

Redhill Primary School

Inspection report

Unique Reference Number	124073
Local Authority	Staffordshire
Inspection number	340487
Inspection dates	4–5 February 2010
Reporting inspector	Roderick Passant

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	211
Appropriate authority	The governing body
Chair	Alex Forbes
Headteacher	Elizabeth Banks
Date of previous school inspection	1 November 2007
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Introduction

This inspection was carried out by three additional inspectors. The majority of time was spent looking at or finding out about pupils' learning; 10 lessons or part lessons were observed so that almost all teachers were seen. In addition, brief observations of pupils in lessons were made across the school; meetings were held with members of the senior leadership team and representatives of the governing body including the Chair of Governors. Inspectors observed the school's work, including two assemblies, and looked at a range of documentation including that relating to safeguarding and the school improvement plan. They also scrutinised the questionnaires from 69 parents and carers, 95 pupils and nine staff.

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

- the effectiveness of the school's self-evaluation
- how effectively pupils' progress is monitored and early underachievement identified, and the effectiveness of the school's intervention strategies to support individuals and groups
- the specific strategies that have been put in place to raise attainment and progress in English and mathematics.

Information about the school

Redhill is an average in size for a primary school. The proportion of pupils who are entitled to free school meals is well above average and is currently around half the pupils in school. The majority of pupils are of White British heritage. The proportion of pupils who have special educational needs and/or disabilities is well above average. In some classes, a third of the pupils require additional help. As part of its extended services the school runs a parental support programme and a breakfast club. An after school club and a pre-school provision operate on the school site. Both are privately run and subject to separate inspections. The school has gained the Activemark for its work in physical education and the governors have gained the Financial Management in Schools award.

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

The school has made significant improvements since it was last inspected. It has successfully created the conditions in which learning can flourish. Pupils feel very safe because there is a warm, calm, secure ethos. Staff are very committed to the pupils, know them individually and there are good relationships between staff and pupils which underpin the learning. The care, guidance and support for pupils are good and have improved a great deal. This is a very important element in the school's provision. Pupils are confident that staff will manage any concerns they might have effectively, and this means that they are confident to approach staff. Pupils behave well for most of the time because the school is friendly and welcoming. The few pupils who can present very challenging behaviour are managed well and every attempt is made to keep them 'onside'.

Pupils' attainment on entry is generally well below the level expected nationally. Standards in Year 2 have improved steadily in very recent years, and pupils' good progress in this key stage is now being built upon across the rest of the school. The standards seen in Year 6 were broadly average and rising. The school challenges pupils' lack of academic confidence well, through constant encouragement and well-targeted praise. However, despite such good features in teaching, it is not yet consistently good enough to ensure that pupils' make good progress in all lessons. This is because in some lessons, teachers' expectations of what can be achieved are not sufficiently ambitious; the pace of the lesson lacks drive and pupils are not challenged enough to really forge ahead in their learning. The school sets group targets for pupils, but these are not sufficiently personalised. As a result, pupils have little ownership of them and parents do not always understand them.

The curriculum has been reorganised to emphasise the links between subjects and this has helped pupils' enjoyment and motivation. The school places good emphasis on developing reading skills, helped further by the introduction of a programme of phonics work, and provides wide-ranging opportunities across subjects to write for a variety of purposes. Improvement in mathematical achievement is the result of the firm number foundation that pupils now develop early in the school. However, insufficient use is made of information and communication technology to support pupils' learning and 'catch' the interests of some pupils. Also, pupils have a satisfactory awareness of the diversity of society but their awareness of the European dimension and the wider world, and the possibility of their place within it, is relatively limited.

Improvements have been brought about by good leadership and management. The school knows itself well through its regular monitoring. It makes effective use of external data and its own tracking of pupils' progress to identify early those pupils who

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are slipping behind and need additional support. Staff are united in their commitment to moving the school forward and their pupils' success. It has a good track record of improvement since the last inspection, despite the residual issue around pace in some lessons. The school has moved well beyond the shadow cast by its period in special measures. It has tackled systematically underachievement and maintains a sustained focus on improving standards. The school has good capacity for further improvement.

What does the school need to do to improve further?

