

Redfield Edge Primary School

Inspection report

Unique Reference Number	109011
Local Authority	South Gloucestershire
Inspection number	309853
Inspection dates	11–12 November 2008
Reporting inspector	John Carnaghan

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	206
Government funded early education provision for children aged 3 to the end of the EYFS	30
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Belinda Reed
Headteacher	Andrew Foss
Date of previous school inspection	27 September 2004
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	High Street Oldland Common Bristol BS30 9TL
Telephone number	01454 867165
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Age group	4–11
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

Redfield Edge Primary School has very few pupils from minority ethnic groups and all speak English as their first language. There is a smaller proportion of pupils than average with learning difficulties and/or disabilities; the largest group of these has moderate learning difficulties. The school has a small Early Years Foundation Stage (EYFS) comprising pupils in the Reception year. The current headteacher took up his post fully in April 2008. The school holds the Healthy Schools Award and Activemark.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Redfield Edge School is a good school. It is an improving school and makes a real difference for its pupils because good teaching develops a love of learning and promotes good achievement. It is a happy environment and pupils' behaviour is outstanding. Excellent relationships between pupils and with teachers ensure classrooms are harmonious places for learning.

Parents are almost universally complimentary about the school and have very few concerns. They like the improving atmosphere; one typical comment was, 'We have noticed our children are now rewarded and recognised for their efforts; this has definitely helped them feel good about their achievements.'

Children start the EYFS with similar skills and understanding to those expected for their age. They settle well into school and quickly adopt good learning habits that stand them in good stead throughout their school careers. By the end of Year 6, standards are above average. Pupils' achievement is good with few variations between subjects or groups of pupils. This is because the school is very inclusive. It works hard to ensure that pupils are correctly supported as they learn.

Teaching and learning are good. Thorough monitoring has improved teachers' skills and most lessons are both enjoyable and display a clear focus on learning. Much teaching is lively and brisk and this helps maintain pupils' concentration. Teaching assistants offer skilled support where it is most required. However, some teaching in the EYFS does not challenge more able children enough or fully promote learning out of doors.

The curriculum is satisfactory. It meets requirements and English, mathematics and science are well planned. However, work planned in some other subjects lacks the same interest and is not coherently linked to pupils' wider learning. Pupils are well cared for. They know there are always sympathetic adults to turn to should they need help or advice. All arrangements to ensure pupils' safety are robust.

The headteacher has acted as a 'new broom'. He has successfully challenged the school to raise its game and this is having an impact by improving pupils' achievement. He is ably supported by the well informed governing body. Given its recent track record, the school has a good capacity for improvement in the future.

Effectiveness of the Early Years Foundation Stage

Grade: 3

Children settle quickly into school because of strong links established through visits to homes and pre-school groups. They make at least satisfactory progress in all areas of learning and achieve well in being creative and in developing their problem solving, reasoning and number skills. However, fewer children than expected reach the highest standards because some teaching lacks challenge.

Children's personal development and well-being are good. They are often engrossed in chosen activities and play very well with others, for example when pretending to be at a birthday party. They have good relationships with all adults and behave very well. Teaching is satisfactory and activities are often planned to make learning fun and exciting. Staff observe and record children's progress carefully. The school recognises the need to develop and use the outdoor area more

to promote learning. In this safe, secure environment, staff show strong commitment to children's welfare.

Leadership of the EYFS is satisfactory. Parents' ideas and children's views are equally valued. Good support from the headteacher and local authority have assisted staff to develop their understanding of what is needed to raise achievement. There are now improvements in assessment and planning, but it is too early to measure their impact on children's progress.

What the school should do to improve further

- Develop the EYFS to promote learning out of doors and help more able children reach high standards.
- Improve the curriculum in subjects other than English, mathematics and science to provide more interesting learning experiences and link learning better across the curriculum.

Achievement and standards

Grade: 2

Children enter the EYFS with skills which are similar to those expected for their age. Helped by the nurturing environment, they settle well into school life and are well prepared for the future. Their achievement is satisfactory. Pupils make good progress in Key Stage 1, reaching standards that are generally a little above average.

Standards at the end of Key Stage 2 have risen steadily in recent years, promoted by rigorous monitoring of teaching and the promotion of good practice. By the time pupils leave Year 6, their standards are above average, with only minor variations between subjects or groups of pupils. This consistency is assured by the helpful interventions made to assist those who may be struggling and strong support from teaching assistants for pupils with learning difficulties and/or disabilities. Pupils' achievement at school, including those with moderate learning difficulties, is good.

Personal development and well-being

Grade: 2

Pupils enjoy coming to school and attendance is above average. Relationships are constructive and pupils work and play together very well. Their contribution to the community both in and out of school is good. School council provides an effective pupil voice and pupils enjoy their responsibilities as playground buddies and sport leaders. However, not all pupils have enough opportunities to reflect on their individual learning or to take up responsibilities.

