

Redhill Primary School

Inspection report

Unique Reference Number	103247
Local Authority	Birmingham
Inspection number	336039
Inspection dates	11–12 March 2010
Reporting inspector	David Shears

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	253
Appropriate authority	The governing body
Chair	Marie Turbill-Collinge
Headteacher	Jennifer Cunningham
Date of previous school inspection	Not previously inspected
School address	Redhill Road Birmingham B25 8HQ
Telephone number	0121 4646322
Fax number	0121 4646323
Email address	enquiry@redhill.bham.sch.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

Royal Exchange Buildings
St Ann's Square
Manchester M2 7LA

T: 08456 404045

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2010

Introduction

This inspection was carried out by four additional inspectors. The inspectors visited 16 lessons, they saw 8 teachers, and held meetings with governors, staff and groups of pupils. Inspectors spent the majority of their time on activities related to learning. They observed the school's work, and looked at policies, planning, assessment data and pupils' work. They analysed the questionnaires returned by 50 parents, 27 pupils and 20 members of staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the quality of learning, particularly at Key Stage 2 and in mathematics throughout the school
- the rate of achievement for pupils with English as an additional language and more able pupils
- how successfully the school is improving attendance
- how well leaders and managers are monitoring provision to ensure better progress for all pupils.

Information about the school

Redhill Primary is an average sized school. Most pupils are from a variety of ethnic backgrounds; the largest proportion, more than three quarters, are from an Asian background. Most pupils speak English as an additional language. The proportion of pupils who have special educational needs and/or disabilities is higher than the national average. Their special needs are predominantly moderate learning difficulties. Early Years Foundation Stage provision is made up of a Nursery and one reception class. The headteacher was appointed in April 2009 and a senior leadership team established. The school was awarded Healthy Schools status in 2008.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

Children start in the Nursery with skills and knowledge that are very low, particularly in their ability to speak English. The school rightly recognises that they need to improve pupils' literacy skills and have been highly successful in improving speaking and listening skills; this has led to better reading and writing skills. The result of all this work is that pupils are now making good progress in both the Early Years Foundation Stage and in Years 1 and 2. This is beginning to have a positive impact in Years 3 to 6 where standards are also beginning to rise. Despite all this hard work, Year 6 still attains standards that are well below average, by the time they leave the school. However, the improvements in the school demonstrates the capacity for sustained improvement by the current leadership and management.

Progress in mathematics, however, is still too variable and is satisfactory overall. Pupils have gaps in their learning, due to inadequate teaching in the past. This has now been eradicated and mathematics is currently the focus for the school development plan. The recently appointed headteacher has brought about important changes in the way pupil progress is monitored, making it easier for staff to clearly identify how well individuals and groups of pupils are learning. This has had a positive impact on the teaching of literacy where specific areas have been identified for improvement. However, this information is not yet being used sufficiently to identify corresponding weaknesses in the teaching of mathematics. This has resulted in the monitoring of teaching in mathematics being less effective. Pupils with special educational needs, especially those with moderate learning difficulties, are making good progress in literacy, particularly in the Early Years Foundation Stage and Key Stage 1. However, there is not enough intervention support to help them improve their basic mathematical skills.

Generally, pupils' personal development is good. Pupils feel safe and secure and behaviour across the whole school is good. Pupils are well cared for and have a good attitude to learning. Those with particular needs are supported well. However, attendance has fluctuated over recent years and overall is broadly average for most groups of pupils. The school encourages pupils to attend regularly and reward those who do. There are systems in place to track attendance, including first day calling and use is made of the local authority to support this. However, there are issues for a small number of families for whom attendance remains stubbornly low and not enough is done to target them. The rate of attendance, taken with satisfactory progress means that their future economic well-being is currently satisfactory.

Teaching is satisfactory overall, although there is evidence that the proportion of good teaching is growing. Teachers give good explanations and are addressing the needs of pupils well, especially those who have gaps in their learning. However, more able pupils

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

could be better challenged through careful questioning and working at a faster pace. The curriculum, therefore, is currently satisfactory.

What does the school need to do to improve further?

