

# Redhills Community Primary School

Landhayes Road, Exeter EX4 2BY

**Inspection dates** 12–13 December 2012

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school

- Attainment and progress have both improved since the previous inspection and pupils' achievement is now good across the school. Reading is a strength because the school provides very good opportunities for pupils to read widely.
- Teaching is good. It is consistent, well planned and all staff regularly check how successfully all groups of pupils learn. Good marking keeps pupils both well informed and interested in their own progress.
- Pupils show positive attitudes to learning and agree the school is a safe place. Typically, behaviour is good and pupils get along very well with adults and one another.
- The headteacher, staff and the governing body work closely together to develop the school. Careful checks on teaching and progress have made sure the school has improved, ensuring pupils enjoy lessons and achieve well.

### It is not yet an outstanding school because

- There is not enough outstanding teaching to promote excellent learning. Occasionally in lessons, the pace of learning is slow and the activities do not fully engage pupils or provide opportunities for them to work independently.
- The school has not successfully engaged with all groups of parents to help them fully support their children's learning.

## Information about this inspection

- Inspectors observed the school’s work, and looked at the school website and a range of documents, including its policies and records of pupils’ achievements.
- Inspectors observed 18 lessons taught by 12 teachers over almost nine hours. Meetings were held with staff, pupils, parents, a representative from the local authority and members of the governing body.
- Inspectors took account of the 21 responses to the on-line inspection questionnaire (Parent View).

## Inspection team

John Carnaghan, Lead inspector

Additional Inspector

Marion Hobbs

Additional Inspector

Linda Rowley

Additional Inspector

## Full report

### Information about this school

- Redhills Community Primary is a larger than average-sized primary school.
- The proportion of pupils known to be eligible for free school meals is above average and the proportion of pupils eligible for a pupil premium support (additional money allocated to schools by the government) is also above average.
- The proportion of pupils supported through school action is below average. However, the proportion supported on school action plus and with a statement of special educational needs is above average.
- The school meets the current government floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school has a higher turnover of pupils than average.
- There is no alternative provision at the school.

### What does the school need to do to improve further?

- Raise pupils' achievement by providing more outstanding teaching through:
  - ensuring that a suitably rapid pace is maintained through all parts of lessons
  - providing more opportunities for pupils to make choices about their learning and to work independently
  - inspiring pupils to learn by planning more varied, interesting and engaging activities.
- Develop more effective strategies that will encourage a broader range of parents to support their children's education.

## Inspection judgements

### The achievement of pupils is good

- The effective teaching and organisation in the Early Years Foundation Stage enable children to make a good start to their education. They quickly adopt good learning routines such as taking turns and respecting and listening to adults and other children. As a result, progress, from typically below average starting points, in the Reception classes is good.
- The progress pupils make and the standards they reach across the school have improved in recent years. However, a legacy of slow and less effective teaching in the past has made it more difficult for older pupils to make rapid headway. Nevertheless, better teaching ensures pupils now make good progress in both Key Stage 1 and Key Stage 2. The standards they reach by the end of Year 6 are close to the national average.
- The perceptive use of assessment to show where additional staff would be best employed ensures skilled support is available to the pupils who need it most. This means that all groups of pupils, including disabled pupils and those with special educational needs, such as those on school action and school action plus, as well as those with a statement of educational needs, progress at similar rates to other pupils in the school. The achievement of all groups is good.
- Reading is a high priority for the school and national assessments confirm that reading standards are rising and are above average in Years 1 and 2. Reading mentors help those who need regular personal attention. Pupils enjoy frequent reading opportunities, developing a familiarity with books and a fluency in their reading.
- A good Year 3 and 4 English lesson typified many strengths in learning. Pupils made good progress because they enjoyed the brief, engaging activities that had been carefully planned to build their understanding of how to write a story. Tasks were well adjusted so each ability level was kept at full stretch. The helpful support of teaching assistants ensured that everyone was able to achieve.

### The quality of teaching is good

- Teaching has many strengths. These include perceptive questioning of pupils to check understanding, well-planned activities and high expectations, and the way teachers modify plans as they go along to ensure learning is effective.
- Lessons are usually carefully planned to include brief activities to maintain pupils' interest.
- Pupils are well known to all staff. This enables the well-trained teaching assistants to deliver the correct support for each pupil and quickly address any problems. This well-targeted support enables the school to be inclusive in providing equality of opportunity and ensures there is no discrimination.
- Planning for the use of teaching assistants is good. They are often used to provide challenges of varying difficulty that ensure that all groups of pupils are usually well supported and kept at full stretch. However, some lessons lack the innovative ideas or excitement that promote excellent learning.
- Pupils are keen to learn. They listen closely to adults and one another; this helps them overcome problems. Pupils talk confidently about their targets, and good marking of their work helps them understand how to improve further.
- Support for the speech and language needs of individuals is well managed. The teaching of sounds and letters is good and specialised language development programmes provide effective support. These initiatives have a positive impact on pupils' progress as writers.
- Teaching in the Early Years Foundation Stage provides children with a good structure to their learning. The daily routines of reading, writing and numeracy, along with many other stimulating activities, help children to develop their basic skills and boost their confidence.
- Reception class children receive regular well-organised reading sessions. For example, parents

