infants is a good school. Children start school with limited skills but make good progress in each year group. Achievement is good and when pupils leave at the end of Year 6 standards are at the national average. The school has improved significantly over the past year because of good leadership and management. Robust action has successfully redressed weaknesses. Standards in English have risen significantly as the result of the school's drive to improve pupils' literacy skills. Shortcomings in teaching have been effectively resolved and teaching and learning are good. Classes are orderly and relationships are positive. As a result, pupils' behaviour is good and they are keen to learn. Occasionally, the pace of learning slows for more able pupils when teachers do not plan work that is closely matched to their needs.

Good teaching, concentrating particularly on developing language skills, enables children to make good progress in the Nursery and Reception classes. This good start is successfully built on in Years 1 to 6, especially in English. Progress in mathematics and science is also good but not as rapid as in English. This is because pupils do not have enough opportunities to use and apply their mathematics and science knowledge to solve problems.

Pupils' personal development is good. They really enjoy school and they thrive in its happy atmosphere. Pupils have an outstanding understanding of the need to be healthy and put this into practice in their choice of food and through taking frequent exercise. The curriculum is good and promotes pupils' personal development through activities such as well-attended sports clubs and regular visits to places of interest. Pupils talk with real enthusiasm about the good opportunities to use information and communication technology (ICT) in their learning.

Care, guidance and support are good. Parents are very happy with the quality of pastoral care the school provides. Typically they say, 'The teachers are approachable and supportive and my child is very happy at school'. Challenging academic targets are set for pupils and the procedures to check their progress towards meeting these are good. The guidance and support given to pupils with learning difficulties and disabilities are good and ensure that they make good progress in relation to their individual targets. Those pupils at the early stages of learning English benefit from well-targeted support. This enables them to fully take part in lessons and make good progress in their acquisition of English.

Rising standards and the improved quality of teaching show the school has good capacity to make further gains.

What the school should do to improve further

- Improve opportunities for pupils to practise their problem solving skills in mathematics and science.
- Sharpen teachers' planning to make sure that more able pupils are given work at the right level.

Achievement and standards

Grade: 2

Standards are average by the time pupils leave school and achievement is good for all groups, including those with learning difficulties and disabilities and pupils at the early stages of learning English. Pupils' performance in the 2006 national tests in English, mathematics and science at the end of Year 6 was broadly in line with the national average. Good provision in the Nursery and Reception classes ensures that children make good progress, especially in their personal and creative development. Although many make considerable gains, few children reach the expected standards for their age.

Over the past year standards have risen in English because the school's drive to improve pupils' reading, handwriting, spelling and sentence construction has been successful. Improved literacy skills have formed the foundation for rising standards in other subjects. Standards in mathematics and science are average but not quite as good as those in English. This is because pupils' skills in using their scientific knowledge and understanding of number in investigations are not well developed. Insufficient opportunities are provided for pupils to improve these skills. Boys' progress has improved and is now similar to that of girls. This is the result of effective measures to improve boys' motivation, for example by providing more opportunities for them to play educational games and use computers.

Personal development and well-being

Grade: 2

Pupils' spiritual, moral, social and cultural development is good. Pupils respect and value each other and the world around them. Pupils are very polite to each other and to adults. Their good behaviour comes from a clear understanding of right and wrong. Pupils mix together happily and this is contributing to their well-formed appreciation of their place in a multicultural society and good understanding of different religions and cultures.

Pupils feel safe and secure and report that the very rare incidences of bullying are effectively resolved. They are confident that they can approach a member of staff if they have a worry, knowing their concerns will be quickly dealt with. Pupils are very careful to eat healthy foods at home, as well as at school, and take part in activities such as dance, gymnastics and sport to keep fit. They are clear about the pitfalls of a poor diet and choose a healthy lunch. Pupils enjoy coming to school, and are particularly enthusiastic about the good range of extra-curricular opportunities on offer. They talk proudly about the role of the school council and the responsibilities they take on, which are developing their good sense of community. Secure literacy and numeracy skills and pupils' skilful use of computers ensure sound preparation for their future economic well-being.

