

# Redscope Primary School

Kimberworth Park Road, Rotherham, South Yorkshire, S61 3JT

**Inspection dates** 20–21 January 2015

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

## Summary of key findings for parents and pupils

### This is a good school.

- Strong leadership at all levels has driven the school's continued improvement since the previous inspection. Leaders work effectively to overcome barriers to pupils' learning and ensure that all have an equal opportunity to achieve their best.
- Teaching and learning are managed well. Good teaching is consistent and some teaching is outstanding. Consequently, pupils achieve well.
- Governors know the school very well and provide strong challenge and support. They help to maintain strong and productive links with the local community and other local schools.
- Pupils have positive attitudes to school. They enjoy their lessons because they say the challenge is just right. Their behaviour is consistently good and they feel safe.
- Teaching is good and has continued to improve steadily since the previous inspection. Teaching is tailored well to pupils' varying needs and interests and contributes effectively to their good achievement in art and design, music, sports and topic work.
- Children are given a good start in the early years because of good provision for them. The school's work with the children's centre is valuable preparation for their start in the nursery.
- Progress is good. From below average starting points, pupils leave the school having reached average standards in reading, writing and mathematics. School assessments and pupils' current work show that standards in reading, writing and mathematics, at the end of Year 2 and Year 6, are improving.

### It is not yet an outstanding school because

- Attainment in reading, writing and mathematics at Key Stage 1 has been below the national average for some time. Pupils do not consistently reach the standards expected of them in phonics (knowledge of letters and sounds) at the end of Year 1. They do not have all the language (speaking) skills they need to tackle writing confidently by the end of Year 2.
- Mathematics activities in Key stage 1 do not always match pupils' needs precisely, especially for the most able.
- There are too few opportunities for Key Stage 1 pupils to use their mathematics understanding to solve problems in different ways.
- The behaviour in lessons of a small minority of boys in Key Stage 1 is not managed as well as it could be.

## Information about this inspection

- Inspectors observed learning in a range of lessons.
- Discussions about the school's work took place with members of staff, pupils, parents and members of the governing body.
- Also taken into account were the views of 24 parents who responded to Ofsted's online survey (Parent View), as well as questionnaires completed by staff members.
- Inspectors observed the school's work and examined a range of other information including: national assessment data and the school's own assessments; minutes from governing body meetings; the school's own view of its work; curriculum information; safeguarding documents and samples of pupils' work.

## Inspection team

Kevin Johnson, Lead inspector	Additional Inspector
Aileen King	Additional Inspector
Peter Marsh	Additional Inspector

## Full report

### Information about this school

- This is a larger than average sized primary school.
- The large majority of pupils are White British.
- The proportion of disadvantaged pupils, who are supported by pupil premium funding, is above average. The pupil premium is additional funding for pupils known to be eligible for free school meals and those who are looked after by the local authority.
- The proportion of disabled pupils and those with special educational needs is above average.
- The school meets the government's current floor standards which are the minimum expectations for pupils' attainment and progress at the end of Year 6.
- There is a children's centre attached to the school. The headteacher is also head of the children's centre.
- Provision for children in the early years in school is part time in Nursery classes, and full time in the Reception classes.
- The school provides a breakfast club for pupils during term time.
- The headteacher has led assessment and moderation work in local authority schools and currently supports schools in developing basic skills. Two of the school's senior leadership team also lead on moderation of standards in pupils' work for the local authority.

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

- Raise pupils' attainment in reading, writing and mathematics at Key Stage 1 by:
  - making sure that pupils in Year 1 consistently reach the standards expected of them in phonics
  - always ensuring a strong focus on speaking and listening so that pupils are fully prepared for their writing
  - providing mathematics activities in Key Stage 1 which precisely match what pupils need to do, especially for the most able
  - giving pupils more opportunities to use their understanding of mathematics to solve problems in different ways.
- Improve the behaviour for learning (in lessons) of a minority of boys in Key Stage 1.

