

# Red Hill Field Primary School

## Inspection report

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|--------------------------------|-------------------|
| <b>Unique Reference Number</b> | 120083            |
| <b>Local Authority</b>         | Leicestershire    |
| <b>Inspection number</b>       | 313509            |
| <b>Inspection dates</b>        | 9–10 October 2007 |
| <b>Reporting inspector</b>     | Peter Callow      |

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

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|---|--|
| <b>Type of school</b>                     | Primary  |
| <b>School category</b>                    | Community  |
| <b>Age range of pupils</b>                | 4–11   |
| <b>Gender of pupils</b>                   | Mixed  |
| <b>Number on roll</b>                     |  |
| School                                    | 224  |
| <b>Appropriate authority</b>              | The governing body                                   |
| <b>Chair</b>                              | David Cowe   |
| <b>Headteacher</b>                        | Julie Manley   |
| <b>Date of previous school inspection</b> | 7 June 2004  |
| <b>School address</b>                     | Copt Oak Road<br>Narborough<br>Leicester<br>LE19 3EF |
| <b>Telephone number</b>                   | 01162 841500   |
| <b>Fax number</b>                         | 01162 841500   |

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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

Pupils who attend Red Hill Field come from a wide variety of backgrounds, but most are of White British heritage. The proportion with learning difficulties and/or disabilities is broadly average. The school has undergone a period of instability in leadership since the last inspection. The present headteacher was appointed in November 2005 and several subject leaders have taken on their role in the last two years.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

Red Hill Field is a satisfactory and improving school. The strong leadership of the headteacher, with good support from the senior management team and the local authority, has been instrumental in securing this improvement. Standards declined in 2006 following several years when pupils throughout the school were not making the progress of which they were capable. Following thorough and accurate self-evaluation, led by the headteacher, effective action was put in place to address this. There has been a successful focus on improving the quality of teaching and learning and raising expectations of the standards which pupils should be reaching. The good impact of this work is evident in the much improved progress of pupils across the school in 2007. Leaders are now very clear about the school's strengths and weaknesses and have demonstrated the ability to quickly move it forward. As a result, the school's capacity for further improvement is good.

Many parents acknowledge how well the headteacher and staff know their children. This makes an important contribution to pupils' personal development and well-being, which is a strength of the school. Pupils form good relationships with adults and the vast majority enjoy school. Older children particularly enjoy the responsibilities that they are given, such as acting as play leaders. They are very confident in helping younger pupils, for example, in learning new skills using the playground equipment. Good provision for physical activity in a variety of games and sport ensures that pupils have a good understanding of how to lead a healthy lifestyle.

Another strength of the school is the quality of provision in the Foundation Stage. From below average starting points overall, children make good progress, particularly in communication, language and literacy. As a result, standards are broadly average when pupils enter Year 1. Progress is slower in the rest of the school because of variations in the quality of teaching. Whilst there is good practice in some lessons, this is not shared sufficiently to ensure that teaching, particularly in English and mathematics, is of consistently good quality across the school.

Teaching is increasingly well planned to meet the needs of pupils of different abilities. However, teachers do not always move learning on at a fast enough pace in some lessons, which is limiting the progress that pupils could be making. Pupils' work is checked regularly and sometimes they get helpful comments about how they can improve their work. This is not always the case, and so there is inconsistency in the quality of feedback to pupils about how they can reach their targets.

Rigorous evaluation of the school's strengths and weaknesses resulted in senior staff identifying that the curriculum needed some adaptation to better meet the needs of pupils. Revised arrangements have only recently been put in place and so it is too early to judge the impact on raising standards. However, a wide range of visits, visitors and clubs already enrich the curriculum and help pupils to enjoy their learning. Senior managers, who are all leaders of key areas of the curriculum, are making an increasingly important contribution to self-evaluation. As yet, their expertise has not been used sufficiently to influence the quality of teaching in the subjects for which they are responsible.

## Effectiveness of the Foundation Stage

### Grade: 2

All aspects of the provision are good and some elements are outstanding. Staff have an excellent understanding of how young children learn. As a result, the children benefit from a well-planned range of practical activities that take account of their particular interests. Good links with pre-school settings help children make a very smooth start to school and quickly develop their personal and social skills. The staff make extremely effective use of detailed assessment information to adapt activities to suit individual children's needs so that they make good progress in all areas of their learning. The classroom environment is exciting and stimulating and themed areas engage all children in a range of activities, such as writing, which they might not readily choose. Children currently need the supervision of an adult to get to, and work in, the outdoor area for learning. This restricts opportunities for them to choose and plan their work across the full range of activities. However, plans are in hand to adapt the building and grounds so that children can move freely and safely inside and out in order to learn.

