

Redhills Community Primary School

Inspection report

Unique Reference Number	113084
Local Authority	
Inspection number	338090
Inspection dates	17–18 November 2009
Reporting inspector	Daniel Towl HMI

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	302
Appropriate authority	The governing body
Chair	Mr Andrew Letten
Headteacher	Mr Jeremy Doyle
Date of previous school inspection	5 November 2008
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors. The inspectors visited 13 lessons and held meetings with governors, staff and pupils. They observed the school's work and looked at pupils' work, health and safety and safeguarding policies, the school's monitoring files and minutes of meetings. The inspection team received 89 parent questionnaires.

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

- The progress of school improvement activities since the last inspection and monitoring visit.
- Pupils' progress and the quality of teaching and learning.
- How well ambition for improvement is fully embedded amongst all staff.

Information about the school

Redhills is a larger-than-average school. Most pupils are of a White British background. A small proportion of pupils speak English as an additional language, a few of whom are at an early stage of acquisition. The school has a higher-than-average proportion of pupils with special educational needs and/or disabilities. The proportion of pupils with a statement of special educational needs is average. There is Early Years Foundation Stage provision in Reception. Following the last inspection the school was given a notice to improve. The interim monitoring visit showed the school had made satisfactory progress towards improvement.

The Park Pre-school group, located on the school site, is independent from the school.

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

In accordance with section 13 (5) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement. The school has continued to make satisfactory improvements to the quality of education since its last inspection and follow-up monitoring visit. It is providing a satisfactory education and pupils reach average standards by the time they leave. The large majority of parents are happy with the provision the school is making for their children. Pupils say they are well cared for and feel safe in school, a sentiment supported by parents' views.

Pupils' progress in English and mathematics remains inconsistent from year to year, although it is now satisfactory overall. Some pupils with special educational needs and/or disabilities or with English as an additional language are making good progress. Despite the overall improvements made by the school, there is a legacy of previously weak provision. This legacy and a year group which entered the school with much lower-than-average skills, especially in communication, language and literacy, meant that attainment remained low last year in Key Stage 1. However, most of these pupils made satisfactory progress from their very low starting points and reading levels improved. Most teaching and learning is satisfactory throughout the school, and improving, but not enough is good to make up lost ground fully. Assessment of learning is improving but it is not always used consistently to plan for an appropriate range of activities and to maintain high pace and challenge for different groups, for example, the more able. The vast majority of pupils say they enjoy school and that their teachers are kind and helpful.

There have been significant changes in the way the school monitors the quality of its work and in the way in which it checks to see how well pupils are doing. The quality of teaching and learning is monitored regularly by senior leaders and there is a much more robust system to measure and record the ongoing performance of pupils. This is leading to a rigorous process of setting targets, which are now appropriately challenging. The school has an accurate knowledge of its current performance and is fully aware of the importance of accelerating improvements. Senior leaders are committed to their work and have specific roles. They are having a more positive impact now and improvements are being embedded adequately into the work of the school. These developments give the school a satisfactory capacity to improve. Questionnaires returned from staff show that the large majority of them feel valued and are aware of and involved in what the school is doing to improve. However, more than half expressed some reservations about leadership, mainly about the effectiveness of communication in the school. The school has been supported very effectively by the local authority, providing specific expertise in

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key areas.

Improvements have been made to the education provided in the Early Years Foundation Stage, which is satisfactory overall. Children make satisfactory progress. Assessment information is now used more effectively, mirroring the improvements in the rest of the school. At present there is not always an appropriate balance between children's independent activity and adult-led, focused groups. Some opportunities are missed to allow children to learn through choosing their own activities. There is currently no provision for a key person to oversee the learning of specific children.

What does the school need to do to improve further?

- Significantly increase the proportion of lessons across the whole school that are good or better, especially in English and mathematics, by:
 - establishing a consistently good balance of activities in lessons to ensure the pace of learning is brisk and pupils are fully and actively involved
 - using the increasing amount of information gathered from assessment to ensure that all groups of pupils, including the more able, are appropriately challenged in all lessons.
- Improve the communication between the school's leaders and all other staff in order to raise the levels of confidence in the way the school is led.
- Establish the role of a child's key person and ensure a good balance between truly independent activities and those that are adult-led in the Early Years Foundation Stage.

Outcomes for individuals and groups of pupils

3

In most lessons pupils behave well and enjoy their work. Pupils are often keen to take part in activities and respond well when asked questions. Pupils are also prepared to expand on their answers when asked to do so. Achievement and progress are satisfactory for all groups of pupils.

