

# Redhill Primary School

## Inspection report

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<b>Unique Reference Number</b>	124073
<b>Local Authority</b>	Staffordshire
<b>Inspection number</b>	316515
<b>Inspection dates</b>	21–22 November 2007
<b>Reporting inspector</b>	Ceri Morgan HMI

This inspection was carried out under section 8 of the Education Act 2005 which gives Her Majesty's Chief Inspector of Schools the authority to cause any school to be inspected. The inspection was also deemed a section 5 inspection under the same Act.

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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>	245
<b>School</b>	
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Alex Forbes
<b>Headteacher</b>	Libby Banks
<b>Date of previous school inspection</b>	1 January 2006
<b>School address</b>	Wrights Avenue West Chadsmoor Cannock WS11 5JR
<b>Telephone number</b>	01543 502181
<b>Fax number</b>	01543 462956

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<b>Age group</b>	4-11
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## Introduction

The inspection was carried out by one of Her Majesty's Inspectors and two Additional Inspectors.

## Description of the school

Redhill is an average size primary school. The proportion of pupils who are entitled to free school meals is well above average and is currently around half of all pupils in school. Children enter school with attainment below national expectations, particularly in language skills. There are currently very few pupils in the early stages of learning English and the majority are of White British heritage. The proportion of pupils who have learning difficulties and/or disabilities is well above average. The school has been in one of Ofsted's categories of concern for almost four years and has required special measures since January 2006. There have been considerable changes to staffing since then, including the appointment of a new headteacher and deputy headteacher.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

In accordance with section 13 (4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures. Redhill Primary School now provides a satisfactory standard of education and is demonstrating it has the capacity to improve further. Leadership and management are settled and forward thinking and a greater proportion of teaching is now good. The monitoring of performance is increasingly accurate and systematic and target-setting is more effective. As a result, the progress being made by pupils has improved considerably since 2005 and is now satisfactory. Pupils made particularly good progress in English to achieve the results they did in the 2007 national tests. However, school leaders accept that inconsistencies remain in practice in some subjects and year groups, which lead to pupils making less secure progress. The school was disappointed by the results for the older pupils in mathematics. Their surprise betrayed the lack of rigour in tracking pupils' progress that has now been remedied.

Adults routinely show a good deal of warmth and care which pupils respond to well. This has helped increase pupils' enjoyment of their learning. Pupils are well cared for and relationships throughout school are good. Behaviour is satisfactory overall, although it is better in good lessons than outside or in corridors.

Teaching is satisfactory and there are increasing examples of good practice. Teachers work hard to make lesson objectives clear. Lessons are well planned and structured and timings are judged well. New technology is not always used effectively to stimulate pupils' interests and interactive whiteboards are often on but not used in an interactive way. Not all teaching is matched carefully to the needs of the pupils. Where this is the case, pupils are allowed to work too slowly rather than being challenged to do as well as they can. This has contributed to the low numbers of pupils attaining the higher levels in national tests.

The curriculum is now satisfactory, although there are some aspects which are in the early stages of development such as the inclusion of modern foreign languages and a rich use of information and communication technology (ICT) to support learning. The headteacher continues to drive school improvement and has gained the confidence of the staff and wider school community. Through accurate analysis and decisive actions, the school has tackled its priorities effectively but some aspects of school development planning lack rigour. Although the school increasingly uses lesson observations and work scrutiny to evaluate progress, it is less secure in evaluating the curriculum and is over generous in some aspects. The pupils' use of ICT, for example, is less evident than the school believes.

## Effectiveness of the Foundation Stage

### Grade: 2

Children in the Foundation Stage get off to a good start in the school's Nursery and Reception classes. This is because they benefit from good teaching which provides a stimulating range of experiences. There is a good balance of adult directed activities that, for example, promote the basics of language and literacy well, or allow children to explore and investigate independently. Since the last inspection, the school has taken appropriate action to develop further the outdoor environment for Reception children in order to strengthen and extend their learning opportunities.