### What the school should do to improve further

- Raise standards and achievement in English and mathematics, particularly by sharing the most effective practice in teaching.
- Use the skills of subject leaders to support teachers in ensuring that learning takes place at a quick enough pace in lessons.
- Provide consistently good quality feedback to pupils, including through marking, so that they understand what they need to do to improve their work and reach their targets.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## Achievement and standards

### Grade: 3

Children get off to a good start in the Reception Year and make particularly good progress in communication, language and literacy. The high quality provision meets the needs of these young learners very successfully so that they are extremely well prepared for later learning. However, this good foundation has not always been built on effectively. Until recently, pupils in Years 1 to 6 were not making the progress that they should. This led to a dip in standards in 2006, particularly in English at the end of Year 6. Since then successful strategies have been put in place to address underachievement. As a result, the rate of progress increased and standards rose in 2007. Results of assessments and tests at the end of Year 2 and Year 6 show good improvement on those of the preceding year. Standards are now broadly average and progress is satisfactory across the school. A few inconsistencies in the quality of teaching and learning still remain, however, and this limits the further improvement of pupils' achievement, particularly in English and mathematics.

## Personal development and well-being

### Grade: 2

The spiritual, moral, social and cultural development of pupils is good and pupils show respect for other people and the world around them. Pupils make a good contribution to the wider community, for example, through a regular programme of fund-raising for different charities.

Pupils are friendly and welcoming to visitors, confidently talking with pride about the improvements to their school in recent years. The behaviour of most pupils is good, but a very small minority can be disruptive in class or aggressive outside. This is an understandable concern for a few parents that the school works hard to address. Pupils are developing a good understanding of how to keep safe, as was demonstrated when pupils were using sharp tools at the gardening club. Pupils are developing good skills in taking responsibility and working collaboratively. However, their level of basic skills in literacy and numeracy mean that preparation for the next stage in their education is not as good as other aspects of their personal development.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Teachers use a good range of practical tasks that engage pupils actively in lessons. In addition, they make effective use of interactive whiteboards to support teaching and learning. As a result, most pupils respond well and enjoy their work. Tasks are generally well matched to meet the needs of pupils of different abilities. Teachers use questions particularly effectively to extend pupils' understanding and to stimulate their thinking. Some lessons in English and mathematics lack pace and pupils are given too long to complete their tasks. In addition, teachers do not always make enough use of assessments made during some lessons to move learning quickly on to the next step. Consequently, pupils do not always make the progress of which they are capable. The quality of marking is too variable. In the best instances, it offers pupils helpful feedback and advice on how to improve, but too often pupils are offered little guidance on the next steps in their learning.

### **Curriculum and other activities**

#### **Grade: 3**

A recent curriculum audit identified that learning was disjointed and did not allow pupils to use their literacy and numeracy skills in other subjects. As a result, teachers have now begun to plan activities that link subjects together and stimulate pupils' interest. However, these changes have not had time to make an impact on improving achievement across the school. The curriculum is well adapted to enable pupils with learning difficulties and/or disabilities to receive the additional attention they need so that their progress is in line with that of other pupils. The personal, social and health education programme makes a good contribution to pupils' understanding of how to stay safe and healthy. School visits help to enrich the curriculum and the pupils in Year 6 speak enthusiastically about their recent residential trip to Norfolk.

### **Care, guidance and support**

#### **Grade: 3**

The pastoral support given to pupils is good and helps them to enjoy school. As one pupil commented, 'The teachers are always there for us'. Teaching assistants give particularly good help to pupils with learning or behavioural difficulties in order to meet their needs. Child protection and health and safety procedures are rigorous and help to ensure pupils' well-being. There are good systems in place for setting targets in English and mathematics and these targets are prominently displayed in teaching areas. Some teachers make frequent reference to pupils' targets throughout lessons that remind pupils what they should be aiming for and how their

work will be assessed. However, this is not consistent across the school. Not all pupils are sufficiently aware of what their targets are and this limits their ability to understand what they need to do to improve their work.

