

# Redhill Primary School

## Inspection report

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<b>Unique Reference Number</b>	131394
<b>Local Authority</b>	Telford and Wrekin
<b>Inspection number</b>	328584
<b>Inspection date</b>	24 November 2008
<b>Reporting inspector</b>	Derek Watts

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.

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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 (total)	349
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
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Glennis Mansell
<b>Headteacher</b>	Kate Clark
<b>Date of previous school inspection</b>	14 October 2005
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Gatcombe Way Priorslee Telford TF2 9GZ
<b>Telephone number</b>	01952 387979
<b>Fax number</b>	01952 387961

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## Introduction

The inspection was carried out by two Additional Inspectors.

Inspectors evaluated the overall effectiveness of the school and investigated the following aspects.

- How well the school has improved provision and pupils' performance in writing, particularly for the more able.
- How well pupils apply and develop independent study skills in Years 3 to 6.
- The effectiveness of provision in the Early Years Foundation Stage (EYFS) and how well children are progressing.

Evidence was gathered from lesson observations and a scrutiny of pupils' work and school documentation. Parents' questionnaires and discussions with pupils, governors and staff also contributed to the judgements. Other aspects of the school's work were not investigated in detail, but inspectors found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in this report.

## Description of the school

Redhill is a larger than average primary school. About two-thirds of the pupil population come from a White British background. The remainder come from a wide range of other ethnic backgrounds. About 19% of pupils speak English as an additional language and this is above the national average. A few pupils join the school with little or no English. The proportion of pupils with learning difficulties and/or disabilities is below average. The nature of these needs includes moderate learning, dyslexia and behaviour. The proportion of pupils who join and leave the school other than at the normal starting and leaving points is higher than normally found. There is EYFS provision for children in Reception. The headteacher took up her post in September 2008. Provision is made before and after school for pupils aged 4 to 11 and there is also a privately run pre-school provision for children coming up to their fifth birthday. Parallel inspections of both were conducted on the same day as the school inspection.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

Redhill Primary is a good school. Pupils achieve well because of good teaching and an effective curriculum. By the end of Year 6, standards are significantly above average. Across the school, effective pastoral care and a positive atmosphere lead to good personal development and well-being for pupils.

Most parents hold positive views about the school and most are pleased with both the care and education provided for their children. They are particularly pleased with the school's positive atmosphere and the good range of additional activities. The changes made by the new headteacher have been well received. Parents' comments include, 'The new head has made some positive changes including improved feedback on homework and increased use of rewards' and 'The new headteacher has brought fresh ideas.' A significant minority feel that the school takes insufficient account of their concerns and that not all staff are approachable. The headteacher is keen to work closely with parents and has already taken steps to address this. One parent wrote, 'We found the "Parent Voice Meeting" a good way of communicating our support.'

Pupils make good progress from their starting point on entry which is just above average. Standards by the end of Year 2 are above average in reading and mathematics. Since the last inspection, the school has improved provision for writing. Standards by the end of Year 2 are now closer to those in reading and mathematics but not enough pupils are reaching the higher levels. By the end of Year 6, standards are significantly above average in English, mathematics and science. Improving writing remains a whole school priority and the school is taking positive measures to do this. However, there is scope for raising the profile of writing further by celebrating and displaying pupils' work more widely.

Teaching is good overall and this contributes significantly to pupils' good progress. Pupils are enthusiastic learners and respond very well to their teachers. Teachers' clear instructions, demonstrations and explanations promote learning well. Pupils make comments such as, 'Teachers are helpful and lessons are fun.' Questioning is used skilfully by teachers to challenge the pupils' thinking and check their understanding in a number of classes. Many pupils are articulate and confident speakers. For example, pupils in Year 6 discussed the features of a poem. They expressed their opinions clearly and showed a good understanding of alliteration, rhyme, personification, metaphors and similes. In most classes, teachers use assessment information well to match activities and tasks to pupils' abilities and needs. As a result, pupils are challenged well and they make good gains in their learning. Occasionally, pupils are not sufficiently challenged because work is not well tailored to their needs. In Years 3 and 4, pupils are given good opportunities to apply and develop study skills. In one lesson, for example, they planned their work carefully, gathering new information about rainforests from a variety of books and the internet. Many used word processing competently to draft and edit their writing. Their factual reports were interesting and well presented. In some classes, there is an over reliance on worksheets which are not always sufficiently challenging. Furthermore, these can hinder pupils' skills in planning and organising their own work and restrict opportunities for extended writing. There are good systems for assessing and monitoring pupils' attainment. Pupils have specific learning targets in writing and mathematics so most know what they need to do to improve.