## What the school should do to improve further

- Improve the curriculum for more able pupils by increasing the pace of lessons, raising expectations and by ensuring a closer match of tasks to pupils' individual potential needs.
- Improve achievement in mathematics by increasing the subject knowledge and confidence of teachers to ensure consistently good teaching of the subject.
- Use the outcomes of the improved monitoring to better inform strategic decisions and school planning.

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

Achievement and standards are satisfactory. In 2007 the progress made by all pupils had improved to satisfactory in mathematics and science and was approaching good in English. Standards at age 11 are broadly average in English and science. Standards are not as high in mathematics where the school was disappointed by the results in the 2007 national tests. The standard of reading throughout school is now a strength. Pupils use a wide vocabulary, for example when one pupil in Year 6 described her personification of the moon as 'a pretty young girl tickling the stars' as part of a poetry lesson. The lack of such a rich vocabulary had been identified as a concern in previous inspections and this is evidence of improved standards in literacy.

Standards on entry to school vary each year but are generally well below what may be expected. Standards reached by age 7 are now satisfactory, and improving, showing good progress. In reading, standards are now slightly above national levels throughout the school. Fewer pupils do as well in writing, however, and the school is aware of the need to improve the standard of handwriting and writing for a purpose for all pupils, but boys in particular.

Too few pupils reach the higher levels in tests by age 7 or by 11. This has been identified by the school as a priority. Pupils who have additional learning difficulties and disabilities also make satisfactory progress.

## Personal development and well-being

### Grade: 3

Pupils enjoy their lessons and think that their school has improved. Pupils are interested and enthusiastic in most classes and behave sensibly around the school when supervised. In less structured situations behaviour deteriorates somewhat. Pupils volunteer for jobs and are willing to help around the school. They often collect for good causes but are unsure where the money goes or who has been helped, and there are few opportunities to contribute to community projects.

The school council discusses improvements around the school and has helped develop the new rules but does not yet have a chairman, a meeting agenda or a budget. Pupils are aware of how to avoid dangerous situations out of school. Pupils have a good knowledge of healthy lifestyles. They are very aware of which foods are good for you and many belong to sports clubs after school or join in the popular Wake & Shake sessions on Wednesday mornings.

Pupils' preparation for future economic success is satisfactory. They are able to work cooperatively and they concentrate well when given interesting tasks but their ICT skills are not up to the expected standards. Pupils in Year 5 have a good opportunity to develop enterprise skills in the annual Aim Higher project.

Pupils do not have many opportunities to develop spiritual awareness in assembly, or through music and art. Social and moral development is satisfactory as pupils are taught from an early age to listen well and to consider the effect of their behaviour on others, but they have a limited understanding of the effects of racism and of other cultures and religions. Attendance is below the national average because too many families take holidays in term time.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Teaching is good in the Foundation Stage. Here, children make good progress because of the quality of the activities, the attractiveness of the resources and the help provided by adults.

Pupils make variable progress depending on their teacher. When the work is interesting and appropriate for the different abilities in the class, pupils are attentive, work hard and take real pride in the progress they are making. When the teacher has misjudged the level or gives the same worksheet to all then pupils become bored and frustrated. The new interactive whiteboards are being well used in a few classes, but many teachers are not using these effectively.

Some teachers explain things well but miss opportunities to make the lesson come alive or increase understanding by using pictures, video, artefacts or equipment. Questioning techniques have improved but there are still too many questions posed which encourage recall rather than thinking. Some techniques, such as reporting back the opinions of a discussion partner, are improving pupils' listening and speaking skills. In almost all classrooms the relationships are good and teaching assistants are well briefed to work effectively with different groups.

Records kept of how well pupils are doing are now accurate and in one good lesson pupils were asked to talk about a mistake made in the previous lesson and to work out why it might have been made. Marking often refers to the lesson objectives so that pupils know how well they have done and teachers' comments are beginning to help pupils see how they can do better next time.