- Raise standards of attainment and ensure greater consistency in progress by ensuring that teachers:
 - consistently challenge all pupils to work at a fast pace
 - involve pupils in setting their own targets, which are shared with parents.
 - Improve the curriculum by:
 - making more use of the full range of modern technology to support pupils' learning
 - broadening pupils' experiences of the wider world.
- 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**

There is a positive ethos in lessons, often associated with a buzz of interest as pupils concentrate and get on with their tasks. They demonstrate a good work ethic and enjoyment in what they are doing, although in some lessons they do not always work at a sufficiently demanding pace. Year 6 pupils' written work based on their laptop research shows, in their neat presentation, that they want to do well. Pupils are well behaved and listen attentively to their teacher; they clearly enjoy answering questions and getting it right but are also confident that they will not be derided for getting it wrong.

The school uses a wide range of strategies to support pupils in danger of slipping behind. Because they are given good quality support, pupils with special educational needs and/or disabilities make similar progress to their classmates. More able pupils are now being challenged, as reflected in the number of pupils in Year 2 gaining the higher levels, and this is being built upon in later years. There is little difference between the performance of boys and girls.

Pupils understand what a healthy lifestyle is, and are aware of the importance of healthy eating and exercise. They are also aware of how to use the internet safely and the school's travel plan has active ambassadors. Pupils influence aspects of school life through the school council, but the school does not make full use of their initiative in developing a partnership approach to learning. Pupils' attendance is average. Given their

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broadly average standards in key subjects by the time they leave, the extent to which pupils develop workplace and other skills is satisfactory. The school's values bind it together - although this is not easy given the dispersed nature of the school site - and pupils have a clear understanding of the school's expectations and the moral framework that operates within it. They are valued as individuals. Overall, pupils' spiritual, moral, social and cultural development is satisfactory.

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?

Teachers manage the classrooms well and there is strong partnership with the experienced and skilled teaching assistants. Lessons and tasks are planned carefully to meet the needs of the various groups within the class. Some teachers make very good use of the interactive whiteboards to catch interest and motivate pupils. Good lessons tended to have a greater sense of underlying impulsion to reach the objective of the lesson than was seen in satisfactory lessons, where pupils worked at a less dynamic pace. The use of assessment across the school is good and this is another important factor in supporting pupils' progress. Primarily this is because all staff now have a clear

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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understanding of their pupils' progress so that they are building on what has been learnt before. There are regular meetings with staff to discuss pupils' progress and strategies devised to support individuals in order for them to get to where they should be by the end of the year. The school is using specialist assessment materials to identify accurately how far pupils have reached in their learning, and what they need to do in order to improve. This ensures the accuracy of the tracking and provides clear guidance to the next steps required. Currently, however, this information is not formulated into personalised targets, developed through dialogue with each individual pupil. The school is currently missing an opportunity to tap into pupils' interests and enthusiasms by giving them the information on how to improve their work and allowing them to take greater responsibility for their progress. That said, marking is always supportive and it often gives points for improvement.

The school has increased the relevance of the curriculum by carefully developing the links between subjects and emphasising creative, imaginative and enriching activities. Pupils have responded with increased enthusiasm and interest. There is a good emphasis on personal, social and health education elements. The curriculum has been reviewed in order to develop greater cultural awareness. There is a good range of catch-up and other strategies to support individual pupils. However, such developments are too recent to have had a significant impact on pupils' standards and other outcomes by the end of Year 6.

Care, guidance and support are strengths of the school and play a significant part in pupils' academic and personal development. The school makes good use of specialist agencies, often taking the initiative, to support individual pupils. A range of anonymous case studies illustrate the school's success in supporting vulnerable pupils and their families. The school takes effective steps, working closely with the educational welfare officer and parents, to ensure that there are no persistent absentees.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	2
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 headteacher leads the school well. She is effectively supported by the individual and collective strength of the senior leadership team. There is a professional ethos of teamwork across the school. Strong systems to support colleagues, coupled with clear accountability linked to performance management, have ensured that teaching has improved. The school sets challenging group targets and has successfully raised

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expectations in this respect.