A good curriculum promotes good progress for pupils and makes a valuable contribution to their personal development. The school is continuing to increase pupils' opportunities for writing. The handwriting policy is being revised, as the current style is too complex for some pupils. The school is currently focusing on extending the more able. There are good examples of pupils in Years 5 and 6 successfully carrying out investigation projects in mathematics. Health education is promoted extremely well across the curriculum. A good range of additional activities is much appreciated by the parents and enjoyed by the pupils. Popular clubs include art, drama, gardening, gymnastics, football and netball. Pupils have good opportunities to sing in the choir, learn a musical instrument and perform in the school orchestra. The Year 4 residential visit to the Isle of Wight enhances pupils' geography and history skills. Residential visits for Year 6 provide exciting outdoor activities which build pupils' physical and team-building skills. One parent summed up the views of many, 'good range of activities on offer, excellent residential trips'.

There are effective systems to safeguard pupils. Pupils feel safe and well looked after at school. New pupils, including those with English as an additional language, receive good support. Spiritual, moral, social and cultural development is good. Pupils thoroughly enjoy school and this is reflected by their above average attendance and their keen participation in activities. Behaviour is good and exemplary in a number of lessons. However, behaviour is not consistently good in all classes. Pupils adopt healthy lifestyles and show an excellent understanding of the importance of healthy eating and exercising regularly. They thrive on the additional responsibilities. Those on the school council and the eco monitors take their responsibilities seriously. Pupils are very much aware of the importance of helping those less well off than themselves. They raise funds for a variety of national and global charities. At Redhill, pupils are well prepared for the next stage of their education. By the time they leave, they have above average literacy and numeracy skills. In addition to these, their personal and social skills are well developed.

Good leadership and management contribute significantly to the good provision and the positive outcomes for pupils. The new headteacher has a clear vision for the future of the school and has an accurate overview of the school's current performance. With her staff, she has created a positive atmosphere for pupils to learn. Performance is effectively reviewed and the findings are used well to bring about improvements. Subject leadership roles and responsibilities are being extended so leaders play a fuller part in monitoring performance and in financial planning and management. Governors are supportive and offer constructive challenge. The school has a good capacity to improve.

## **Effectiveness of the Early Years Foundation Stage**

### **Grade: 3**

Children enter the school with knowledge and skills slightly better than typically expected for their age. They settle quickly into routines and enjoy their learning. They make good progress in personal and social skills because of the good attention paid to their welfare and the positive relationships between adults and children. The leadership and management of the EYFS are satisfactory. Teaching is satisfactory and a suitable range of activities is planned to cover the areas of learning. Assessment information is not always used fully to inform the next steps of children's learning. At times, activities are too tightly directed by the teacher and children do not have sufficient scope to explore and initiate their own learning. Children work well with others in their learning. During the inspection, limited use was made of the outdoor learning

areas but planning shows that outside activities are an important part of the provision. By the end of Reception, standards are just above those expected in most areas.

### **What the school should do to improve further**

- Raise achievement in writing for the more able pupils in Years 1 and 2 so more attain the higher levels.
- Ensure that all lessons are suitably challenging by matching tasks to pupils' needs and reducing the use of worksheets.
- Improve provision in the EYFS so that children make good progress and have more opportunities to initiate their own learning.

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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 <sup>1</sup> 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

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<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.



## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	1
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	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	2

## The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	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

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	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**

25 November 2008

Dear Pupils

Inspection of Redhill Primary School, Priorslee, Telford, TF2 9GZ

Thank you so much for welcoming us into your school and showing us your work. We enjoyed our visit and would like to tell you what we found. Yours is a good school.

These are the main strengths of the school.

- You really enjoy school and your attendance is good.
- Teaching is good which is why you are learning so well.
- Standards by the end of Year 6 are above average.
- A good range of learning activities including clubs and visits are provided.
- Behaviour is good in lessons and around the school.
- You have an excellent understanding of how to keep healthy.
- Staff take good care of you and give you good support.
- You make very good contributions to the school and wider community.
- Your new headteacher has settled in well and has many good ideas for the school.

These are three areas the school has been asked to look at to make it even better.

- Some of you, particularly the more able, could do better in writing in Years 1 and 2.
- In some lessons, teaching could be more challenging with fewer worksheets.
- Children in Reception could make more progress and be given more chances to work independently.

Finally, thank you once again for all your help. Keep up the good work. We wish you all the very best for the future.

Yours faithfully

Derek Watts

Lead inspector