

# Inspection of Redhill Primary Academy

Gatcombe Way, Priorslee, Telford, Shropshire TF2 9GZ

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Inspection dates: 11 to 12 June 2024

## **Overall effectiveness**

**Outstanding**

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The quality of education

**Outstanding**

Behaviour and attitudes

**Outstanding**

Personal development

**Outstanding**

Leadership and management

**Outstanding**

Early years provision

**Outstanding**

Previous inspection grade

**Good**

The headteacher of the school is Claire Whiting. This school is part of Thomas Telford Multi Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the executive advisors, Sir Kevin Satchwell and Fiona Seddon, and overseen by a board of trustees, chaired by John Ferguson Bowater.

## **What is it like to attend this school?**

At Redhill Primary Academy pupils learn to be a 'valued me'. This vision is lived and breathed across all aspects of school life. All pupils thrive both academically as well as personally and socially. Pupils learn an impressive range of subjects in depth. Parents agree, with one comment being typical of many when they stated, 'the school produces well-rounded youngsters who have expectations of themselves and others'. All this work means that the school's very high aspirations are realised.

Pupils love learning and all aspects of school life. All pupils become confident, resilient and responsible citizens. This is due to the school's highly inclusive culture. Pupils have a thirst for knowledge. There are extremely high levels of concentration in class. They are supported well in making firm friendships and there is a harmonious atmosphere across the school. Pupils work and play together very well.

Pupils learn how to respect each other and make sense of the world around them. Differences are understood and celebrated. They play a very active part in all aspects of school life, whether it is suggesting changes for the school dinner menu, fundraising for a variety of causes or litter picking in the local community.

## **What does the school do well and what does it need to do better?**

The school has an exceptionally well thought out and carefully constructed curriculum. It has used evidenced based research to do this. It precisely identifies the most important knowledge and when this should be taught. All staff deliver this curriculum consistently well. They ensure that pupils learn and remember the most important knowledge and skills needed for future success. Staff receive high-quality training that allows them to develop their already high expertise across the curriculum.

Teachers deliver lessons that inspire and motivate pupils. Activities are deliberately designed to meet the needs of learners extremely well. Assessment is used effectively to check that pupils have a secure understanding of what has been taught. This is particularly exceptional in mathematics. As a result, pupils, including those with special educational needs and/or disabilities (SEND), develop a rich bank of knowledge that allows them to make connections between different subjects. For example, in computing, children in early years learn how to programme and instruct programmable toys. These programming skills are later developed with older children learning to programme interfaces to control lights and motors. They are then able to transfer this computing knowledge and skill when designing and making fairground rides in design and technology.

Children make an incredibly successful start to their school life in early years. This is because staff get to know children very well when they start school. They then use this information to plan what they need to be taught next. Children then get many carefully-considered opportunities to practise this learning in their play. Children are

very well supported in this respect. Furthermore, staff secure learning and support children's language development very effectively.

Pupils read widely and often. Reading sits at the heart of the school's curriculum. Books are purposely chosen to bring learning to life. In addition, these books reflect people from different cultures and backgrounds extremely well. All of this means that pupils quickly begin to develop a love of reading.

Reading is taught very well. Phonics is delivered effectively by all staff because of high quality training and staff expertise. Lessons are delivered confidently and consistently. The books that pupils read match the sounds that they know. Highly effective support is quickly put in place for pupils who may need it. This helps all pupils to read with fluency and to understand what they are reading.

The school has highly effective processes in place to rapidly and accurately identify any additional needs that pupils may have. Through carefully considered adaptations, the school makes sure that pupils with SEND learn the same curriculum as their peers. Pupils with SEND achieve very well.

Provision for pupils' personal development is exceptional. Pupils have a deep understanding of the values of tolerance, kindness and respect. Pupils understand that the world is diverse and that people should be valued for who they are. As part of this work, pupils collaborate regularly with a school in Kenya. The school ensures that pupils receive experiences that enhance their learning and enables them to contribute to society.

Trust leaders and governors have a clear and shared vision. They understand their roles and responsibilities extremely well. Together, they hold the school to account for the quality of education that pupils receive and the outcomes that they achieve. The school and governors are mindful of the impact on workload of any changes that they introduce. They ensure that all staff have time to carry out their roles effectively. This helps school staff to feel valued and proud to work in this school.

## **Safeguarding**

The arrangements for safeguarding are effective.

## **How can I feed back my views?**

You can use Ofsted Parent View to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	146026
<b>Local authority</b>	Telford & Wrekin
<b>Inspection number</b>	10294637
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	485
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	John Ferguson Bowater
<b>Headteacher</b>	Claire Whiting
<b>Website</b>	redhill.ttsonline.net
<b>Date(s) of previous inspection</b>	13 and 14 December 2022, under section 8 of the Education Act 2005

## Information about this school

- The school does not use any alternative providers.
- The school operates a before and after school provision.
- The school is part of the Thomas Telford Multi Academy Trust, which consists of five schools.

## Information about this inspection

The inspector(s) carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- During the inspection, the lead inspector held meetings with the headteacher and deputy headteacher of the school. He met three members of the local governing

body and the chair of governors. He also met the chair and executive advisor of the trust.

- To evaluate the effectiveness of safeguarding, the inspectors reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspectors carried out deep dives in early reading, mathematics, English, art and design and computing. They met with subject leaders, visited lessons, spoke with teachers and pupils and viewed examples of pupils' work. An inspector also spoke to pupils about their learning in design and technology, history and physical education.
- An inspector observed children in the early years and pupils in key stage 1 read to a trusted adult.
- The inspectors spoke with members of staff about their workload and well-being.
- The inspectors observed pupils' behaviour in lessons and around school.
- The inspectors considered the responses, including the free-text comments, to Ofsted Parent View. They also considered the responses to the staff survey. Inspectors spoke to parents at the beginning and end of the school day.
- Inspectors looked at a range of documentation provided by the school. This included the school's improvement priorities, school policies, curriculum documents, SEND records, behaviour records, attendance records and minutes of meetings held by the trust board.

### **Inspection team**

Barry Yardsley, lead inspector	His Majesty's Inspector
Lesley Yates	Ofsted Inspector
Janet Tibbits	Ofsted Inspector

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