Pupils' spiritual, moral, social and cultural development is good with social and moral areas being particularly strong. Behaviour in lessons and around the school is outstanding and pupils say that rare incidents of falling out are effectively dealt with.

Pupils understand how to stay safe and feel that they can turn to adults if they have concerns. They know what they need to do to keep healthy and enjoy taking exercise through 'wake 'n' shake', sports lessons and clubs. They understand the importance of a healthy diet. Pupils' preparation for life after school is good. They feel a part of the community, both in school and in the wider world. They make good progress in developing important skills such as teamwork and develop a good understanding of the world of work and higher education, aided by visits and visitors.

Quality of provision

Teaching and learning

Grade: 2

The rigorous promotion of good classroom practice has led to interesting learning experiences for pupils and improving standards in the core subjects of English, mathematics and science. Pupils enjoy their lessons greatly. Their excellent behaviour and attitudes contribute significantly to their good learning.

Lessons are generally thoroughly planned and, in the core subjects, include varied activities that maintain pupils' interest. Tasks are carefully set to support and challenge, which helps to keep them at full stretch. Teachers have high expectations, work briskly and most lessons have good pace. Many lessons are creative and great fun. For example, Year 5 pupils were both entertained and informed with the teacher and teaching assistant in role as police officers 'conducting an investigation'. This provided an exacting scenario so that pupils were able to develop skills in writing in reported and direct speech. Good assessment provides useful information to ensure pupils' learning needs are known. Teaching assistants are confident and skilled and provide powerful support for those who might fall behind.

Occasionally, lessons in less frequently taught subjects such as geography are less rigorously planned, lacking the varied, challenging activities commonly observed in English and mathematics. In consequence, learning in such sessions is less effective.

Curriculum and other activities

Grade: 3

The curriculum meets requirements but, as the school acknowledges, misses opportunities to make links between subjects. This means that pupils' learning is sometimes too fragmented or less interesting. Some classroom planning leads to imbalances between subjects during the week. These things slow progress in the subject areas affected. Plans are in place to review and improve what is offered, and there are already often interesting links between educational trips and subsequent work. For example, after their re-enactment of a wartime station scene on a real railway station, Year 3 pupils developed their writing, making good attempts to write the type of postcards home sent by wartime evacuees.

Pupils enjoy participating in the good range of after school clubs that include sport, music and other interests.

Care, guidance and support

Grade: 2

Staff know pupils well and are particularly aware of the needs of those who are more vulnerable, working closely with outside agencies to provide them with good support. Procedures to safeguard pupils meet requirements. The school pays good attention to pupils' health and safety. It works successfully with the educational welfare officer and parents to promote good attendance and punctuality.

Pupils with moderate learning difficulties and/or disabilities are well supported because any underachievement is quickly identified. Appropriate intervention programmes are taught by highly skilled support staff and progress is closely monitored. As a result, these pupils achieve well.

Pupils are aware of their academic progress through displays of class targets and some are involved in assessing their own work. The school knows that there are inconsistencies in the quality of marking and academic guidance given to pupils. Some lack a detailed understanding of the next steps in their learning.

Leadership and management

Grade: 2

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Annex A

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
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 capacity to make any necessary improvements	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	3
How well do children in the EYFS achieve?	3
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	3
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	3

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/or disabilities make progress	2

¹Grade 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.

Personal development and well-being

How good are 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
The extent to which 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 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

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 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 eliminated	2
How well does the school contribute to community cohesion?	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

Annex B**Text from letter to pupils explaining the findings of the inspection**

13 November 2008

Dear Pupils

Inspection of Redfield Edge Primary School, Oldland Common, BS30 9TL

Thank you very much for the warm welcome you gave to the inspectors when we recently visited your school. We really enjoyed meeting and talking with you. You told us how much you enjoy school and we agree with you that Redfield Edge is a good school. It certainly cares for you well and helps your good personal development, so that you grow up mature and ready for the next stage in your education. Your behaviour is excellent – well done!

Many of you told us how much you enjoy lessons and we can see why! Teaching is good and provides you with lots of enjoyable experiences and help so that you learn well. All these positive features combine so that you make good progress as you move through the school. The standards of pupils at the end of Year 6 are better than in most schools in the country. The topics you study, called the curriculum, are satisfactory but the school knows some of them could be better linked to other things you learn and more exciting, and is planning improvements.

The headteacher works very hard to make the school better and he gets good support from teachers and governors. They check up on your progress very carefully so that no one falls behind. Like most schools, there are some things that could be improved. I have asked the school to focus on:

- In the Reception class, children should be given more chances to learn and play outside and to reach high standards,
- The curriculum needs to be better planned.

Once again, thanks for all your help. It was great meeting you.

With all best wishes for the future.

Yours sincerely,

John Carnaghan

Lead inspector