

Rednal Hill Junior School

Inspection report

Unique Reference Number	103248
Local Authority	Birmingham
Inspection number	336040
Inspection dates	15–16 March 2010
Reporting inspector	Kath Campbell

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

Type of school	Junior
School category	Community
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	183
Appropriate authority	The governing body
Chair	Dr Jon Allison
Headteacher	Mr Graham Catt
Date of previous school inspection	15 November 2006
School address	Irwin Avenue Birmingham West Midlands
Telephone number	0121 453 2520
Fax number	0121 457 9359
Email address	enquiry@rednalhill-jun.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 two additional inspectors. They spent almost three-quarters of their inspection time looking at learning. They observed 13 lessons and every teacher was observed at least once. Two lessons were jointly observed with the headteacher. Inspectors also met with groups of pupils, governors and staff. They looked at the school's work and scrutinised a wide range of documentation, including policies, child protection procedures and analysis of test results. They also sampled pupils' past and present work and scrutinised 45 parental and 100 pupil questionnaires.

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

- the reasons behind the steady improvement in standards in English and the recent upturn in standards in mathematics and science and whether the improvement has been sustained in current work
- whether pupils with special educational needs and/or disabilities make better progress than other pupils
- whether teachers use assessment information effectively to identify potential underachievement and track whether identified groups of pupils are making sufficient progress
- whether the school's systems for monitoring and evaluation measure the impact on pupils' learning with enough rigour and whether governors are sufficiently involved in holding the school to account for its work.

Information about the school

Rednal Hill is an average sized school that serves a community on the outskirts of the city. The area has been adversely affected by the closure of the Longbridge car plant in 2007 and the school has experienced a decline in numbers. An above average number of pupils are eligible for free school meals. Very few pupils are from minority ethnic backgrounds and none has English as an additional language. The percentage of pupils with special educational needs and/or disabilities is slightly above average. The percentage of pupils with statements of special educational needs is well below average. The school has received numerous awards, including Investors in People, Ten Year Basic Skills Agency award, Active Mark and Healthy Schools, in recognition of its work.

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

2

Main findings

Rednal Hill Junior is an improving school. It has notable strengths in its excellent promotion of healthy lifestyles and the good care, guidance and support it provides for pupils. As a result, pupils' personal development is good. The headteacher knows his school very well. Together with the deputy headteacher and a highly committed team of middle managers, he provides strong leadership and is a major driving force behind recent improvement. The school is very welcoming and has successfully developed a good climate for learning. Attendance is above average because pupils enjoy their work. Parents speak well of the school. One parent expressed the views of many commenting, 'I am very happy with my child's schooling'.

Pupils make satisfactory progress from their starting points and typically reach average standards by the end of Year 6. Thanks to the introduction of well-targeted initiatives, standards in English have risen steadily since 2006. The school has now turned its attention to raising standards in mathematics and there are very clear indications that the upturn in standards seen in 2009 has been sustained in the current work of pupils in Year 6. Indeed, inspection evidence shows that pupils throughout the school are now making good progress in mathematics. The high ratio of adults to pupils has enabled those in most need to benefit from effective individual attention. Systems for tracking progress have also been refined and now give a far more accurate picture of individual progress. Although further work remains to be done to raise standards, particularly of lower attaining pupils in mathematics and science, this has been a real success story.

The quality of teaching and learning is satisfactory and has improved as a result of tighter monitoring. No inadequate teaching was observed during the inspection and a greater proportion of teaching was judged good. This is good news for pupils, who have benefited greatly from working with their teachers on individual targets for improvement. However, there are still some inconsistencies and not all teachers have high enough expectations or show pupils the next step forward when they mark their work. The school is very aware that younger pupils in particular, lack the confidence and self-esteem to work independently, and this aspect is a major focus for development. All staff manage pupils' behaviour well and relationships are strong. As one pupil commented, 'My teacher is brilliant'. Homework is regarded as an integral part of learning. The curriculum is good with a richness and diversity that motivates pupils well. The high uptake on a wealth of extra-curricular clubs adds much to pupils' enjoyment and contributes significantly to pupils' excellent awareness of keeping active and healthy. Attractive communal areas provide an effective backdrop for good quality artwork. Parents are justified in judging that their children are well cared for. Targeted support for potentially vulnerable pupils and families enables them to participate fully in

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

school life.

