

Redgate Primary School

Inspection report

Unique Reference Number	104885
Local Authority	Sefton
Inspection number	308696
Inspection dates	20–21 May 2008
Reporting inspector	Allan Torr HMI

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

Type of school	Primary
School category	Community
Age range of pupils	5–11
Gender of pupils	Mixed
Number on roll	
School	140
Appropriate authority	The governing body
Chair	Mr Paul Flodman
Headteacher	Mrs W Grime
Date of previous school inspection	7 June 2005
School address	Redgate Formby Liverpool Merseyside L37 4EW
Telephone number	01704 385960
Fax number	01704 878221

Age group	5–11
Inspection dates	20–21 May 2008
Inspection number	308696

© Crown copyright 2008

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 one of Her Majesty's Inspectors.

Description of the school

Redgate is a smaller than average primary school set in spacious grounds close to Formby town centre. Although the majority of pupils are White British, there is an increasing proportion from a Traveller and Irish background. A relatively small proportion of pupils are eligible to take a free school meal. The proportions of pupils with a learning difficulty and/or disability or with a statement of educational need are below the national average. There is a greater than average proportion of pupils who join or leave the school other than in Reception. The majority of these pupils arrive in Key Stage 2. The school has gained the Activemark award for standards in physical education in 2007, the ECO silver status and the ICT mark in 2006 for standards and provision in information communication technology (ICT). The school also has the Healthy Schools Award. The Foundation Stage shares an outdoor area with a private nursery.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Redgate is a good and improving school. The headteacher aided by two able assistant headteachers and a hardworking and dedicated staff, have made good improvements to the school since the last inspection, notably to standards in science. It is a warm, friendly and welcoming school in which everyone is included and valued. Parents are overwhelmingly supportive, a typical comment being, 'Parents are always made to feel welcome and nothing is too much. If you have anything you need to discuss, it is never a problem and the teachers always take time to talk to you.' The school's leadership is effective in promoting teamwork which focuses on inclusion and is highly successful in ensuring the school makes a difference to the life chances of its pupils. The school reaches out successfully to the local community to involve all family members in learning and the life of the school.

From average starting points, children get off to a flying start in the Foundation Stage and Key Stage 1. They make good progress because teachers have high expectations of younger children and learning is active. By the end of Year 2, standards in reading, writing and mathematics are above average. Pupils' progress is maintained in Key Stage 2 and overall, in relation to their starting points, pupils achieve well. By the time they leave Year 6, pupils attain above average standards in subjects such as science and English. Progress is slower in mathematics and standards have been around the national average for the last two years. Recent initiatives to improve pupils' calculation skills are having a positive effect and standards are rising. In Key Stage 2, not as many pupils reach the higher levels as they could, particularly in writing and mathematics; this is because there is sometimes a lack of challenge in lessons. Standards in some foundation subjects, such as history, geography and art, lag behind the above average standards in science and reading. This is because the curriculum and learning activities do not always fully meet pupils' needs. There is an over-use of worksheets which sometimes hinders pupils' progress and hampers their development of subject specific skills.

Pupils' enjoy school and this is reflected in good attendance and positive attitudes to learning. Their behaviour is impeccable and pupils feel safe and free from harassment. On rare occasions when there are taunts or poor behaviour, adults deal with them effectively. Pupils lead an active and healthy lifestyle making good use of, for example, the well appointed grounds and playground equipment. They have a good understanding of how to stay safe including safety near roads and accessing the Internet. Pupils make a good contribution to the school and local community, enthusiastically taking on roles such as reading buddies, play leaders, monitors and Eco and school councillors. They are well prepared for their future lives as seen during the inspection when pupils interviewed adults to seek their views about the pedestrianisation of the town centre.

The school gives good care, guidance and support to pupils and families. The school has effective procedures to safeguard pupils' safety. Improved assessment and tracking systems have helped staff to make better use of targets to ensure pupils make the progress they should.

The school is well managed. Support from the local authority has been used well by senior leaders and this has enabled the school to move forward well since the previous inspection. Effective monitoring and self-evaluation now enable senior leaders to prioritise what needs to be developed. Some leaders, however, do not have dedicated management time and this hampers their ability to monitor and improve provision in their subject areas. Overall, capacity to make further improvements is good and the school provides good value for money.