Governors now provide a clear strategic direction for the school, and effective challenge as well as good support. The school manages its financial resources well. Money is tight and managing accommodation that is spread over two former schools drains finances. The governors take their responsibilities with regard to safeguarding very seriously. The school makes good links with specialist and other agencies to support individual pupils and extend pupils' learning opportunities. Promotion of equality is satisfactory. The school has an inclusive philosophy and through its use of data and the support it provides is active in improving pupils' performance. Community cohesion is satisfactory. The school itself is a cohesive community because of its work, and it knows its immediate community and families well. It works closely with a range of community agencies but its efforts up to now have been focused on mainly working with individual pupils' parents and carers, supporting the immediate family, rather than the community as a whole. Some overseas links are developing and visitors help broaden pupils' perspective of the diverse society in which we live.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	2
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

Pupils make good progress across the Early Years Foundation Stage. Leadership and management are good because the leaders are reflective and use assessment information well to modify and change the overall curriculum. Historically, although children made good progress overall, standards were below expectations in language and mathematical skills by the end of Reception. Current data indicate that attainment is

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broadly average in these areas because of the steps taken, such as the introduction of phonics and increased emphasis on developing these skills. The day-to-day curriculum is planned carefully to provide a balance of teacher-led and child-initiated activities, which reinforce their learning effectively. Good use is made of stories and their associated themes so that children become absorbed in their role play. Developing children's speaking and listening skills is a key focus. Children play and work together well, take turns and develop skills of working independently. There is good teamwork and staff are vigilant regarding children's welfare. Good observations are used to inform the next steps in their learning and significant steps in learning are recorded in their 'Fantastic Folders'. There are good links with parents and some sharing of resources enables parents to play an active role. The environment is stimulating in both the Nursery and Reception classes. Good use made of the outdoor area and the school has clear plans to develop it further.

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 and carers are happy with the education their child receives. A few had concerns about progress, information provided to them and how well the school met their children's needs. The inspection judged that progress was good for some pupils, but inconsistent. The school acknowledges that information for parents and carers could be improved, for example by developing its open door policy. Care, guidance and support for pupils were judged good. A significant minority of parents had concerns about how the school managed unacceptable behaviour. Most pupils behave well, and those who can present challenging behaviour are managed well so that disruption to learning is minimised.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Redhill Primary 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 69 completed questionnaires by the end of the on-site inspection. In total, there are 211 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	32	46	35	51	1	1	0	0
The school keeps my child safe	30	43	35	51	4	6	0	0
The school informs me about my child's progress	26	38	32	46	9	13	2	3
My child is making enough progress at this school	24	35	36	52	8	12	1	1
The teaching is good at this school	26	38	37	54	4	6	1	1
The school helps me to support my child's learning	28	41	34	49	7	10	0	0
The school helps my child to have a healthy lifestyle	22	32	43	62	4	6	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)	24	35	39	57	5	7	0	0
The school meets my child's particular needs	28	41	31	45	9	13	0	0
The school deals effectively with unacceptable behaviour	19	28	33	48	12	17	5	7
The school takes account of my suggestions and concerns	14	20	38	55	12	17	2	3
The school is led and managed effectively	25	36	38	55	4	6	1	1
Overall, I am happy with my child's experience at this school	28	41	35	51	5	7	1	1

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 pupils' 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.



6 February 2010

Dear Pupils

Inspection of Redhill Primary School, West Chadsmoor WS11 5JR

Thank you for making my colleague and me so welcome in your school. My particular thanks go to those pupils who gave up part of their lunchtime to talk to us. I thought I would share with you our views about the school.

The school continues to improve and has moved on a great deal since it was last inspected. Standards at the end of Year 6 are broadly similar to what we see in many schools. You behave well and because the school is friendly, you feel safe. You also told me that you are confident to go to a teacher if you are troubled over something, which I am glad about. The school is very calm and all adults care about you a great deal.

We have judged the school to be satisfactory, which means that it does some things well but there are a number of things which I have asked the headteacher to work on with the teachers to make it better.

Make sure that you work with a greater sense of urgency and respond to even higher challenges in some lessons so that you consistently make good progress.

Involve you in setting your own targets and to share these with your parents and carers.

Make more use of modern technology to support your learning,

Give you more experience of the wider world and the way other people live.

In the questionnaires that many of you filled in, almost all of you said you learnt a lot in lessons and that teachers told you how to improve your work. That is exciting, because if you know what it is you have to do to improve you can take more responsibility for ensuring that you do well. You have clearly helped to bring about the many improvements in the school. Congratulations. With your continued help, the school will continue to improve even further.

Yours sincerely

Roderick Passant

Lead inspector

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