are welcomed into the class once a week at the start of the day to sit with their children and hear them read. This is notably successful in encouraging some parents' closer involvement in their children's learning.

- Pupils' progress is checked on a regular basis. As a result, teachers identify any inconsistent progress and initiate additional assistance for individuals, as required. The teaching of pupils with special educational needs and/or disabilities is good.
- Most lessons start at a brisk pace but learning diminishes later in the session, largely because teachers are inconsistent in setting deadlines for tasks. There is a positive climate for learning, but teachers do not always give pupils enough responsibility to make choices for themselves or opportunities to work independently.
- Regular homework is provided and this supports pupils' learning well. One Year 2 pupil reported, 'It's getting harder but that's good. We're learning more.'

### **The behaviour and safety of pupils** are good

- Pupils behave well in and out of lessons. Attitudes to learning are consistently positive and lessons are rarely disrupted by pupils' inappropriate actions. Positive relationships are a great benefit to learning, especially on the numerous occasions when pupils work in pairs and groups.
- Parents, staff and pupils have few concerns about behaviour or bullying. Pupils understand the various types of bullying, like cyber bullying. They report that on the rare occasions when bullying occurs, the school is quick to address the issue.
- Staff manage behaviour with great assurance; this maintains a very orderly atmosphere in classrooms. The school offers effective support to pupils suffering with behavioural problems, providing relevant activities to help pupils at times of trauma or other difficulties.
- Pupils and parents agree that the school is a safe place. Pupils are well briefed about how to stay safe in their everyday lives.
- Attendance is good and above the national average. A firm, systematic approach to absence, with clear guidance to parents, has improved attendance.

### **The leadership and management** are good

- The school has improved in many respects since the previous inspection and issues identified such as communication between leaders and other teachers have been thoroughly addressed. The school demonstrates clearly its capacity for continuing improvement.
- The headteacher provides good guidance and is an effective role model for senior colleagues. This ensures that leaders and managers work effectively to tackle any weaknesses. The school has received appropriate support from the local authority as it has improved over time.
- The strategy of promoting better learning through focusing on improving teaching has raised achievement. The quality of teaching is regularly checked and areas for improvement identified. These are actively followed up and staff are provided with training opportunities to develop their skills.
- A good range of subjects and courses are offered to pupils. They provide all year groups with interesting experiences that are appropriate to their age. For example, Years 3 and 4 pupils visited local late medieval buildings to promote their understanding of daily life in Tudor times.
- Visitors from many cultures and faiths are welcomed into the school and pupils regularly talk via the internet with international partner schools. There are strong links with the local community. For example, the choir has performed in many parts of the city.
- Pupils' spiritual, moral, social and cultural development is considered very carefully. Assemblies and lessons offer numerous opportunities for reflection. For example, in a Year 3 and 4 English lesson, pupils explored the most appropriate words to describe Mary's feelings about the nativity. The annual harvest festival investigated different cultural identities through a consideration of different foods and languages.

- School staff offer good opportunities for parents to engage closely with their children's education, and a number of parents have become keenly involved with school life. However, some parents are proving hard to reach and have little to do with day-to-day school life or in supporting their child's learning.
- **The governance of the school:**
  - The governing body has an understanding of how well pupils at the school achieve and how this compares with others nationally, undertaking additional training where needed. It is also well informed about the school budget. Members understand the reasons for the allocation of additional funds available through the pupil premium. They also ensure this expenditure is justified by the results (where the gap in performance is closing), ensuring the school provides good value for money. The governing body understands performance management; it knows that teachers' pay progression is closely linked to pupils' achievement and to the priorities in the school development plan. Members of the governing body do undertake regular checks on the school environment and its policies to ensure pupils' safety. Safeguarding procedures are thorough, policies are effective and the school meets all requirements in this regard.

## 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

<b>Unique reference number</b>	113084
<b>Local authority</b>	Devon
<b>Inspection number</b>	401339

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	307
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Ian Crocker
<b>Headteacher</b>	Jeremy Doyle
<b>Date of previous school inspection</b>	17–18 November 2009
<b>Telephone number</b>	01392 255555
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