

# Worcester, Red Hill CofE Primary School

Inspection report

---

<b>Unique Reference Number</b>	116859
<b>Local Authority</b>	Worcestershire
<b>Inspection number</b>	312428
<b>Inspection date</b>	14 March 2008
<b>Reporting inspector</b>	Bogusia Matusiak-Varley

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>	3-11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	281
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Julia Glossop
<b>Headteacher</b>	Jane Long
<b>Date of previous school inspection</b>	19 May 2003
<b>School address</b>	Midhurst Close off London Road Worcester WR5 2HY
<b>Telephone number</b>	01905 352524
<b>Fax number</b>	01905 352524

---

<b>Age group</b>	3-11
<b>Inspection date</b>	14 March 2008
<b>Inspection number</b>	312428

---

© Crown copyright 2008

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

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.

## Introduction

The inspection was carried out by an Additional Inspector, who evaluated the overall effectiveness of the school, including the Foundation Stage, and investigated the following issues:

The impact of the school's systems at improving standards in reading in Years 1 and 2 and mathematics and science in Years 3 to 6.

The effectiveness of use of assessment to challenge different groups of pupils.

The systems put in place by the leadership and management to continue to raise standards after the dip in pupils' attainment in 2007.

Evidence was gathered from lesson observations, scrutiny of pupils' work, assessment data and discussion with parents, pupils, staff, governing body and the headteacher. Other aspects of the school were not investigated in detail but the inspector found no evidence to suggest that the school's own assessments, as given in the school's self-evaluation form, were not justified and these have been included in this report.

## Description of the school

This is a large primary school with the provision of Nursery facilities since September 2007 following the school's move into a purpose built building. The majority of pupils are White British. One in 11 pupils is of Pakistani background. The percentage of pupils with learning difficulties and/or disabilities is below the national average, as is the proportion of pupils eligible for free school meals. The school has received the following awards in recognition of its work: Healthy Schools and Artsmark.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 2

This is a good school with some outstanding features. The effectiveness of Red Hill school is good. Aspects of pupils' personal development and leadership and management are outstanding. Parents are delighted with the excellent leadership of the headteacher, who wants the very best for every child and encourages very effective teamwork throughout the school. 'Our children are valued as individuals in this school,' said one parent, speaking for many. Leadership and management are good overall but the senior management team has not yet managed to ensure that teaching is consistently good throughout the school. As a result, the progress of more capable pupils in Years 1 and 2 and children in the Nursery is patchy and is only satisfactory overall. This is because insufficient use is made of information from assessment to plan tasks that meet pupils' needs.

Standards are above average by the end of Year 6 and pupils' achievements are good. Standards have been consistently high over time but last year there was a drop in standards in reading in Years 1 and 2, and mathematics and science in Years 3 to 6. The school immediately put successful plans in place to raise standards and this year pupils are on track to achieve ambitious targets set on thorough analysis of their attainment. Children's starting points on entry to the Foundation Stage are in line with typical expectations. Children make good progress and exceed expectations of five-year-olds nationally in all areas of learning, due to very good provision in the Reception Year. The very good planning systems have not yet been adopted in the Nursery due to the very short time that it has been open. This year, standards are above average in Years 1 and 2 in reading, writing and mathematics. Pupils' progress in reading has improved, due to the good teaching strategies aimed at improving their understanding of texts. The school recognises that challenge for more capable pupils across the curriculum needs to be consistent if standards are to rise further.

Throughout the school, pupils with learning difficulties and/or disabilities, those with behaviour problems and the few with English as an additional language make good progress because teachers are fully aware of their individual needs. 'The great thing about this school,' said one pupil speaking for many, 'is that our teachers want the best for us, they treat us as individuals. For example, if you find playtimes difficult provision is made for you to be indoors. That's how much they care about us.'

Teaching is good throughout the school with outstanding elements in Years 5 and 6, such as modelling, writing, encouraging pupils to comment on one another's work and giving support just at the right time if pupils struggle. Nevertheless, there are some inconsistencies in teaching throughout the school. Teaching is of better quality in Years 3 to 6 than it is in Years 1 and 2. In some lessons in Years 1 and 2, both younger and older pupils work from the same worksheets and this slows the pace in learning. At times, not enough attention is paid in these year groups to giving the most able pupils more opportunities to develop their independence and to supporting them in achieving the best they can.