## **Leadership and management**

### **Grade: 3**

The effective leadership of the headteacher is recognised by many parents as being the most significant factor in halting the school's declining standards and re-establishing good morale in the school community. Assessment information is now being used well to inform the school's improvement plan and to raise standards. As one parent said, 'The school has grown and flourished under her leadership'. Communication is vastly improved and this contributes to a good partnership with parents. Good links exist with outside agencies to support pupils with learning and behavioural difficulties. Senior managers are becoming more confident in their leadership roles and are contributing to the good monitoring and evaluation of the school's performance. As yet, their subject expertise and developing skills as lead teachers have not been used sufficiently to promote good quality teaching and learning across the school. The governing body is relatively inexperienced and therefore its role in monitoring and evaluating the school's performance is limited. However, it is taking positive action to address its training needs and is committed to furthering the school's improvement.

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**Annex A****Inspection judgements**

|  |                       |
|--|-----------------------|
| <b>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</b> | <b>School Overall</b> |
|--|-----------------------|

**Overall effectiveness**

|  |          |
|--|----------|
| <b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b> | <b>3</b> |
| 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**

|  |          |
|--|----------|
| <b>How well do learners achieve?</b>   | <b>3</b> |
| The standards <sup>1</sup> reached by learners   | 3        |
| How well learners make progress, taking account of any significant variations between groups of learners | 3        |
| How well learners with learning difficulties and disabilities make progress                              | 3        |

**Personal development and well-being**

|   |          |
|---|----------|
| <b>How good is the overall personal development and well-being of the learners?</b>                           | <b>2</b> |
| 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   | 2        |
| 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**

|   |          |
|---|----------|
| <b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>          | <b>3</b> |
| <b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b> | <b>3</b> |
| <b>How well are learners cared for, guided and supported?</b>   | <b>3</b> |

<sup>1</sup> 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**

|  |     |
|--|-----|
| <b>How effective are leadership and management in raising achievement and supporting all learners?</b>                                       | 3   |
| 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  | 3   |
| 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                     | 3   |
| How effectively and efficiently resources, including staff, are deployed to achieve value for money  | 3   |
| 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  |

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

11 October 2007

Dear Children

Inspection of Red Hill Field Primary School, Narborough, LE19 3EF

Thank you for being so friendly and welcoming when we visited Red Hill Field recently. We are pleased that the sun shone on the second day so that we could see how much you are enjoying using all your new play equipment and building a sensory garden.

Your school has had a lot of change in recent years. It is satisfactory, but the important thing, as you told us, is that it is improving all the time. This is because your headteacher, with the good support of other adults working in the school, is determined for it to become better.

- These are some of the best things that are happening.
- Many of you are making greater progress than you were in the past because the work that you are given is at the right level for you.
- The adults know you well and look after you.
- You are good at taking responsibility and helping those people who are less fortunate than you are.
- The youngest children get off to a really good start in their learning in the Reception Year.
- You have got a good understanding about how to live healthily. The school encourages this by providing you with lots of physical and sporting activities.
- You enjoy all the visits, visitors and clubs that are provided to make learning more interesting.
- Your school is good at knowing what is going well and what needs to be improved. Together we have decided that these are now the most important things to do.
- From Year 1 to Year 6, all of you need to make more progress in English and mathematics. You can help by always working to the best of your ability.
- All teachers need to make sure that you learn as quickly as you can in lessons. You can help by concentrating hard all the time.
- All teachers need to make sure that, as well as letting you know how well you have done in your work, they also tell you how to make it even better. You can help by trying to remember what your targets are and what your teachers have said or written that will help you to reach them.

With best wishes

Peter Callow Lead inspector

**Annex B**

11 October 2007

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These are some of the best things that are happening.

- Many of you are making greater progress than you were in the past because the work that you are given is at the right level for you.
- The adults know you well and look after you.
- You are good at taking responsibility and helping those people who are less fortunate than you are.
- The youngest children get off to a really good start in their learning in the Reception Year.
- You have got a good understanding about how to live healthily. The school encourages this by providing you with lots of physical and sporting activities.
- You enjoy all the visits, visitors and clubs that are provided to make learning more interesting.

Your school is good at knowing what is going well and what needs to be improved. Together we have decided that these are now the most important things to do.

- From Year 1 to Year 6, all of you need to make more progress in English and mathematics. You can help by always working to the best of your ability.
- All teachers need to make sure that you learn as quickly as you can in lessons. You can help by concentrating hard all the time.
- All teachers need to make sure that, as well as letting you know how well you have done in your work, they also tell you how to make it even better. You can help by trying to remember what your targets are and what your teachers have said or written that will help you to reach them.

With best wishes

Peter Callow  
Lead inspector