

Redhill Foundation Primary School

Inspection report

Unique Reference Number	112980
Local Authority	Derbyshire
Inspection number	325733
Inspection date	2 February 2009
Reporting inspector	Sheelagh Barnes

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Foundation
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	208
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Mr David Frankish
Headteacher	Miss Nicola Bargh
Date of previous school inspection	12 December 2005
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	The Ridings Ockbrook Derbyshire DE72 3SF
Telephone number	01332 673537
Fax number	01332 676724

Age group	4–11
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Introduction

The inspection was carried out by two Additional Inspectors.

Inspectors evaluated the overall effectiveness of the school and investigated the following issues: the progress and achievement of lower-attaining pupils and those who need extra support with their learning throughout the school; how effectively teaching provides pupils with guidance about how well they are learning and what they need to do next to improve still further; and how effectively Early Years Foundation Stage staff maximise opportunities for children's learning outdoors.

Evidence was gathered from:

- lesson observations
- scrutiny of pupils' work, teachers' planning and records
- discussions with pupils, staff and the headteacher
- scrutiny of school policies and documentation
- analysis of parents' responses to the inspection questionnaire.

Other aspects of the school's work were not investigated in detail, but inspectors found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in this report.

Description of the school

Redhill Foundation Primary School is of average size. Almost all of the pupils come from White British backgrounds and very few speak English as an additional language. The proportion of pupils who need extra support with their learning and those with statements of special educational needs is above average. The majority of these pupils have speech, language and communication needs, behavioural, social and emotional needs and moderate learning difficulties. Fewer pupils than nationally are eligible for free school meals. While attainment on entry covers the full range, and can vary slightly year-on-year, it is broadly average overall. Young children in the Early Years Foundation Stage start in the Reception class. The school has achieved a number of awards, including: the Basic Skills Quality Mark, the Financial Management Standard, Health Promoting Schools, Eco School Bronze, Anti-bullying Intermediate, Artsmark gold, Musicmark and Activemark. A breakfast club runs on site for an hour and three quarters each morning.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

Under the excellent leadership of the headteacher, the school has made outstanding progress since the previous inspection, building on standards that were already high. It has an excellent capacity to continue to improve. The headteacher is clearly dedicated to ensuring the best provision for all pupils. Along with a very strong team of teachers, support staff and governors, she has developed the excellent cooperative and collaborative teamwork that is an integral part of the school's culture. Comprehensive monitoring and training ensure that all staff and governors work exceedingly effectively for the benefit of all pupils. School self-evaluation is excellent and leaders and managers have a very good understanding of the school's strengths and areas for further improvement. Challenging targets are set and met efficiently.

Pupils from all groups, including those who need more support with their learning, make excellent progress and achieve high standards in their work. Starting with attainment that is typical nationally on entry to Reception, pupils reach standards that are significantly above average in reading, writing and mathematics at the end of Year 2. By the end of Year 6, standards are significantly and consistently above those attained nationally, as shown in national test results. Far higher proportions of pupils than nationally attain the expected Level 4 and also the higher Level 5. In 2008, although test results are not yet validated, they show continued high standards. Almost three in every four pupils attained Level 5 in writing, mathematics and science. In reading, standards were particularly high and four in every five pupils attained Level 5.

One of the main reasons that pupils do so well is because of their full involvement in evaluating their work and their excellent understanding of what they need to do next to improve still further. This is because teachers and support staff involve them and their parents fully in planning the next step in their learning. Consequently, pupils talk with confidence of what they need to tackle next and why. They know the purpose of the lessons, homework tasks and group activities they take part in. As a result, they wholeheartedly apply themselves to the tasks they are set. Their attitudes to their work are excellent and levels of concentration and enjoyment are extremely high. Parents are supportive of the work of the school. Comments received, which were reflective of the majority included, 'Since starting school, my child has made excellent progress.' Another stated, 'My child is clear about his targets and can see for himself how well he is progressing.'

The quality of teaching and learning is excellent. Teachers and teaching assistants make full use of the resources at hand, for example, puppets, whiteboards, computers, video clips and recording devices, such as cameras and microphones, to ensure that lessons are gripping and exciting and pupils wholeheartedly enjoy activities. Teachers ensure that the pace of lessons is brisk and relationships are very good. Tasks are planned making excellent use of previous assessments and observations, so that they exactly match the learning needs of all pupils. As a result, pupils' involvement and cooperation in tasks and with each other, is first rate. The school functions effectively as a fully inclusive community.