Self-evaluation is good. Senior leaders and middle managers have an accurate overview of strengths and weaknesses. Monitoring and evaluation, particularly of teaching, is much improved. Good partnerships with outside agencies and effective transition arrangements with the adjoining infant school promote pupils' learning particularly well. Governors are well led and organised and show a high level of commitment and dedication to the school. They are currently in a period of transition, with new members in the process of acquiring essential skills. A strong performance management programme enables the school to move forward with purpose and determination because staff share a common commitment towards improvement. Consequently, the school's capacity to improve is good.

What does the school need to do to improve further?

- Raise the standards of lower attaining pupils in mathematics and science by:
 - building on existing good practice and ensuring activities consistently meet pupils' individual needs
 - increasing the opportunities to practise numeracy skills in other subjects.
- Improve younger pupils' confidence to learn independently by:
 - developing pupils' self-esteem so that they are confident to attempt work without adult support
 - developing pupils' thinking skills.
- Develop greater consistency in the use of assessment by:
 - ensuring marking consistently helps pupils to understand the next steps in their learning
 - ensuring activities build on previous learning so that they consistently match pupils' needs and abilities.
- About 40% of 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**

Pupils currently in Year 3 entered the school with below average standards; lower than in previous years. Despite good transition arrangements, some pupils took a little time to adapt to their new setting and progress slowed temporarily whilst they developed a more independent approach towards learning. The school supports pupils in most need well and these younger pupils were soon able to accelerate their progress and enjoy success. Throughout the school, small classes and a good range of intervention strategies have had a major positive impact on the recent upturn in standards, particularly in mathematics. All year groups benefit from the good staffing ratio, especially during group activities, when pupils often receive one-to-one attention. 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

with special educational needs and/or disabilities make as much progress as others because they receive high quality input. Initiatives, such as 'Writing Journals', work well because pupils enjoy seeing how much progress they have made over a period of time. The overall picture is one of average attainment and satisfactory progress. There are encouraging signs that initiatives are continuing to impact positively on standards and that progress in targeted areas is currently good.

Pupils show positive attitudes towards their work. They know they are part of a caring community. Their spiritual, moral, social and cultural development is good. Residential visits to places such as Bockleton do much to promote self-esteem and develop good social skills. Pupils like school and have a valued voice through their school council. As one pupil commented, 'We have a say in what goes on.' They are currently very involved in decision making about the school's major environmental project in the school grounds. There are numerous opportunities for pupils to become involved in charitable work within school and in the wider community. Older pupils, such as peer mentors, develop maturity through responsibility and play a vital role in maintaining the school's happy atmosphere as well as forging good links with the adjoining infant school. The promotion of healthy lifestyles is a very important feature of school life. Pupils take eating healthily and keeping fit very seriously. The uptake on healthy option school meals is high and the restaurant style atmosphere of the dining room is impressive. Numerous high quality sporting links, including those with a local sports college, successfully engage a large proportion of pupils in active lifestyles. Pupils know how to keep safe and most behave very well in lessons. Occasionally, some behaviour is not as good outside the classroom. Pupils acquire satisfactory academic skills and good personal skills in preparation for the next stage of their education.

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	3
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	1

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	
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 Taking into account: Pupils' attendance ¹	3
	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Although teaching is much improved, its quality is not yet consistent enough to promote good learning. Classrooms are purposeful learning environments where relationships are strong. Lessons run smoothly because teachers manage behaviour well. Teachers use interactive whiteboards particularly well to capture pupils' interests. When teaching is at its best, searching questions challenge pupils' thinking. As a result, pupils are highly motivated to succeed. In less successful lessons, teachers sometimes talk for too long and do not leave pupils with enough time to practise skills. The school has introduced a wide range of good quality assessment procedures for teachers to track progress and identify any potential underachievement. Part of the reason for the recent rise in standards is teachers' greater precision when using assessment. However, the quality of marking is not yet totally consistent. Although most pupils are very clear about their long-term targets for improvement, not all marking guides pupils sufficiently to the next small steps.

There are notable strengths within the school's curriculum that are contributing strongly towards improved standards. The school has very successfully adapted its curriculum to meet the changing needs of the community it serves. Topics are carefully thought through to ensure they motivate pupils well. Creative themed events such as 'Artsweek' promote key skills very effectively and produce high quality work. Sporting achievement is a strong feature that pupils greatly enjoy. Pupils are given numerous opportunities to improve computer skills and information and communication technology is an integral part of their learning. Ability groupings for mathematics make a good contribution towards learning because pupils receive activities that effectively match their needs and abilities. The school is in the process of developing its outdoor environment to enhance provision further.