- Raise attainment in mathematics by ensuring that:
 - rigorous monitoring and evaluative procedures help to positively target areas for improvement in the subject
 - all teachers provide a strong and effective emphasis on the teaching of basic numeracy skills for all pupils, including those with special educational needs, and to practise these through the wider curriculum
 - leaders and managers monitor the impact of initiatives in mathematics.
- Improve the quality of satisfactory teaching by ensuring that:
 - lessons move at a sufficiently brisk pace and pupils do not sit and listen to their teachers for too long
 - questioning is used effectively to probe pupils' understanding and extend their learning
 - the most capable pupils are always sufficiently challenged.
- Improve the attendance rate by working more effectively with parents of pupils for whom this is an issue.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils**3**

Children start school with skills that are low. They make good progress in the Early Years Foundation Stage so that they begin Year 1 with below average attainment. In English the positive focus on speaking and listening and reading is built upon successfully so that pupils are now making good progress, reaching broadly average attainment in reading and writing by the end of Key Stage 1. This is having a positive impact in Key Stage 2. Although standards by the end of Year 6 are still below average in English, there is secure improvement from pupils' previous low attainment. This is because the whole school focus on English is ensuring that pupils are receiving better guidance about how to improve their work, with challenging targets to help them reach the levels of which they are capable. Pupils from families whose first language is not English are making good progress, as are those with special educational needs. Nevertheless, more able pupils could be better challenged to reach the higher levels. The progress of pupils in mathematics varies through the school and is currently broadly satisfactory for all groups of pupils. There is evidence that progress in mathematics is improving at Key Stage 1, with pupils entering Year 3 with below average standards. However, there has been less impact currently at Key Stage 2, particularly for more able

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

pupils.

Pupils feel safe and happy at school. The behaviour, both in lessons and in the playground, is good. This is because relationships between pupils and adults are positive. Pupils feel valued and know that adults have their best interests at heart. Pupils have a good understanding of the importance of healthy eating. They enjoy sports activities and talk of opportunities for exercise during breaks. The spiritual, moral, social and cultural development of pupils is good overall. They work together amicably, respect the feelings of others and have a well developed sense of fair play. Pupils respond positively when given responsibility, for example, as members of the active school council or as play leaders and mediators to support others at break times. Pupils care for others and make a valuable contribution both to the school and the local community and are keen fundraisers for charities.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	4
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Although teaching is currently satisfactory overall there are examples of good practice, particularly in the Early Years Foundation Stage and the teaching of English at Key Stage

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

1. There are good relationships between teachers and pupils and this ensures that behaviour is consistently good and, in a few lessons, exemplary. Pupils have good attitudes towards their learning and are keen to please their teachers. In lessons teachers ensure that pupils know what they are going to learn by the end of the lesson. The teaching of concepts is very clear, giving pupils time to consolidate their learning, although sometimes this can take too long, not giving enough time for pupils to practise what they have been taught. In particular, the methodical teaching, which is needed to fill gaps in learning, means that more able pupils are not sufficiently challenged to reach higher levels. For example, questioning by teachers is often too geared towards lower ability pupils to ensure their understanding, and this does not move the learning on quickly enough for more able pupils. Pupils with special educational needs are well supported by teaching assistants in English lessons, although the provision for this is less secure in mathematics.

The curriculum supports the practising of literacy skills well, giving opportunities for pupils to write in other subjects. However, the practising of basic mathematical skills is less secure. There is an appropriate range of enrichment through extra curricular clubs, visitors to the school and visits out. Provision for the less able is satisfactory overall and not enough is done to give sufficient challenge for the more able. There has been a recent focus on improving the facilities for ICT, with pupils having more opportunities to use laptops to aid their learning, both in English and mathematics. However, the teaching of ICT skills is under developed.

The school is a caring community where pupils' welfare is a high priority. Parents are justifiably confident that the pupils are well looked after in school. The school works well with outside agencies to support vulnerable pupils. Effective procedures help children to settle quickly into the Early Years Foundation Stage and there are sound arrangements to help pupils to transfer confidently at the end of Year 6.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

Leaders and managers, including the governors, have a good knowledge and understanding of the strengths and weaknesses of the school. The recently appointed headteacher, along with the senior leadership team, have successfully eradicated the inadequate teaching in the school and are now having a good impact in raising attainment, particularly in the Early Years Foundation Stage and in English at Key Stage