## Inspection judgements

### The leadership and management are good

- Pupils' personal and academic development thrive because of the very positive learning ethos in the school and the way staff overall foster pupils' well-being and good behaviour.
- Staff relationships are extremely positive and the school's high expectations are upheld equally by parents, who show their genuine support in the way they involve themselves in school life.
- The headteacher, supported by an active governing body, works very hard to ensure that the school's work is recognised in the community, and that all forms of discrimination are challenged vigorously so that every pupil has an equal opportunity to succeed.
- Leaders have worked successfully with an external consultant to sharpen up systems for checking on the school's progress and setting the right priorities for development.
- Teaching and learning are managed well. Strong systems are in place whereby senior leaders check the quality of work in classrooms and provide the most effective training and support for teachers. Teaching which does not meet expectations is managed effectively. As a result, teaching has continually improved since the previous inspection. It is now consistently good and there is some outstanding practice, all of which ensures pupils' good and improving achievement.
- Senior leadership is one of the school's strengths and a major factor in its improvement. Senior leaders consistently model good relationships and best practice and all use their time effectively to maintain quality. They gather an accurate view of the school's work and of what needs to be done next.
- Middle leaders check progress and plan developments in individual subjects with a good deal of imagination and expertise. They are knowledgeable and skilled in their subjects and together plan an exciting and enjoyable curriculum for all pupils. Pupils' spiritual, moral, social and cultural development is promoted well. Pupils are aware, for example of how some cultures have brought positive benefits to their own country and this encourages their positive attitudes, and helps to prepare them well for life in modern Britain. Achievement across the curriculum is good, especially in the creative subjects, art and design and music where there are some impressive results.
- The school uses the sport funding effectively to improve teachers' physical education (PE) subject knowledge and skills and thereby the quality of lessons for pupils. Currently, a qualified PE teacher works weekly in the school and new resources have been bought to match pupils' learning needs in the subject. More competitive sports are available to pupils, who do particularly well in cross-country tournaments.
- Leaders manage the school's pupil premium funding efficiently. The teaching team provides well-planned additional help for pupils who are supported by the funding. Disadvantaged pupils make good progress and any gaps between their attainment and that of non-disadvantaged pupils both in school and nationally are closing quickly.
- Leaders ensure that safeguarding arrangements meet all government requirements. Policies and systems are reviewed regularly to make sure they are effective and staff and pupils are aware of their responsibilities.
- **The governance of the school:**
  - Governors know the school well and fully recognise the important role it has in the local community. Their main collective aim is to bring about a better future for the pupils. Governors work effectively with school leaders to plan the way forward. They have a very clear picture of how well the school does in relation to others nationally, and know that while progress is good, the school's priorities lie in raising attainment at Key Stage 1 to give pupils a more positive start in the next key stage. Strong support and equally rigorous challenge for the school, ensure that what the school does brings the right benefits for pupils. Governors know what the overall quality of teaching is. They are fully informed about the application of the pay policy and how it is linked to teachers' performance management. They use their knowledge and integrity very effectively to tackle underperformance and reward success. Finances are managed efficiently, including the overseeing of the pupil premium and primary school sport funding and their impact on pupils' achievement.

### The behaviour and safety of pupils are good

#### Behaviour

- The behaviour of pupils is good.
- Pupils generally have positive attitudes to school. They are keen to learn and say that the challenges they

get are just right.

- Behaviour around the school is good. Pupils move between classes sensibly and safely and are always polite and well mannered. Their friendly attitudes and mindfulness of one another are a strong contribution to the school's caring, family atmosphere.
- Kindness and consideration are key words in pupils' personal development, and are recognised each term through the awards presented in each key stage to commemorate a much-loved couple who devoted 40 years' voluntary service to the school.
- In lessons, the large majority of pupils show respect for the adults who teach them and quickly settle to work. A small minority of pupils, mostly boys in Key Stage 1, have not yet acquired the good listening skills and attitudes they need to make the best progress.
- Pupils contribute well to the school's everyday life and character. Attendance is above average and improving in the current school year. Parents get pupils to school punctually and dressed smartly in uniforms.
- There is an active school council as well as an eco-safety committee and playtime leaders. Attendance at the numerous after-school clubs is good, and pupils raise generous sums of money for local and national charities. Pupils are always keen and proud to represent Redscope in the many sports and arts events for which the school enters.

