

Red Hill Primary School

Inspection report

Unique Reference Number	101604
Local Authority	Bromley
Inspection number	323487
Inspection dates	7–8 July 2009
Reporting inspector	Sheena MacDonald HMI

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	5–11
Gender of pupils	Mixed
Number on roll	
School (total)	596
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Mrs W Andrews
Headteacher	Mrs M Warner
Date of previous school inspection	25 April 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Red Hill Chislehurst BR7 6DA
Telephone number	020 8467 4223
Fax number	020 8295 0803

Age group	5–11
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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

The school is a large three-form entry primary school. It caters for children in the Early Years Foundation Stage in three Reception classes. A number of children join the school from neighbouring infant schools in Year 3 and, as a result, mobility is higher than average at the beginning of Key Stage 2. The school has an above-average proportion of pupils who are eligible for free school meals. Most pupils are White British, but increasing numbers come from minority ethnic groups, mainly Black African and White European. Although a lower than average proportion of pupils are at the early stages of learning English, the number is also increasing, particularly in the younger age groups. A lower than average proportion of pupils have learning difficulties and/or difficulties. An after-school club is provided by Bromley Mytime.

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 is a satisfactory school. Since the last inspection, the school has maintained key strengths in care, guidance and support and in pupils' personal development and well-being, and there have been improvements in most areas. There is a very positive ethos in the school, where pupils are treated as individuals, achievements are celebrated, and relationships are warm and friendly. Pupils are thoughtful, sensitive to the needs of others and get on very well together. The vast majority of parents are, rightly, positive and say their children enjoy coming to school and feel happy and safe. The standards reached by the time pupils leave Year 6 are around the national average, although they are lower in mathematics, where a lower than average proportion achieve at the higher levels. This represents satisfactory progress overall. There is a rising profile of attainment by the end of the Early Years Foundation Stage and in Key Stage 1, and the rate of progress in these parts of the school is now good. This is also true for pupils with learning difficulties and/or disabilities. The school is well aware that the standards reached by pupils at the end of Year 6 are not high enough, and that progress throughout Key Stage 2 has been too slow and inconsistent in the past. The improvements that have been achieved, particularly in the quality of teaching, are having a positive impact. Progress in Key Stage 2 is beginning to speed up and to be more consistent across the classes, but this improvement is relatively recent and has not yet had time to be fully reflected in the attainment of older pupils. The quality of teaching, learning and the curriculum are good. Lessons are well planned, with clear goals that are closely linked to accurate assessment of pupils' learning needs. There are good opportunities for pupils to discuss their learning, valuable use of prior learning and meaningful links across different subjects. The curriculum is wide, with good opportunities for children to flourish in different aspects, such as art, physical education and music. Activities are designed to match different ability groups, although the challenge for more able pupils is still not quite high enough. This is because the design of activities puts limits on the learning and there are too few opportunities for pupils to work practically, solve problems, develop independence and really stretch themselves. There have been considerable changes in the senior leadership team, with all leaders, including the chair of governors, taking up their posts since the last inspection. Leadership has improved, both at senior and at middle management levels, and there is strengthened leadership across year groups and subjects. This reaches all parts of the school and, along with close analysis linked to extensive monitoring and review of pupils' attainment, means that there is good shared understanding of what needs to improve. There is also greater shared accountability for ensuring that action takes place to bring about change. As a result, the rate of improvement is gathering pace. The school celebrates and promotes diversity well within the school and in the immediate local area; however, links with and understanding of the wider world are less secure and this aspect is underdeveloped in improvement planning. Good collaboration and an enthusiasm for further improvement are evident throughout the school. The positive momentum achieved so far demonstrates that the school has good capacity to improve further.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Children enjoy being in the Reception classes, and no wonder: it is a fun place to be, where they learn all sorts of things, not least how to get on well together. Positive links with parents and good induction arrangements smooth the process of transition to school. There is good attention to children's welfare and personal and social needs. Achievement is celebrated and,

