

Redhill Primary School

Gatcombe Way, Priorslee, Telford, TF2 9GZ

Inspection dates 6–7 June 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils are making good progress. They typically achieve above-average standards. Progress is particularly rapid in the Reception Year.
- The school provides strong support for disabled pupils and those who have special educational needs and these pupils achieve as well as other pupils.
- Teachers ask searching questions in lessons to check pupils' understanding and to move them on in their learning.
- Lessons include a wide variety of activities that are well matched to pupils' different needs.
- In lessons, pupils show the highest standards of behaviour and great enthusiasm for their work.
- Pupils are very aware of the world around them. This is recognised through the school's International School Award.
- Pupils' ability to work together in pairs and groups is outstanding. They show great respect for each other and for their teachers.
- Pupils take on a wide range of responsibilities around the school. They are given the confidence to become young leaders and to set up their own business projects.
- The new headteacher has had a significant impact on the quality of teaching in the school. All staff share her high expectations and this is driving up the achievement of pupils in this rapidly improving school.
- The headteacher has introduced excellent systems for checking pupils' progress. Any underachievement is dealt with quickly and effectively.
- Visual art is a particular strength of the school and has a high profile in the work pupils do in many subjects and activities.

It is not yet an outstanding school because

- Not all lessons provide enough varied and inspirational teaching strategies to ensure pupils can make exceptional progress.
- The excellent systems for checking progress are not yet extended to all subjects.
- Although governors are well able to support the school, they have not in the past always asked enough challenging questions to the senior leaders.

Information about this inspection

- Inspectors observed 25 lessons, of which six were joint observations with the headteacher or the deputy headteacher. In addition, the inspection team looked at pupils' work in their books and listened to them read.
- There were meetings with groups of pupils, senior leaders and representatives of the governing body and the local authority.
- Inspectors took account of the 60 responses to the online questionnaire (Parent View) and talked to parents at the start of the school day. Inspectors also considered the 37 responses to a staff questionnaire.
- The inspection team examined the school's own data on pupils' current progress; planning and monitoring documentation; records relating to behaviour and attendance; and documents relating to safeguarding.
- On the second day of the inspection Year 5 were away from school on an educational visit.

Inspection team

Richard Boswell, Lead inspector	Additional Inspector
Patrick Walsh	Additional Inspector
Wendy Davies	Additional Inspector
Alwyne Jolly	Additional Inspector

Full report

Information about this school

- Redhill is larger than the average-sized primary school.
- The current headteacher started in September 2012.
- A below-average proportion, just under a tenth, of pupils are known to be eligible for the pupil premium. This is additional funding for pupils known to be eligible for free school meals, those in local authority care and those with a parent in the armed services.
- The proportion of disabled pupils and those with special educational needs supported by school action is below average. The proportion supported by school action plus or who have a statement of special educational needs is higher than national levels.
- The school meets the government's current floor standards, which set the minimum expectations for attainment and progress.
- The school has the Arts Council's Artsmark Gold Award, the International School Award, the Silver Sustainable Travel Award, Fairtrade school status and the School Games Kitemark.

What does the school need to do to improve further?

- Ensure that in more lessons, pupils have the opportunity to make exceptional progress by the use of varied and inspirational teaching strategies.
- Sustain and further improve the current rapid rise in pupils' achievement by extending the already successful approach to the assessment and monitoring of pupils' progress in literacy and numeracy to all other subjects.
- Ensure that governors continue to develop their skills by engaging in further training in the well-informed and robust questioning of senior leaders.