Quality of provision

Teaching and learning

Grade: 2

Teachers have good subject knowledge, provide clear explanations and make lessons interesting. As a result, pupils are eager to learn and work hard. Teachers utilise resources well to promote learning. For example, walls displays, voice recorders and ICT are widely used to engage pupils and accelerate their progress. Occasionally, teachers' planning does not take enough account of test results and targets to ensure more able pupils get work at the correct level so that they are fully stretched. Teaching assistants are well informed and ensure that pupils who are at the early stages of learning English can participate fully in lessons. They are also well deployed to provide support for those with learning difficulties and disabilities.

Curriculum and other activities

Grade: 2

The curriculum supports pupils' personal development well. The good Nursery and Reception curriculum provides an appropriate balance of adult-led and child-led activities. Circle time is used well to develop children's personal development. In Years 1 to 6, study and celebration of festivals and traditions of the faiths in the school community ensure that pupils are well prepared for life in a culturally diverse society. Provision for sport is good. Popular sports clubs and physical education lessons support pupils' very good efforts to keep fit. Regular visits to places of interest, such as museums, broaden pupils' horizons and raise their aspirations. Pupils' English skills have been improved through extending the range of opportunities for them to write for a variety of purposes in subjects across the curriculum. However, not enough opportunity is provided for pupils to use and apply their mathematical and scientific knowledge.

Care, guidance and support

Grade: 2

Sensitive support and care are provided for pupils with learning difficulties and disabilities. This enables these pupils to participate fully in lessons and make good progress. The pupils at the early stages of learning English integrate well into lessons because of the good support provided by teachers who can speak their home languages. This support extends to parents so that they can help their children practise spoken English. The school is making effective use of its community support worker, external agencies and specialists to promote the welfare of individual children when the need arises. Child protection procedures and health and safety arrangements are robust. The school is using effective measures, such as rewards and not allowing long holidays to be taken in term time, to improve average attendance.

Pupils are set challenging targets. However, teachers' planning does not always take enough account of the targets set for more capable pupils. The procedures to check

pupils' progress are generally good. Pupils who do not make sufficient progress are given extra help through booster classes and this helps them to make up lost ground.

Leadership and management

Grade: 2

The headteacher provides clear leadership which ensures that pupils make good gains in their academic and personal development. She is well supported by senior managers and other staff who have high expectations for pupils and strive to do their very best for them. The school's accurate view of its strengths and areas for development stems from the systematic checking of its performance by senior managers and subject leaders. Weaknesses have been tackled well. The measures to improve teaching and ensure that lessons are consistently good have been very effective in raising standards and promoting good progress. The school recognised that standards in English were too low and hampering pupils' progress in other subjects. As a result of well-judged action taken to enhance pupils' listening, reading and writing skills, standards in all subjects have significantly improved over the past year. The school has made changes to the mathematics and science curriculum to improve pupils' problem solving skills and is providing additional support for more able pupils. However, it is too early to judge the success of these plans.

The governing body provides the headteacher with good support. Through its developing understanding of data, governors are beginning to ask searching questions about the standards and progress of pupils. The record of improvements since the last inspection and clear strategic planning that is identifying the right priorities show that the school has a good capacity to get better.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	3
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	1
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

The quality of provision

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

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

Thank you for welcoming us to your school and being so friendly. You clearly enjoy being in a school where you get on with each other very well. We enjoyed our conversations with you about your work and the other things that you do at school. The school provides you with a good education.

Here are some of the 'highlights'

- The teaching you receive is good and you work hard in your lessons.
- Your behaviour is good.
- You have a very interesting range of clubs which most of you attend.
- You have a very strong commitment to being healthy.
- All the staff care for you very well.
- You make good progress as you move up the school.
- Your school is well managed.

What we have asked your school to do now

- Improve your mathematics and science by making sure you have more practice at problem solving.
- Make sure all your lessons provide work that is at the right level.

Best wishes for your future and the future of the school.