### **Curriculum and other activities**

#### **Grade: 3**

The curriculum is satisfactory for most pupils but not challenging enough for those of high ability. It is good in the Foundation Stage, where children benefit from a wide range of worthwhile learning opportunities. In Years 1 to 6, planning for the development of pupils' literacy skills has improved since the last inspection. However, the school is aware that weaknesses remain in the development of writing skills, particularly for boys, as well as mathematics. Provision in ICT has improved since the last inspection, but the impact on pupils' learning remains variable across the school. There are strengths in the provision for pupils' personal development and these are reflected in pupils' positive attitudes and enjoyment. Pupils benefit from a satisfactory range of extra-curricular activities, including clubs and educational visits, which enrich their learning experiences but there is scope to involve more frequently authors, artists and musicians.

## Care, guidance and support

### Grade: 3

The care, guidance and support of pupils are satisfactory. Staff do much to ensure that pupils feel safe and confident at school, and pupils say that they are well looked after and know who to turn to if they are worried. They say there is some bullying, but are confident the adults they report it to will make sure it is stopped. Child protection arrangements are thorough, regular health and safety checks are undertaken, and risk assessments are completed, including for off site visits. Well thought out procedures help children to settle quickly into the Nursery and to transfer smoothly at the end of Year 6.

Parents say that they value the 'warm, caring and supportive environment' provided for the youngest children in the school. Academic support and guidance have improved since the last inspection and is satisfactory. Pupil monitoring systems are much improved and teachers' marking and pupils' targets are being used more effectively to tell pupils not only what they are doing well but also how they can improve. However, these systems are relatively new and not yet fully embedded.

## Leadership and management

### Grade: 3

Leadership and management are now satisfactory. The senior management team is settled and increasingly ambitious on behalf of pupils. Meetings take place regularly and are much more closely focused on pupil achievement rather than organisational matters. Senior leaders in school are fully involved in monitoring the quality of teaching and how well pupils make progress. As a result, the identification of those pupils who are at risk of underachieving is now accurate and additional support is organised effectively through extra sessions and clubs. This improved monitoring of classroom practice has identified that there remains a legacy of inadequate teaching which leaders have yet to eradicate fully. Similarly, some evaluations are overly descriptive and, as result, the school does not always use the outcomes of the increased monitoring effectively enough in school development planning. Governance has improved and is now satisfactory. Governors are supportive of the school and there is a full governing body. Senior managers and governors have an accurate view of the school's relative strengths and weaknesses, although the use made of the data and information now available could be sharper.

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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?	3
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?	3
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	3

### Achievement and standards

How well do learners achieve?	3
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

How good is the overall personal development and well-being of the learners?	3
The extent of learners' spiritual, moral, social and cultural development	3
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	3
The behaviour of learners	3
The extent to which learners make a positive contribution to the community	3
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?	3
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?	3

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

## Text from letter to pupils explaining the findings of the inspection

26 November 2007

Dear Pupils

Inspection of Redhill Primary School, Cannock WS11 5JR

I am writing to let you know how well we thought your school is doing after our recent inspection. I would also like to thank you all for your politeness and for the time you gave to talking with us.

It is clear that you all feel the school has improved considerably and we agree. This is one reason why you all said you enjoy school and how much like the clubs and most of the lessons. As you may know, we have been visiting each term to check on the progress being made and, as a result of the improvements, we no longer feel this is needed. Much of this success is down to the way you all behave and respond to the increased challenge teachers are giving you. We especially liked the progress you are now making in your English lessons.

We still feel that there are things that could be improved, however, and I have listed these below.

- All of you enjoy exciting lessons and we felt that even higher challenges would be helpful, especially to help those of you who can work at a higher level.
- Although the progress you make in mathematics lessons has improved it could still be better and we have asked your teachers to find ways of doing this.
- The leaders and managers in school could use the information they now have about what works well and what doesn't work too well to improve school planning for the future.

We would like to congratulate you on your achievements so far and wish you well for the future.

Yours sincerely

Ceri Morgan Her Majesty's Inspector

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Her Majesty's Inspector