as a result, children develop confidence, feel safe and make good progress in developing these important personal skills. When children enter the school, they have skills and knowledge which, overall, are below the expected levels for their age. They also make good progress in their learning during their time in Reception so that, by the time they move into Year 1, most are achieving within expected levels. Attainment by the end of the Early Years Foundation Stage has improved over the past two years despite a fall in children's starting points. This is the result of good use of day-to-day assessment, careful planning of activities which address the needs of each child, and clear identification of the next steps for learning. There are exciting and interactive opportunities for children to learn, and good links across different areas make learning meaningful and enjoyable. Adults interact positively with the children and are skilful in the use of questioning to extend children's learning and their use of language. For example, during the inspection, when the children explored floating and sinking, adult interventions clearly enhanced the children's thinking and language skills. Direct access to well-planned outdoor activities boosts the children's learning, their social skills and their enjoyment. There is further scope to improve the organisation of activities to enhance children's imaginative play in the outdoor area. High quality is maintained across the three classes as a result of good leadership, communication and teamwork. Accurate analysis of observations and assessment information has been used effectively to identify areas requiring improvement, such as speech and language, reading and writing skills, and boys' creative development. Action to support these aspects is well planned and consistently implemented across the three classes.

What the school should do to improve further

- Raise standards, particularly in mathematics, by improving the opportunities for practical problem solving and independent learning.
- Raise teacher expectations and the level of challenge in lessons so that more pupils achieve at the higher levels.
- Ensure that their approach to promoting community cohesion is systematic and extends more widely in the United Kingdom and to world communities.

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

Standards and progress are satisfactory for the different groups, including those from different cultural backgrounds and pupils with English as an additional language. Pupils with learning difficulties and/or disabilities make good progress because their progress is carefully tracked and their needs are met well. Attainment and progress are improving from an increasingly solid foundation in the younger age groups. Progress in Key Stage 1 has improved and is now good. In this year's end of Key Stage 1 assessment, pupils achieved around the national average, with a particularly strong surge in reading. At the end of Key Stage 2, standards in English and science are at the national average but remain lower in mathematics, and the number of pupils achieving at the higher levels is lower than average. Progress throughout Key Stage 2 has been inconsistent with far lower than expected progress in the younger classes in the past. These classes have a relatively high number of pupils joining and leaving at other than the customary times, and this turnover may be a factor in slowing progress. The school identified the need to improve both the use of assessment and the quality of teaching and has taken successful action.

There is now greater understanding and involvement of all staff in measuring attainment on a regular basis and taking rapid action to ensure that all pupils achieve their targets. The rate of progress is now much more consistent across the classes and there is evidence in lessons and in pupils' books that a rapid acceleration has occurred in the last two terms. However, there still remain groups of pupils with a lot of ground to make up in a short time.

Personal development and well-being

Grade: 2

Pupils' spiritual, moral, social and cultural development is good. Pupils of all ages and backgrounds get on well together and the school is characterised by a harmonious and welcoming atmosphere. Pupils are able to think about and discuss social and emotional issues, and they are quick to appreciate and celebrate the successes of others. Behaviour and attitudes are good. Pupils say that bullying or racist name calling is unacceptable, but that such incidents are rare and, when they do occur, they are dealt with quickly and effectively. Attendance and punctuality have improved and are satisfactory, with most pupils coming regularly to school, happy and eager to learn. A good understanding of how to stay healthy and safe is underpinned by enthusiastic participation in physical education lessons and in popular clubs. Pupils make a good contribution to their school and to the local community. They are keen to help keep the systems running smoothly and older pupils willingly help the younger ones at lunchtimes. The school council is at an early stage of development. There is good involvement in a range of local events and fund-raising for charities. Pupils achieve satisfactory basic skills. Transition arrangements are good and pupils are confident about taking the next steps to secondary school. There are some opportunities to develop an understanding of the world of work but these are underdeveloped, as are the opportunities to use their initiative and develop their team-working skills.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching and learning has improved during this academic year because of close monitoring, targeted staff development and increasingly good use of assessment to inform planning and promote progress from lesson to lesson. Relationships and attitudes to learning are good and there is good collaboration among the staff to share and develop expertise. Teaching assistants provide valuable support, building confidence and enjoyment in learning, particularly among less able pupils. Teachers have high expectations of behaviour and presentation. Pupils respond well and take pride in their accomplishments. Pupils' work is celebrated and classrooms also have good displays to stimulate and support learning. Lessons are well structured; the pace is usually brisk, with good use of time, so that pupils can develop their understanding and skills. Lessons have clear objectives and success criteria so that pupils are increasingly involved in evaluating their own success and progress. Good practice is developing in marking and feedback, where the school is trialling systems to involve pupils more, in identifying the next steps and extending learning. All lessons are planned to match different ability levels; however, sometimes the activities are not practical enough and too restricted, which limits the challenge, particularly for more able pupils.