Effectiveness of the Foundation Stage

Grade: 2

Children start school with skills and knowledge typical for their age. Teaching overall is good and enables children to achieve well. By the time they leave Reception, children attain above average standards, particularly in knowledge and understanding of the world and in reading. Standards are less high in calculating and in writing. There is a good balance of activities between those led by an adult and those initiated by the children. In one small group, for example, a child took on the role of traffic manager stopping passing bikes and other wheeled toys that were making their way around the outdoor area. Teaching assistants and other adults make good interventions to help children's learning and extend their thinking. For example, a teaching assistant led an activity where children compared each others' heights and recorded them on a digital camera. Another adult used the interactive whiteboard with children to compare the heights of different animals that appeared on the screen. Through these interesting activities children gained a very clear understanding of 'taller and shorter'. The curriculum is good. Children have access to an exciting and spacious outdoor area that is shared with a private nursery. This contributes to the smooth induction into Reception at the beginning of the year for those joining from the private nursery. Children are well cared for and detailed records of their progress are kept. When a weakness is spotted, planning is adjusted to fill the gap and activities are designed so that children develop the next piece of skill or knowledge in their learning. Although management is good, the Foundation Stage leader currently has insufficient dedicated time to monitor and improve teaching and learning.

What the school should do to improve further

- Improve the curriculum so that it better meets pupils' needs, particularly in the foundation subjects.
- Increase the proportion of pupils attaining the higher levels, particularly in writing and mathematics.
- Enable middle leaders to monitor and improve provision, particularly in foundation subjects.

Achievement and standards

Grade: 2

In relation to their average starting points, pupils achieve well. They make good progress in Key Stage 1 and standards have been consistently above average. All pupils, by the end of Year 2 attained the expected Level 2 in reading, writing and mathematics in the 2007 national assessments. Although fewer than average pupils attained the higher Level 3 in writing in 2007, overall standards in writing have been above average for the last five years. Standards in mathematics have fluctuated but the school achieved its best results so far in 2007.

Progress is satisfactory in Key Stage 2. Pupils benefit from the very strong start they make to school life and by the time they leave Year 6, standards in reading, writing and science are still above average. Every pupil attained the expected Level 4 in science in 2007 and almost every pupil attained Level 4 in English. Standards in mathematics, in 2007, were in line with the national average. Recent improvements to the way the school teaches calculations are having a positive effect and as a result standards are rising. Standards in some foundation subjects, such as history and art, are not as high as they are in the core subjects.

Pupils from a Traveller background make good progress, particularly considering their relatively low levels of attendance. This is due to effective support from outside agencies and good care

and support from every teacher. Pupils with a learning difficulty and/or disability achieve well against their targets.

Personal development and well-being

Grade: 2

Pupils' social, moral, spiritual and cultural development is good. They work well together, collaborate and share their views and opinions with confidence. They take opportunities to think, reflect and express their views in different ways. Pupils' behaviour is outstanding; this was particularly evident when Year 6 went to ask residents questions in the town centre. Pupils have a good understanding of world and ethical issues and a clear appreciation of Traveller culture and of the Chinese community. Pupils' preparation for their future lives is good. They develop secure basic skills in literacy, numeracy and ICT and good cooperation, collaboration and presentation skills. Despite the attendance figures being deflated by extended absence by children from a Traveller heritage, attendance is good. Pupils make a good contribution to the community by, for example, raising funds for good causes and charities such as Barnados and Comic Relief.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good overall. Lessons are generally well planned and teachers make good use of resources such as interactive whiteboards, computers, digital cameras and scientific equipment to extend pupils' learning. Pupils are generally active learners and teachers' explanations at the start of lessons are short and lively. Tasks and activities, particularly in English and science are well designed to enable pupils to make progress and are based on pupils' prior learning. In some mathematics lessons, learning is stifled because activities are not challenging enough for more able pupils. A good feature is the teaching of calculations. Regular and frequent bursts of calculation activities at pupils' own level are impacting strongly on standards. Overall, lessons and activities are increasingly based on the needs of the pupils and this is helping standards to rise. Progress in some lessons, particularly in foundation subjects, is hampered by the over-use of worksheets which do not always enable pupils to develop their thinking and understanding or extend their skills. Teaching assistants make a satisfactory contribution to pupils' learning. Marking has improved since the last inspection and most teachers give useful advice to pupils about what they need to do to improve their work. Peer and self-assessment is used well in writing to extend pupils' skills.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory overall. It is enhanced by a good range of enrichment activities. The content and coverage of the core subjects is good. The particular emphasis on developing skills in scientific investigation is having a positive effect on standards and on the quality of teaching and learning. In some classes work in subjects such as, history and religious education are linked closely to English, so that literacy skills are frequently enhanced. In other classes, insufficient coverage of some foundation subjects restricts the opportunities for the linking of subjects and the enhancement of basic skills. A good range of visits and visitors enrich the curriculum. For example, residential visits in Key Stage 2 give pupils experience to work in teams