The school takes great care to plan and deliver an exciting and excellent range of learning opportunities that meet the learning and personal needs of all pupils, and ensure continuing excellent progress. Learning in all subjects is linked very effectively to optimise the time available. For example, drama lessons enable pupils to learn more about the Ancient Greeks and to develop their vocabulary and use of language in preparation for a writing task. The school's successful

phonics programme gives pupils more confidence to link sounds and letters, increasing their achievement in reading and spelling. There is an excellent range of extra-curricular activities, some of which support pupils' academic learning and some of which develop artistic and sporting talents effectively. The breakfast club provides a calm and purposeful start to the day for the pupils that attend.

Care, support and guidance are exemplary. Arrangements for safeguarding pupils meet national requirements and there are excellent links with outside agencies. Systems to monitor progress of groups and individuals, and to put in support where needed are outstanding. Guidance, both academic and pastoral, is outstanding.

Planning, by school leaders and managers, to develop links with the local and wider community is excellent. It results in extremely strong links with a range of groups, such as the local church. These benefit pupils in their learning and also in their understanding of the wider world and the differing viewpoints of different groups. Pupils are offered a wealth of opportunities to learn about the world around them in a creative, practical and interactive way.

Pupils' personal development is excellent. Behaviour is outstanding and levels of attendance are high. Pupils are fully involved in the decision-making processes in the school and, as a result, act as responsible and caring members of the community. Their awareness of how to stay healthy and keep safe is excellent. Spiritual, moral, social and cultural development is excellent, with assemblies making a very positive contribution to pupils' development. The school is kept in an immaculately clean condition, and displays of pupils' work in classrooms and around the school are all of an extremely high standard. This environment has a very positive impact on pupils' self-esteem, the pride they have in their school and the respect they show for the achievements of others. They are extremely well prepared for the next stage in their learning.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Children's attainment on entry to the school is generally in line with that expected for their age, although there is some year-on-year variation. Most recent assessments indicate standards on entry are, in general, as expected, with the exception of early skills in communication, language and literacy, which are slightly lower than other aspects of learning. Induction procedures are good. Systems to ensure children's welfare are excellent. Consequently, children settle quickly to school life and adults gain a good knowledge of each child's needs and can respond to them effectively. Children make good overall progress in Reception. They make excellent gains in their personal, social and emotional development because of the strong emphasis placed upon this aspect of learning by all staff. Teaching and learning are good. Staff assess children regularly and plan activities that meet the full range of each child's learning and developmental needs. As a result, children make good progress and effectively develop skills, including those in early literacy, which lay the foundations for efficient learning. Children have good attitudes, readily engage in learning and relate well to others. The headteacher and governors, in conjunction with the Early Years Foundation Stage leader, have identified that there is scope to develop further the use of facilities for outdoor learning and play to provide more opportunities for children to investigate their world and experiment. There have been recent improvements to the outdoor area, and the curriculum is now being reviewed to ensure that opportunities are maximised for children to learn from practical experience outside the classroom. Leadership of the Early Years Foundation Stage is good and there is a clear understanding of strengths and of improvements to be made.

What the school should do to improve further

- In order to raise standards further, give children in the Early Years Foundation Stage more outdoor opportunities for investigation, experimentation and first-hand learning experiences.

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Annex A

Inspection judgements

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

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	1
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?	1
The capacity to make any necessary improvements	1

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	2

Achievement and standards

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

¹Grade 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.

Personal development and well-being

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

The quality of provision

How effective are teaching and learning in meeting the full range of learners' needs?	1
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	1

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination eliminated	1
How well does the school contribute to community cohesion?	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
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

Annex B**Text from letter to pupils explaining the findings of the inspection**

3 February 2009

Dear Pupils

Inspection of Redhill Foundation Primary, Ockbrook, DE72 3SF

Thank you for making us feel so welcome when we visited your school recently and for telling us all about it. I would like to tell you what we found out about how well you are getting on and how well your school is helping you to learn.

You are absolutely right to be proud of your school because it is outstanding. There are many excellent things about it. Here are some of them.

- You are all very polite, behave extremely well and try your best in lessons.
- You make excellent progress in your work.
- You know how to keep yourself safe, healthy and fit, and older pupils in particular do an excellent job helping the school to be a place where everyone can learn so well.
- All of the adults want you to do your best, and so do their best to make every lesson exciting and fun and make sure they help every one of you to learn.
- Miss Bargh and the governors know your school extremely well and know what to do to make it even better.

Miss Bargh and the school staff are always working to improve things for you. I agree with them that the most important thing to try to make even better is:

- to improve the use of the outside area in Reception so that those in this class can spend more time out there learning as part of lessons.

I would like to wish you the very best for the future.

Yours sincerely

Mrs Barnes

Lead inspector