### Safety

- The school's work to keep pupils safe and secure is good
- Pupils say that they feel safe in school and that grown-ups take good care of them. They also say that they take good care of each other. They understand the various forms that bullying can take and are particularly well aware of the importance of Internet safety.
- Incidents of offensive name-calling are rare and pupils say that there is no bullying, just the occasional falling out.
- Pupils with particular social or emotional needs are supported exceptionally well. The creation of the 'Thrive' nurture group in the school provides additional valuable care.
- Parents appreciate the care and safety provided through the well-attended breakfast club, as well as the school's links with the secondary school, to ensure their children's safe and smooth transfer to the next phase.
- Pupils say that they feel well prepared to move on and look forward to their new experiences.

### The quality of teaching is good

- Staff members respond well to the school's continuous drive to improve teaching. Professional training is wholly embraced. A senior leader and two other staff members are actively learning new leadership skills, which can be used to coach other members of staff and further strengthen teaching quality. The range of evidence gathered from pupils' work and staff records over time indicate that teaching in the school is consistently good and, at times, outstanding.
- Reading is taught successfully and standards throughout the school are improving. Books frequently provide starting points for pupils' writing, although good quality writing is also stimulated by pupils' personal experiences. A good example is the writing pupils did following their visit to the National Media Museum. Some boys' writing was particularly expressive in Year 6 when they empathised with *Romeo*, and poured out their feelings over the death of *Juliet*. In Key Stage 1, a greater emphasis on discussion and speaking skills is beginning to take hold. This is a relatively recent approach to give pupils more confidence and push their standards of writing higher by the end of Year 2.
- Throughout the school, there is a good focus on spelling, correct grammar and punctuation. Regular homework to practise these and mathematical skills gives pupils' learning an effective boost.
- The pace of learning and challenge are good features of most mathematics teaching, although at times in Key Stage 1 the pace falters due to the small number of boys who do not give their full attention. Nevertheless, pupils acquire a good grasp of number with some opportunities to use what they know to solve problems. These opportunities are more frequent in Key Stage 2 classes. In Key Stage 1, there is a strong focus on basic number development to help pupils catch up from their below average starting points. Leaders now recognise the value of providing more challenging tasks, in this Key Stage especially, for the most-able pupils so that understanding can be tested more effectively and standards raised further by the end of Year 2.
- Throughout the school, teaching assistants provide valuable support for pupils' learning. They know their

pupils' particular needs well and work skilfully with class teachers to manage the learning and good progress of the pupils they support. Disabled pupils and those with special educational needs are taught very well and that support results in some rapid progress at times.

- Good learning in other subjects stems from teachers' good subject knowledge and their varying skills. Imaginative use of resources and interesting ideas capture pupils' interest. Some Year 6 pupils, for example, found the subject of sacrifices enthralling when learning about the ancient South American Maya community. More importantly, it generated a lot of discussion and sharing of ideas which prepared them well for their topic writing. Topic work is presented well.
- There is good work to be seen in design technology and computing. The first class displays around the school provide a clear model of high expectations, and encourage pupils to present all of their work as well as they can.
- Teachers mark work well and pupils say that they find comments helpful. Adults check on work systematically during lessons to help pupils correct mistakes and to improve their learning.