Curriculum and other activities

Grade: 2

All subjects are covered within a thematic approach that is designed to make the curriculum interesting and relevant. The school is developing this further while carefully monitoring to ensure that curriculum planning builds on prior experience and enables progression. Teachers share their expertise and good use is made of meaningful links across subject areas. During the inspection, in a history lesson on the Second World War, photographic and sound archive materials were used as a stimulus to promote thoughtful discussion and writing. Art, music, poetry and the natural environment are used well to motivate and inspire pupils. The curriculum for personal and social education is well planned and contributes to the good outcomes in these areas. There is a good range of clubs, visits and special events to enrich the curriculum, which provide memorable experiences and support pupils' healthy development, creativity and thinking skills. The curriculum is effective in meeting the needs of lower-attaining pupils, with focused support to ensure they make good progress, and there are some additional group activities for more able pupils. However, in lessons, pupils do not always have enough challenge and there are too few opportunities for all pupils to experience practical problem-solving activities.

Care, guidance and support

Grade: 2

Pastoral support is very strong and the school has a friendly and inclusive atmosphere. Several parents commented that, even though the school is relatively large, every child matters, is safe and is well cared for. Behaviour management and positive rewards systems are popular and consistently used. A small number of parents expressed concerns about instances of poor behaviour and bullying. This is something the school is very aware of and works hard to address. There is good support in the Beehive Club for pupils for whom outside play is a bit of a challenge. Pupils with learning difficulties and/or disabilities receive good, well-managed support and, as a result, make good progress. The school makes good use of its positive relationships with external agencies to provide additional expertise and advice. Academic guidance is good and is improving. Most pupils know their targets and have a good idea of how to achieve them.

Leadership and management

Grade: 2

Senior leaders have a clear vision and a strong sense of purpose. They have implemented an effective model of distributive leadership which has resulted in much strengthened clarity of purpose and effectiveness across the whole school. Subject and year group leaders carry out their responsibilities enthusiastically. This wide group has a very good understanding of the strengths and weaknesses across the whole school through extensive monitoring and subject and phase review. The rigorous assessment systems involve and inform class teachers, and regular pupil progress meetings keep a sharp focus on the importance of raising standards. There has been a concerted and systematic programme of staff development and support and the school has made good use of external expertise and support from the local authority. Expectations have risen about what pupils can and should be achieving and about the quality of lessons, and there has been a marked improvement in the quality of teaching and learning. Governors provide strong support and a good degree of challenge. They are well organised and informed, have a good range of knowledge and skills, and contribute effectively to decision

making and financial management. Their involvement in evaluating school improvement is less well developed. There is an inclusive and celebratory ethos in school and some good work to celebrate and understand the diversity within its own and the local community. There are some links to the wider UK and global communities; however, this has not been systematically planned or reviewed and so the school's contribution to community cohesion is only satisfactorily developed.

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?	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?	2
How well do children in the EYFS achieve?	2
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?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

Achievement and standards

How well do learners achieve?	3
The standards ¹ 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/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	3
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

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?	2
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?	3
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**

17 July 2009

Dear Pupils

Inspection of Red Hill Primary School, Chislehurst, BR7 6DA

I visited your school recently with two other inspectors to find out how well you are doing. Thank you for being so friendly, polite and welcoming, especially those of you who gave up your play-time to talk to us. You and your parents told us that your school is a happy place where you are very well cared for and people get along well together. We agree! Your school is satisfactory, with some really good features. Here are some things we liked.

- You get off to a great start in the Reception classes.
- You behave well, are thoughtful and celebrate other people's achievements as well as your own.
- Your teachers look carefully at your work when they are planning lessons, to make sure the learning is at the right level, especially for those of you who find learning difficult.
- The teachers link the learning across different subjects to make it more interesting for you. We saw some lovely work which combined poetry, art and the outside world.
- The leaders in your school are doing a good job. They are everywhere and keep a close eye on everything! They know what needs to improve and they work hard with all the staff to make sure the right things happen.

We think, and your school agrees, that you could be achieving even higher standards in your work, especially in mathematics. Although things are improving, there is still some work to be done so that you make good progress right across the school. We have asked the teachers to focus on three main things:

- to give you lots more opportunities for practical work and problem solving, to help raise standards, especially in mathematics
- to make sure that they give you activities that really challenge you, especially those of you who sometimes find the work easy
- to help you develop a better understanding of the people and the world outside Chislehurst.

We could see that everyone in your school, including you, want to get better and better, so carry on working hard, playing well and enjoying learning together.

Yours faithfully

Sheena MacDonald

Her Majesty Inspector