Inspection judgements

The achievement of pupils is good

- The vast majority of pupils start school in the Reception class with skills and abilities similar to other pupils of their age nationally. They typically leave the school with standards above the national average.
- Pupils' progress from Key Stage 1 to Key Stage 2 was in line with the national average in English and mathematics in 2011 but below the national average in 2012. On her arrival at the start of the current academic year, the new headteacher swiftly identified the areas of weakness. These have been systematically tackled, particularly writing in Key Stage 1 and attainment at higher levels in mathematics at Key Stage 2. Highly accurate and detailed monitoring of achievement now demonstrates that the pupils currently in the school are making good and occasionally outstanding progress in both English and mathematics.
- Disabled pupils and those with special educational needs in all year groups are making good progress given their starting points. Some are now doing exceptionally well. For example in the current Year 6 all are on track to exceed expected progress in English through Key Stage 2. Over the past three years they have made similar progress to other pupils and their results compare very favourably with those of similar pupils nationally. In this inclusive school, good use is made of programmes of study that are tailored to the pupils' individual needs. Well-trained and carefully deployed teaching assistants offer strong support to pupils with special needs.
- Pupils make at least good progress through the Reception Year and many make outstanding progress. Good progress continues in Year 1 and Year 2. Results in 2012 from testing how well pupils' are learning sounds and letters (phonics) in Year 1 show pupils performing less well than those nationally. Phonics teaching observed during the inspection, however, was highly effective and current pupils demonstrated above average standards.
- Pupils have many good opportunities to read, write and use mathematical skills in other subjects. Teachers use a wide range of engaging children's literature and pupils spoke with enthusiasm to inspectors about their reading.
- The school is being successful in promoting equal opportunities and tackling discrimination. This is evident in the closing of the gap between the standards achieved by all pupils and the standards achieved by pupils who are supported by the pupil premium. In the 2012 Year 6 national tests, the small number of pupils known to be eligible for free school meals were on average two and a half terms behind the others in their attainment in English and three and a half terms behind in mathematics. School records show that the pupils currently supported by this funding are on track to achieve broadly similar results to their peers.

The quality of teaching is good

- The school's records show that teaching is never less than consistently good and inspectors saw some that was outstanding. The impact of careful planning and well-paced delivery means that pupils are engaged in their studies at all times. Pair and group work are prominent features of classroom activities and pupils demonstrate excellent skills and great confidence in communication and negotiation. This was encouraged in Reception classes, for example, when pupils were asked to consider each other when making choices in outdoor play activities. In Year 6, in another example, pupils discussed the roles they needed to play in making a formal presentation to the class.

- Lessons are generally very well structured but teachers do not always use the most well-judged and inspirational teaching strategies. This sometimes limits the opportunities pupils have to make exceptional progress through exploring an idea or topic more imaginatively.
- Teachers' use of questioning is skilful. They target their questions very well so that all pupils are involved in the lesson and there is continual assessment of their learning. Teachers are very responsive to the progress of all their pupils. They will re-shape a lesson and review their planning in order to ensure complete understanding or to move on as swiftly as possible. Teachers' planning also makes highly effective use of non-teaching staff and they contribute very positively to pupils' progress. Appropriate homework is set that allows pupils to develop work done in the classroom and teachers' marking is consistent and helpful in showing what next steps pupils need to take to improve.
- Teachers have high expectations for their pupils. They engage all pupils well and are very aware of the different needs of individuals and groups in their class. They plan and deliver lessons that usually include a variety of tasks and activities designed to support and challenge all of their pupils. Attractive and varied resources, including laptop and tablet computers, are used very well to capture pupils' interest so they enjoy learning and make good progress.
- The quality of artwork on display and in pupils' books is a strength in the school. Visual art projects are linked to the school's focus on sustainability, for example using recycled materials in collaborative murals that are technically demanding and visually striking.