The school is a very supportive community, where pupils are able to develop socially and academically. Pastoral care is an important part of the school's work. Adults and pupils have good relationships because staff know their pupils well. Strong working links with outside agencies benefit the whole school community. Pupils in need of personal support receive high quality guidance, enabling them to develop confidence and self-esteem. Many pupils and families are very appreciative of the support they receive. The quality of before and after school care has improved since the previous inspection and is now good.

These are the grades for the quality of provision

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	
---	--

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

How effective are leadership and management?

The headteacher and deputy headteacher successfully instil the drive and ambition needed to improve school performance. Middle managers and governors also have a clear overview of strengths and weaknesses. There is a shared determination to move the school forward. School development planning identifies key priorities and is a valuable working document. This is underpinned by strong data analysis that focuses effectively on the progress of individual pupils. The rigour of monitoring and evaluation has improved since the previous inspection and is now good. Although some inconsistencies still remain, the upward trend in the quality of teaching is directly attributable to sustained, effective monitoring.

The school is strongly inclusive and pupils are made very aware of the need to tackle discrimination, particularly through their numerous sporting links and their good relationships with partner schools. Safeguarding procedures are very secure. The staff and governors are purposefully involved in developing community cohesion. Structured plans and policies are in place. The school has rightly focused its immediate attention on sustaining cohesion within the community it serves, following the closure of the local car plant. This it has done very well. It has not yet broadened its horizons through links with other schools at an international level.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement Taking into account: The leadership and management of teaching and learning	2
	2
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	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3

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

The effectiveness with which the school deploys resources to achieve value for money	3
---	----------

Views of parents and carers

Parents and carers who responded to the questionnaire are very supportive of the school. They particularly like:

- their children's enjoyment of school
- the way in which the school keeps their child safe
- the quality of teaching
- the information they get about their children's progress.

A few parents and carers had concerns. They feel the school:

- does not take account of their suggestions and concerns
- does not deal effectively with unacceptable behaviour
- is not led and managed effectively

The inspection team did not find any concerns about the leadership and management of the school. Behaviour was found to be very good in lessons because staff managed any potentially unacceptable behaviour well. There were a few occasions, however, where pupils did not behave as well outside of lessons. With regard to the school not taking enough account of parents' suggestions and concerns, the inspection team found that the school had already done a lot of work to forge good links with parents and carers. It regarded this aspect as very important and an on-going priority for development.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Rednal Hill Junior 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 45 completed questionnaires by the end of the on-site inspection. In total, there are 183 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	24	53	21	47	0	0	0	0
The school keeps my child safe	23	51	21	47	1	2	0	0
The school informs me about my child's progress	14	31	30	67	1	2	0	0
My child is making enough progress at this school	20	44	23	51	2	4	0	0
The teaching is good at this school	23	51	22	49	0	0	0	0
The school helps me to support my child's learning	18	40	23	51	4	9	0	0
The school helps my child to have a healthy lifestyle	12	27	31	69	2	4	0	0
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)	16	36	25	56	2	4	0	0
The school meets my child's particular needs	19	42	23	51	2	4	0	0
The school deals effectively with unacceptable behaviour	8	18	29	64	3	7	2	4
The school takes account of my suggestions and concerns	11	24	26	58	3	7	1	2
The school is led and managed effectively	16	36	22	49	2	4	2	4
Overall, I am happy with my child's experience at this school	19	42	25	56	1	2	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.



17 March 2010

Dear Pupils

Inspection of Rednal Hill Junior School, West Midlands, B45 8QY

Thank you for looking after Mr Shannon and me so well when we visited your school. We enjoyed talking to you about your work and watching how much you learned in lessons. Mr Shannon particularly liked meeting with members of the school council.

You go to a satisfactory school that is improving all the time.

Here are some of the many things we liked:

Most of you behave well.

You have an excellent understanding of why having a healthy lifestyle and keeping fit are important.

You enjoy coming to school and your attendance is above average. Well done!

These are the things we have asked Mr Catt and the other members of staff to do to make your school even better:

Help those of you who need extra support with numeracy and science to reach higher standards.

Make sure you have the confidence to work independently.

Make sure that, when teachers mark your work, they let you know what you have to do next to improve.

You can help by always trying to do your best, behaving well and coming to school as regularly as you do now.

Yours sincerely

Kath Campbell

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.