Pupils' personal development and well-being, including their spiritual, moral, social and cultural development, is good because of outstanding elements in the good curriculum, such as emphasis placed on environmental issues, working with artists and excellent extra-curricular activities. Pupils are expert in understanding the importance of healthy eating, as recognised in the Healthy Schools award. They have very good knowledge of how to stay safe because of the good guidance they receive and excellent systems in place for safeguarding pupils. Pupils make

a good contribution to the community by participating in the local church festivals and by donating generously to fundraising. They are very keen to show members of the community around their new school. The high standards attained and pupils' very good knowledge of how information and communication technology (ICT) can support their learning ensure pupils are prepared well for their future economic well-being.

Care, guidance and support are good, resulting in pupils' good attendance, attitudes and behaviour. The school is exceptionally successful in modifying the behaviour of several pupils who have experienced problems in other schools. Academic guidance is good overall. Marking of pupils' work is exemplary and, in recent work, pupils are helped to know what they need to do to improve. However, not all pupils, particularly those in Years 1 and 2, know what they need to do to reach even higher levels of attainment.

The school has excellent procedures for evaluating self-effectiveness. The headteacher and staff consistently evaluate and develop the quality of education so that it suits the needs of pupils. Governance is good. Governors provide good support and challenge and are well informed on all aspects of school life. Given the rapid and effective response to ensuring that last year's standards are improved, the school is in a good position to improve further.

## **Effectiveness of the Foundation Stage**

### **Grade: 2**

Provision for children in the Foundation Stage is good but it is better in the Reception class than in the Nursery. This is because planning in Reception, which has had more time to develop, is exceptionally good and takes more account of the needs of all children, particularly the more capable. Children settle well into their routines and make good progress overall because partnership with parents and provision for children's care and welfare are good. This contributes to children feeling very secure in their learning. They make particularly good progress in personal, social and emotional development, communication, language and literacy and mathematical development and they are well prepared for more formal work in Year 1. Good opportunities are provided for learning both indoors and outdoors. From a very early age, children are taught to look after their environment and observe nature. Teaching in the Foundation Stage is good overall and the Foundation Stage leader demonstrates good leadership and management skills. As a result, children achieve well and become independent and enthusiastic learners.

### **What the school should do to improve further**

- Ensure that teachers use information from assessment more precisely in the Nursery and Years 1 and 2 to improve the progress of more capable pupils.
- Provide pupils with more opportunities for them to develop their skills of independent learning.
- Develop the senior management team's expertise in monitoring the impact teaching has on the progress of more capable pupils.

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).**

## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
---	----------------

### Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

### Achievement and standards

How well do learners achieve?	2
The standards <sup>1</sup> reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

### Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
How well learners enjoy their education	2
The attendance of learners	2
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

### The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## Text from letter to pupils explaining the findings of the inspection

17 March 2008

Dear Pupils

Inspection of Red Hill C of E Primary School, Worcester, WR5 2HX

Thank you so much for helping me when I visited your school. I really enjoyed talking with you. It is wonderful to see children enjoying their education as much as you do. You gave me some very good information about your school and you are rightfully proud of your fabulous new building.

You are absolutely right in telling me that you attend a good school. Here are some of the things that you do well:

- generally, you make good progress in reading, writing, mathematics and science, due to good teaching
- you clearly enjoy school and love your headteacher and staff and value their hard work
- you are well looked after and staff have exceptionally good procedures to make sure that you are safe
- you make excellent choices about staying safe and being fit and healthy
- the curriculum is good and you attend an excellent range of extra-curricular activities
- those of you who find learning difficult are given good support and make good progress.

Here are some things that I have asked the school to improve:

- ensure that teachers in the Nursery and Years 1 and 2 help those of you who find learning easy by giving you more challenging work and that information from assessment is used more rigorously to move you on in learning
- provide you with more opportunities for independent learning
- make sure that the people running your school check that all of you are doing as well as you can in lessons, especially those of you who find learning easy.

You can help, too, by continuing to work hard and by letting your teachers know if work is too easy.

Yours sincerely

Bogusia Matusiak-Varley Lead inspector