Older pupils can work independently and show perseverance. Some Year 6 pupils, for example, worked hard to redraft previously marked writing in order to incorporate improvements. Generally pupils work well together. Behaviour is good in lessons and this contributes effectively to learning. Where pupils are fully engaged with their activities, behaviour in lessons is outstanding. Some pupils, however, lose concentration when teachers talk for too long or activities are not well managed.

Attendance is satisfactory and improving. This is because there are good procedures for following up absence. The vast majority of pupils feel safe in school. During conversations with inspectors pupils also said that bullying was rare and any incidents were dealt with quickly.

Pupils have a satisfactory understanding about leading healthy lifestyles and can put forward some reasons for eating healthily and taking regular exercise. Pupils spoke positively about the 'bikability' scheme which aims to help them to be safe on the road.

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Pupils contribute to school through membership of the pupil forum and have contributed, for example, to the formation of a playground charter. Year 6 pupils have the chance to be 'peaceful warriors', a group which aims to help to alleviate conflict between fellow pupils. In the wider community pupils in the choir have sung in aid of the local Alzheimer's Support Group. While pupils learn about other faiths and cultures, their knowledge and experience of communities whose backgrounds are different from their own is limited.

Satisfactory progress in developing basic skills, good behaviour and overall positive attitudes and social skills are adequately contributing to pupils' future economic well-being.

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	3
The extent to which pupils contribute to the school and wider community	3
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	3

How effective is the provision?

The quality of teaching is improving as a result of the more robust approach to monitoring the quality of lessons and the more rigorous use of assessment information to measure pupils' overall progress. This information makes it clear to teachers what the expected outcomes are for different groups of pupils. Since the last inspection there has

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

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been an improvement in the quality of lesson planning and the use of curriculum targets to focus learning activities. Teachers use a variety of teaching styles and have positive relationships with their pupils, contributing effectively to their personal development. The purposes of lessons are usually made clear and in the best lessons very good use is made of the 'learning walls' where targets and other useful information to support learning are displayed.

On-going assessment is used very effectively in some lessons, for example helping to shape the teacher's questions, but it is not used consistently well to target activities to pupils' abilities. Most teachers are making helpful comments in books to show pupils where improvements could be made, though the quality of the comments and accessibility of language is variable. Where it is used most successfully pupils are given the time to read and respond to the comments. Older pupils could tell inspectors what areas they were trying to improve and most knew the levels they were working at.

Although variable in quality, there are good examples of very effective support given to pupils by teaching assistants, both in class and in other support groups. At its best, it not only helps pupils achieve well but also helps them to be included as much as possible in the planned classroom activities.

The school continues to maintain its strength in music and art, which is evident all around the school. This contributes very effectively to pupils' spiritual development and their enjoyment of school. There is a necessary strong emphasis in the curriculum on developing basic skills in literacy and numeracy. The school has identified a range of different groups of pupils and established different types of additional support. This does, however, sometimes reduce the range of curriculum opportunities for the pupils involved. The school is aware of this. Pupils enjoy meeting visitors who come to speak to them and they also like visiting places of interest. They look forward to their residential visit. The school is aware that there is more to do in developing links across subjects. The curriculum is suitably enhanced by a range of clubs.

Pupils are well cared for. There is a strong emphasis on developing pupils' personal and social skills. This not only contributes to developing their sense of community but also helps them have positive attitudes in most lessons. Those pupils who are most vulnerable are helped to achieve. There are striking examples where pupils have overcome barriers to learning as a result of partnerships established between school and families. The management of the provision for the school's most vulnerable pupils and those with special needs and/or disabilities is now good. There are improvements in the achievements and some notable successes for these pupils, but progress is not yet consistently good overall. Breakfast and after-school clubs have a positive effect on pupils' social and personal development. One pupil commented that breakfast club, 'kept him more awake'.

These are the grades for the quality of provision

<p>The quality of teaching</p>	<p>3</p>
<p>Taking into account: The use of assessment to support learning</p>	<p>3</p>

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 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?

The school has maintained a momentum of improvement established after the last inspection. Many staff feel fully involved in the drive to secure more improvement, but this is not yet universal and progress in establishing consistently good practice is slow. Nevertheless, inadequate teaching has almost been eradicated. The school's own and other external monitoring shows that teaching overall is better, though not enough is consistently good. Some senior leaders are developing very good skills in identifying the strengths and weaknesses in lessons, rightly concentrating on how pupils are learning. This is leading to improved outcomes for pupils.

The school has a good understanding of the needs of its different groups of pupils and evaluates their performance. It has been particularly successful in improving progress for vulnerable pupils, though more remains to be done to ensure challenge for the more able. The school's resources are used and deployed satisfactorily to meet the needs of pupils, thereby giving adequate value for money. It has yet to fully embrace some of the available newer technology for teaching.

