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Mrs Claire Lamb  
Headteacher  
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Dear Mrs Lamb

### **Short inspection of Redhill Primary School**

Following my visit to the school on 7 November 2017, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. The visit was the first short inspection carried out since the school was judged to be good in June 2013.

#### **This school continues to be good.**

The leadership team has maintained the good quality of education in the school since the last inspection. You are determined to ensure that pupils at Redhill receive the best possible education and develop as well-rounded individuals. With the support of an effective leadership team, you set clear priorities for the school that maintain a strong focus on pupils' progress and well-being. The recently reconstituted, dynamic and skilled governing body fully supports your ambitions for the school. Governors, expertly led by the relatively new chair of the governing body, provide challenge and rigour to the strategic leadership of the school.

Sport, art and music strongly feature in school life and play an important part in pupils' development. The large number of achievement awards the school has received over the years bears witness to the variety of learning experiences that are provided.

Pupils at Redhill Primary School enjoy being part of a stimulating and caring learning community, which offers an orderly, pleasant and safe atmosphere. Pupils are enthusiastic about all aspects of their school life. About a third of all pupils are involved in the pupils' groups that contribute to the school community's development and well-being. A large number of them apply for positions of responsibility and are keen to be members of the school council, fair trade council, executive council, or the team of librarians. Older pupils volunteer to be a 'big friend' to a younger pupil starting at the school.

The vast majority of parents are appreciative of the school's quality of care and the focus on the well-rounded development of children. Typically, they commented on the 'amazing range of opportunities', how the school 'makes my children feel safe', or how the 'children are happy and taught well'.

The school's popularity in the local community means that it is very often the first choice for parents. It is why many parents whose professional circumstances involve frequent relocations want to send their children to your school. This results in an increasing number of pupils joining the school other than at normal points of transition. You rightly identified that the school needed to adapt aspects of teaching and interventions to meet the needs of these pupils. In the analysis you conducted following the results of 2016, the high level of mobility of pupils was one of the issues that caused a dip in the school's performance.

Your analysis also highlighted the need to improve aspects of the teaching of reading comprehension and mental arithmetic in order to secure the very best outcomes for pupils. You and your team have taken effective action to ensure that results at the end of key stage 2 in reading and mathematics improve.

The actions you have taken are having a positive impact. There is clear evidence that teaching in reading and mathematics is improving. The gap between the proportion of pupils reaching the expected standards in mathematics at the end of key stage 2 and the national average was reduced in 2017. However, differences in outcomes between different groups of pupils were not entirely eliminated.

### **Safeguarding is effective.**

The leadership team has ensured that all safeguarding arrangements are fit for purpose and records are detailed and of high quality. The school has a strong culture of safeguarding. You and your team make sure that adults in the school are all fully aware of their duty of care. You ensure that the training of staff is up to date, and check that all members of staff are vigilant and empowered to protect children who may be vulnerable. You work closely with external agencies that support pupils and their families, to ensure that favourable outcomes are reached when referrals are made.

The culture of safeguarding extends to training pupils to care for each other. This includes pupils making their own risk assessments for specific activities. You provide a 'worry suitcase' for pupils to share their concerns in a private and confidential way. It is clear from talking to pupils, staff and parents that the school provides a safe environment.

### **Inspection findings**

- The proportion of children in the early years who reach a good level of development has been consistently higher than the national average over the last few years. However, there were fluctuations over time in the proportion of

disadvantaged children who reached a good level of development. The reasons behind these fluctuations were clearly identified and documented by the deputy headteacher and early years leader, who jointly lead this key stage.

- Early years leaders have effective monitoring systems in place to evaluate the progress children make. They assess children's levels of development when they join the school. These assessments are moderated externally with other early years providers to ensure their reliability. Assessment information is used effectively to inform the planning of activities that are well targeted to meet the individual needs of children. High-quality teaching and rigorous ongoing assessments, with subsequent support when necessary, ensure that children's rapid development continues throughout the Nursery and Reception Years. The analysis of assessments shows that all children made good progress through the early years from their individual starting points.
- The attainment of pupils at key stage 2 in mathematics fell below the national average in 2016. The subject leader for mathematics analysed the results and identified the areas that needed improving, particularly pupils' skills in mental arithmetic. The school was equally rigorous when analysing outcomes in reading, and pupils' ability to infer meaning was identified as an area for improvement. Leaders focused initially on high-quality training for teachers and effective use of assessment to sustain progress. Their own expertise identifies the most effective practice in the school and in partner schools, to develop the quality of teaching. Their efforts have resulted in a sharpened focus on deepening pupils' reading comprehension ability and understanding of mathematics. This comes across clearly in lessons and work in books.
- Across the curriculum, support for pupils who need it is well planned and effective. Teaching assistants are well coached to lead interventions to support pupils who have barriers to learning. Constant dialogue between teaching assistants, teachers and the special educational needs coordinator (SENCo) allows for swift and effective evaluation of the impact of the support provided. Pupils who need support, regardless of the nature of the issues they face, make good progress. This is also true for the increasing number of pupils who join the school at various times of the year and often have to catch up with their peers.
- You successfully addressed the recommendations of the previous inspection report. You also acted swiftly to deal with the issues that were identified following the dip in attainment in mathematics at key stage 2 in 2016. You know the school very well and have a clear understanding of its strengths and weaknesses. This is why the school's self-evaluation is accurate and your raising attainment plan fit for purpose. The school is responding effectively to every challenge it faces. Your leadership, together with the quality of the governance, and the dedication of your staff, means that the school is in a position to continue to move forward.
- Published information about attendance showed that some disadvantaged pupils had a higher rate of persistent absence than other pupils in the school in 2016. You monitor rigorously incidents of absences that could have an impact on pupils' progress or well-being. This allows you to identify problems, to analyse the

causes of absences and to find effective ways in which children and their families can be best supported.

### **Next steps for the school**

Leaders and those responsible for governance should ensure that:

- they continue to develop and embed the successful strategies in place to support the progress of pupils who join the school other than at the normal times
- they build on the improvements made to provision and outcomes in mathematics, in order to ensure that even more pupils reach the expected standard.

I am copying this letter to the chair of the governing body, the regional schools commissioner and the director of children's services for Telford and Wrekin. This letter will be published on the Ofsted website.

Yours sincerely

Patrick Amieli  
**Ofsted Inspector**

### **Information about the inspection**

During the inspection, I held meetings with you, other leaders and the SENCo. I had a telephone conversation with the school's improvement partner. I also met with the chair of governors. I had a discussion with a group of key stage 2 pupils and spoke to other pupils informally. I made short visits to five classrooms with you and looked at pupils' work. I spoke to parents at the start of the day and considered 83 responses to Ofsted's online questionnaire, Parent View. I also considered 11 responses to the staff survey.

I scrutinised various documents including the school's self-evaluation, its improvement plan and the documents that you use to check the quality of teaching. We discussed the national test results and assessments undertaken by pupils in 2016 and 2017. I also looked at the school's published information on the website, as well as minutes of governing body meetings and information about attendance, behaviour and safety.