The behaviour and safety of pupils are outstanding

- Pupils' attitudes to learning are exemplary. In lessons, they challenge and encourage each other, eager to work in pairs and groups but also able to share quiet, thoughtful periods of concentration. Pupils' enthusiasm for learning is outstanding.
- Pupils manage their own behaviour extremely well as a result of the high expectations and positive examples set by all staff. A polite, friendly and purposeful atmosphere is found throughout the school. Attendance is high and parents are overwhelmingly positive about pupils' behaviour and safety.
- Pupils have immense pride in their school and show confidence, enthusiasm and generosity of spirit in wanting to share the school's successes and celebrate each other's achievements. They also have a growing understanding of the role of business and enterprise. This was illustrated in a very successful operation, run by pupils, in which greetings cards were produced using their own outstanding artistic designs and sold to raise funds for charity.
- Pupils understand about being safe and in particular show a well-developed understanding, appropriate to their ages, of the benefits and dangers of access to the internet. A Year 6 class were observed developing materials relating to e-safety through drafting a letter to the governors and producing a worksheet for younger pupils.
- School records and discussions with pupils and parents indicated that bullying was not an issue at this school. Pupils showed excellent awareness of what to do if they encountered bullying and the school has a clearly understood system for dealing with it.
- Pupils are particularly alert to 'being fair' and this can be seen in many aspects of school life. In lessons, pupils are taught to take turns from an early age and are good at listening to each

other's points of view. Year 5 pupils were able to explain very clearly the message behind the 'Redhill plays fair' logo on the kit worn by all pupils and staff in physical education classes. Pupils talk passionately about the school's active involvement with Fairtrade and with links to a school in Kenya.

The leadership and management are good

- The headteacher has had a significant impact on the quality of teaching in the school and on raising achievement in the last twelve months. Both the staff questionnaire and meetings with staff confirmed a highly supportive view of the senior leadership.
- The quality of teaching is regularly checked and appropriate, well-targeted professional development has made a good contribution to pupils' improved performance. The formal appraisal systems are working effectively. Pay rises have been closely linked to improvements in pupils' progress since the headteacher's arrival.
- Since the headteacher's arrival, staff have used the school's system of tracking pupils' progress with much more rigour. The progress of individuals, groups and year groups, in English and mathematics in particular, is closely and accurately monitored so that any issues are identified as they occur and appropriate actions are taken. The impact of these actions is then in turn monitored in a continual process of analysis and improvement. This finely tuned process is not yet extended to all subjects.
- The curriculum has had a particularly strong and necessary focus in the last year on developing pupils' numeracy and literacy skills. This has included the development and use of these skills both in other subjects and outside of the classroom, for example in the play area for Reception children and on residential visits for older pupils. Outside of lessons, the school has a wide range of clubs and activities for pupils that include excellent opportunities for developing both artistic and sporting skills.
- The school's overarching themes are of global citizenship, sustainability and cultural diversity and these are explored in many ways throughout the year groups. Pupils are introduced to a wide range of faiths and cultures and this is reinforced both through trips out of the school and visitors coming into classes.
- The responses to the school's own parental questionnaire as well as the online questionnaire, Parent View, show a very high level of positive feedback. Parents commented on the excellent communication between school and home and the level of care given to pupils, particularly those with special educational needs.
- The school meets all the statutory requirements for safeguarding and all policies, including those relating to child protection, are up to date and available to parents on the school website.
- The local authority has offered good support to the new headteacher. It has provided courses and training as well as enabling teachers to moderate their assessment of pupils' progress by comparing judgements with other local schools.
- **The governance of the school:**
 - The governing body is well organised into appropriate committees and is well led by an experienced chair. Governors have an in-depth understanding of information relating to pupils' achievement and make sure the school fulfils all statutory requirements. The governing body closely monitors the quality of teaching, including through lesson observations and discussions

with staff. Individual governors are linked to specific year groups and keep a close check on their progress at school. Governors are also well informed and active in the school's performance management of teachers. The governors ensure the school's finances are handled carefully and there is close attention to achieving value for money. The spending of the school's pupil premium funding has been overseen by the governing body. Its impact has been evaluated, for example in improved achievement following the funding of one to one teaching and the inclusion of all pupils in school visits and activities.

- While the governors offer good support and some appropriate questioning of the headteacher, they are aware that the level of challenge to senior leaders has not always been robust in the past. They are committed to further training in order to achieve outstanding governance.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	131394
Local authority	Telford and Wrekin
Inspection number	412185

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	406
Appropriate authority	The governing body
Chair	Glennis Mansell
Headteacher	Claire Lamb
Date of previous school inspection	24 November 2008
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