Governors meet all their statutory responsibilities and are appropriately involved in monitoring the progress of improvements. They are increasingly suitably challenging in the way in which they hold the headteacher to account.

The procedures adopted by the school to safeguard pupils are good. Processes and actions on matters concerning child protection are well established and known by staff. There are clear instances where the diligence of the school has helped to protect vulnerable pupils. The school has all the appropriate records and ensures that all the required checks on staff prior to appointment are undertaken and recorded. Risk assessments are in place and health, safety and first aid arrangements are appropriate. Pupils are well supervised during the day.

The school has a good understanding of the community it serves and is itself a cohesive community. Partnerships with parents and some other groups to support and develop pupils' learning are satisfactory and improving. For example, in order to promote parents' knowledge of how to help with their children's reading, the English subject leader presented an outstanding workshop about phonics. The school is fully aware that there is more to do to promote engagement with more groups beyond the school.

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

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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	3
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	2
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

Provision is satisfactory and improving. Overall children are making satisfactory progress from low starting points, as a result of satisfactory teaching from adults. Children behave well and enjoy school, showing some independence and responsibility for their actions. There are good opportunities for developing early writing skills which support future learning. There are, however, missed opportunities to further develop children's independence through play, encouraging them to plan and undertake self-initiated tasks. Procedures for safeguarding children are good. However, although there are good links with parents, there is no key person formally identified for groups of children to get to know them and their families well and keep a close eye on how they are doing. There are good relationships with outside agencies, who especially help to support children's speech and language skills, which are weak when they enter the school. The management of the provision is satisfactory. A number of improvements have been made since the last inspection. For example, assessment information is used more effectively to inform lesson planning.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

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Most parents are positive about the school. Inspectors agree with parents who said that pupils enjoy school, which concurs with what pupils said. Inspectors also agree that the school does a good job in keeping pupils safe. A few parents have concerns about the leadership and management of the school. The inspection team judged the leadership and management to be satisfactory but are clear that there is more to do to establish a provision that will ensure that pupils' progress is consistently good. The inspection team also judged that senior leaders were having a positive impact. Some parents felt that the school did not listen to their concerns. The inspection team judged the partnerships with parents to be satisfactory. Finally, a few parents said the school did not manage behaviour well. The inspection team judged behaviour to be good and sometimes outstanding. Pupils said that any incidents of poor behaviour were quickly dealt with by teachers.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Redhills Community 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 89 completed questionnaires by the end of the on-site inspection. In total, there are 283 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	46	52	41	46	0	0	0	0
The school keeps my child safe	50	56	36	40	0	0	2	2
The school informs me about my child's progress	37	42	47	53	2	2	2	2
My child is making enough progress at this school	33	37	45	51	2	2	2	2
The teaching is good at this school	30	34	50	56	0	0	3	3
The school helps me to support my child's learning	27	30	53	60	1	1	5	6
The school helps my child to have a healthy lifestyle	34	38	48	54	3	3	3	3
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)	26	29	50	56	2	2	5	6
The school meets my child's particular needs	31	35	51	57	4	5	2	2
The school deals effectively with unacceptable behaviour	26	29	53	60	5	6	2	2
The school takes account of my suggestions and concerns	20	23	56	63	5	6	6	7
The school is led and managed effectively	27	30	48	54	7	8	4	5
Overall, I am happy with my child's experience at this school	35	39	47	53	3	3	2	2

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.



19 November 2009

Dear Pupils

Inspection of Redhills Community School, Exeter EX4 2BY

Thank you for helping us when we inspected your school. We enjoyed talking to you and seeing the work you were doing in lessons. The questionnaires that you filled in were very helpful. A special thanks to those of you who gave up some of your breaktime to tell us about your school.

We are pleased that most of you enjoy school and like your teachers. Some of you thought behaviour was not good at school. We thought you behaved well. Keep it up! You said that you felt safe in school and we agree with you. The headteacher and staff do a good job in keeping you safe.

We decided that most of you are making satisfactory progress in your lessons and some of you are making good progress. The school has made some improvements in the last 12 months. More of your lessons are satisfactory and teachers have improved the way they check how well you are doing. The headteacher and some senior teachers also sometimes watch lessons, like we did, to see how well you are learning. We have asked the headteacher to ensure that your lessons get even better by:

- making sure that there is always a good range of interesting activities so that you learn quickly in every lesson
- making sure that all of you have work that makes you have to think hard
- making sure that the youngest children in the Reception class have a chance to make up their own activities as well as doing something that the teacher has thought of.

We have also asked him to check that all the staff in the school know exactly what decisions are being made and what they have to do to make sure that your school keeps improving. We hope you have lots of successes in the future.

Yours sincerely

Daniel Towl HMI

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