in outdoor and adventurous situations. Theme days such as a Gypsy and Traveller Day have a positive impact on pupils' cultural and social development. Weekly Spanish lessons have been successful in developing pupils' language skills to a high standard.

Care, guidance and support

Grade: 2

Pupils and parents appreciate the good care, guidance and support. Safeguarding pupils is a high priority and senior leaders work well with outside agencies to ensure that government regulations are met. Effective health and safety systems are in place and relevant policies are reviewed and amended regularly. Pastoral care is a strength. Pupils who start school during the school year or Travellers who have intermittent attendance are reintegrated with care and skill. The school works closely with parents and the local authority to raise levels of attendance. Links with Formby High School to ensure a smooth transition from Year 6 into Year 7 are particularly good. Academic guidance has improved since the previous inspection. Sharper monitoring of progress means that pupils who need extra help or who are falling behind are identified early. This leads to focused teaching and as a consequence pupils with a learning difficulty and/or disability make good progress. Pupils have challenging targets to achieve and are involved in assessing their own progress towards meeting them.

Leadership and management

Grade: 2

The headteacher and senior teachers provide good leadership. Their vision shows a determination to do the best for all the pupils and to ensure they make good progress in all aspects of their learning. The partners have worked effectively with teachers to improve provision and as a result, there has been good improvement since the previous inspection. Subject leaders have clear roles and responsibilities but due to a lack of dedicated management time they are not fully involved in monitoring standards and achievement or improving provision in their subject areas. In English and mathematics, targets are used well to improve pupils' achievement. Senior staff have good awareness of the strengths and areas for improvement of the school. There are improved systems for self-evaluating the effectiveness of what the school does. This involves governors and takes account of the views of pupils and parents. Governors are committed and show an ability to challenge and support the work of the school. Difficult decisions about staffing and classes have been taken and governors have a close eye on how resources are deployed.

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

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
---	----------------

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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	2
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 extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	2
The behaviour of learners	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	2

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?	3
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.

Annex A

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	3
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	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	2
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

Inspection of Redgate Primary School, Liverpool, L37 4EW

Thank you for welcoming me to your school recently. I very much enjoyed meeting you and talking to so many of you. It was particularly good to watch you perform the Spanish songs in the assembly and to watch the very good Chinese dance that members of the dance club are working on.

Redgate is a good school. I was impressed with how well you get on with your work as you move up through the school and by the standards that you reach, particularly in science and English. By the end of Year 6, your work shows how hard you have tried and how much your teachers have helped you. However, you could do even better, especially in subjects such as history and art, so I have asked the teachers to help you to reach higher standards in these subjects. Some classes do not spend enough time covering the foundation subjects and the curriculum does not always match your learning needs so I have asked the school to look at improving the curriculum. Your teachers are hard-working, dedicated and committed and are successful in caring for you and supporting you through the school. I was particularly impressed at the way you made new and returning children to the school feel so welcomed. Some teachers who lead a subject do not have enough time to monitor and improve teaching in their subject so I have asked the school to find ways of making that happen.

I judged your behaviour to be excellent and I was impressed by your politeness. I was particularly pleased with the attitudes of Year 6 pupils on their visit into Formby. You have good attendance and work well together. You are lucky to have such spacious grounds and it was good to see you making good use of all of the equipment you have at break times.

I am sure you will carry on working really hard and play your part in making sure your school stays a really enjoyable place to be.