### The achievement of pupils is good

- The majority of children enter nursery with abilities that are below those typical for their age. The abilities of a small minority are significantly below those typical for their age. None are at a typical stage of development.
- From these early starting points, pupils achieve well by the end of Year 6.
- Pupils build well on the start they make in the early years. Rates of progress are improving. There has been a well-focused drive on standards in Key Stage 1, aimed at raising standards at the end of Year 2.
- Currently in Year 1, standards in phonics are on track to be better than in previous years. This is having a good impact on progress in reading and writing in the year group.
- Although standards in reading, writing and mathematics are shown to be below average in national tests at the end of Key Stage 1, the drive on standards is beginning to take effect. Currently in Year 2 pupils are working closer to levels expected for their age, and the proportions on track to achieve Level 3 are improving. Leaders check on progress closely to ensure that standards reach at least national levels and provide a better foundation for work in Year 3.
- The school's tracking of pupils' progress shows a good increase in pace in Years 3 to 6, so that pupils quickly make up ground and reach the standards expected of them. This is consistent with the good teaching seen and the quality of pupils' work.
- National test data for 2014 showed that pupils reached average standards in reading, writing and mathematics. There was a slight dip from the previous year because of the higher proportion of pupils in the year group who had specific additional learning and emotional needs. Nevertheless, there was significant progress in reading.
- The general upward trend in standards at the end of Year 6 is on track to continue. School assessments, based on teachers' rigorous checking of pupils' work, show expected standards to be at least maintained and more pupils on track to achieve Level 5.
- Achievement in reading has been managed successfully through good teaching and provision of books that pupils find interesting. Pupils in Year 2 are developing skills well. They use their phonics knowledge to help them sound out words and read accurately. They generally have a good understanding of their books and read regularly at home and in school, so they make good progress. In Year 6 pupils know how important it is to read well. They read unfamiliar books with ease, and select their reading widely from a range of favourite authors.
- The school recognises the needs of the most-able pupils and there are regular planned sessions to further boost their reading, writing and mathematics skills. Those who achieve Level 3 at Key Stage 1 generally progress to Level 5, having made expected progress from their starting points. In 2014, the proportion of pupils who did better than expected in reading was the same as the national proportion, indicating the effectiveness of the school's reading plan.
- Disabled pupils and those with special educational needs make good progress because they are taught and provided for well. Their work is very carefully matched to their personal needs and each step in their learning is closely checked to make sure that progress is continuous. Parents and outside agencies are involved effectively in the learning process, and pupils value and enjoy the additional quality time they have with those who teach them.
- From their generally below average starting points, disadvantaged pupils who are supported by the pupil premium make good progress. Identifiable gaps in attainment at Key Stage 1 close rapidly at Key Stage 2.
- National data for 2014 show that when compared with non-disadvantaged pupils nationally,

disadvantaged pupils in the school attain less well than other pupils in reading and mathematics, attain higher than those nationally in writing. In terms of progress, they are approximately one to two terms behind in their progress in reading and mathematics, but made better progress than others nationally in writing. When compared with other pupils in the school they performed better in reading and writing, but remained one to two terms behind their peers in mathematics.

### The early years provision

is good

- From below typical starting points in communication skills, mathematical understanding and personal social and emotional development on entering the Nursery class, children make good progress. Although still below typical stages of development for their age when they move into the Reception class, they continue to achieve well. A majority of children reached a good level of development at the end of the Reception Year in 2014. The proportion that does so has improved steadily over time.
- Early years provision has been re-shaped so that teaching and activities more closely reflect children's needs. The impact of this move by the school is positive. School assessments indicate that significantly more children are likely to achieve a good level of development at the end of the Reception Year and be well prepared for Year 1.
- Good leadership and management have brought about these effective changes. Leaders' careful checking of previous early years outcomes and attainment at Key Stage 1 indicated that improvement was needed and decisive action followed.
- Teaching is good. The key focus for staff is to ensure that children quickly develop the personal and social skills they need to help them learn alongside others. There are high expectations regarding children's behaviour and relationships and both are good.
- Activities are planned well and backed up by a good range of resources and equipment to challenge children and help them to explore and solve problems on their own. Where children are taught by adults in activities such as phonics or creative work, learning is focused well on new skills that children can follow up in their play.
- Children's well-being is provided for very well. Children are happy and safe in school and thrive in their secure environment.
- The school's work with those who attend the children's centre is a valuable introduction to their learning. Very good links with parents are established. The information shared prior to children entering nursery means that children's needs can be planned for so they get the best possible start in school.

## 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>	106844
<b>Local authority</b>	Rotherham
<b>Inspection number</b>	453182

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 of pupils on the school roll</b>	396
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Bronwen Watson
<b>Headteacher</b>	Paula Dobbin
<b>Date of previous school inspection</b>	21 June 2011
<b>Telephone number</b>	01709 740350
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