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

1. Challenging targets are set for pupils, and there is now good evidence to show that they are meeting these. However, this good impact is not yet mirrored in mathematics. The school have recognised this as the next area for development and training for staff has taken place. Although governors are very supportive of the school, they do not always give sufficient challenge. There is a good fostering of relationships between staff, parents and pupils. In particular, there are many opportunities for parents to be involved in the school and there are a variety of courses to support them in helping their children to learn. There are also links with a number of outside agencies, although there are few links with other schools, to access their support both in terms of gaining specialist knowledge and better facilities. Community cohesion is strong within the school; racial harmony and respect are promoted well. Links with the local community are good and there is a connection with a school that works within a different context in Cornwall. However, there are not enough links with schools abroad to support pupils' global awareness. The school promotes equality of opportunity satisfactorily because more able pupils are not always supported enough. Safeguarding procedures are sound. In particular, the procedures for child protection are robust.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Children achieve well because the teaching is lively and well matched to their individual learning needs. They enjoy school and each other's company and are finding learning to be fun. Although most children do not reach the nationally expected learning goals by the end of the Early Years Foundation Stage, particularly in language and mathematics,

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

they make good progress from their generally very low starting points.

Children's personal development is fostered well. As a result, most children quickly learn school routines, co-operate with others and behave well. The leadership of the Early Years Foundation Stage is good, giving children effective support. Adults plan activities to capture the interests of children and have a good understanding of how they learn. This results in a rich curriculum that supports all six areas of learning. There is a good balance between adult led tasks and opportunities for children to initiate their own learning. At times, adults miss opportunities to intervene with appropriate support to ensure that children always make the best use of self chosen activities. Nursery children have good opportunities to use the outdoor environment to foster their learning across a range of areas, however, this is more limited for those in the Reception class. Children benefit from caring adults and feel safe and secure.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

Most parents, who responded to the questionnaire, were positive in their views of the school. A few parents had concerns about the school meeting their child's needs. The inspectors judge that the school meets the needs of pupils satisfactorily, although could do more to meet the needs of more able pupils.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Redhill Junior and Infant School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 50 completed questionnaires by the end of the on-site inspection. In total, there are 253 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	30	60	20	40	0	0	0	0
The school keeps my child safe	28	56	21	42	1	2	0	0
The school informs me about my child's progress	27	54	20	40	2	4	0	0
My child is making enough progress at this school	17	34	31	62	2	4	0	0
The teaching is good at this school	25	50	23	46	2	4	0	0
The school helps me to support my child's learning	19	38	29	58	2	4	0	0
The school helps my child to have a healthy lifestyle	20	40	27	54	1	2	1	2
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	19	38	21	42	4	8	0	0
The school meets my child's particular needs	16	32	28	56	5	10	0	0
The school deals effectively with unacceptable behaviour	21	42	24	48	4	8	0	0
The school takes account of my suggestions and concerns	17	34	28	56	3	6	0	0
The school is led and managed effectively	17	34	29	58	2	4	0	0
Overall, I am happy with my child's experience at this school	23	46	23	46	3	6	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



Monday 15 March 2010

Dear Pupils

Inspection of Redhill Primary School, Birmingham, B25 8HQ

Thank you for making us so welcome when we visited your school recently. We really enjoyed getting to know you all. You told us that you enjoyed school and like using computers. You say that you feel safe, know how to stay healthy and think that you behave well. We agree with you!

You make satisfactory progress because your teachers and teaching assistants do a satisfactory job in helping all of you to learn. However, we have seen the younger pupils making good progress in their reading and writing, because the teachers know what they need to improve and how to help them to do that. This is beginning to help the older pupils to get better as well.

We have asked your teachers to help you improve your mathematics by finding out what you need to learn and help you to make better progress. We have particularly asked that they help you practise your mathematical skills more of the time. We also want those of you, more able pupils to have more challenging work so that you can show your very best work. You can help by making sure that you tell your teachers if you don't understand something or find the work too easy.

We have also noticed that although many of you come to school each day there are some pupils who need to come more often. It is important to come to school every day when you are not too ill, so that your teachers can help you to make good progress. You can help by telling your Mums and Dads how important it is for you to be at school.

Thank you again for a lovely two days. We wish you all the very best for your future.

Yours sincerely

David Shears

Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.