

Redfield Edge Primary School

Inspection report

Unique reference number	109011
Local authority	South Gloucestershire
Inspection number	377857
Inspection dates	4–5 July 2012
Lead inspector	Michael Merchant

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	204
Appropriate authority	The governing body
Chair	Patrick Brown
Headteacher	Andrew Foss
Date of previous school inspection	11–12 November 2008
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Age group	4–11
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Introduction

Inspection team

Michael Merchant

Additional Inspector

Patricia Wright

Additional Inspector

This inspection was carried out with two days' notice. Eighteen lessons or parts of lessons were observed, amounting to ten hours in total. All seven classroom teachers present at the time of the inspection were observed teaching. Discussions were held with senior and middle leaders and other staff, members of the governing body and groups of pupils. Inspectors took account of the responses to the online questionnaire (Parent View) in planning the inspection, observed the school's work and looked at the school's self-evaluation and planning documents, external evaluations of the school's work, policy documents and pupils' work. They analysed 134 questionnaires sent in by parents and carers, as well as those from pupils and staff.

Information about the school

This is a smaller-than-average primary school. The proportion of disabled pupils and those with special educational needs is broadly average, while that of pupils supported by school action plus or with a statement of special educational needs is below average. The very large majority of pupils are of White British heritage. There are no pupils who speak English as an additional language and there are below-average numbers of pupils who are eligible for free school meals. The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress. Children in the Early Years Foundation Stage are taught in one Reception class.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	2
Leadership and management	2

Key findings

- This is a good school. Pupils achieve well because the quality of teaching is good overall. Pupils are well cared for. The school is not outstanding because achievement is lower in mathematics than English, particularly for more-able pupils, and there remains a small proportion of less effective teaching that limits pupils' progress and independence.
- All groups of pupils, including disabled pupils and those with special educational needs, make good progress, especially in writing and in learning to read. By the age of six, nearly all pupils' attainment in reading is above average because of well-planned interventions and a relentless focus on teaching sounds and letters. Progress in mathematics is not as strong as that in English.
- Teaching is good. Teachers have good subject knowledge and manage behaviour well. Some lessons are outstanding because they encourage individuality and motivate pupils to learn independently. The pace of learning slows when work is not planned well enough to meet the learning needs of all pupils and when pupils are given insufficient time to work independently.
- Pupils feel very safe at school and behaviour is good. School records and discussions with pupils indicate that this is usually the case. Pupils' good attitudes to work help pupils to get the most out of lessons. They mostly listen carefully to instructions, collaborate effectively and persevere at tasks.
- Good leadership provides a clear sense of purpose. Systems for monitoring are strong and evaluation of school performance is rigorous. Relative weaknesses are identified and action taken to bring about improvement. At times, the monitoring of the quality of teaching is too general and does not focus closely enough on current priorities. As a result, inconsistencies in practice are not always tackled quickly enough.

What does the school need to do to improve further?

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- Raise achievement in mathematics, especially for more-able pupils, by:
 - planning regular opportunities for pupils to consolidate their skills by using and applying them in practical ways
 - creating more opportunities for open-ended, pupil-led investigations so that the more-able pupils can excel.

- Remove inconsistencies in the quality of teaching so that it becomes outstanding overall by:
 - using assessment information more precisely in planning tasks for more-able pupils which build effectively on their prior knowledge and skills
 - encouraging all pupils to be more active and enquiring in class.

Main report

Achievement of pupils

From broadly average starting points when they enter school, pupils make good progress to reach standards by the end of Year 6 that are, overall, above average. This concurs with the views of parents and carers. From Reception through to Year 6, pupils conscientiously follow instructions, work hard and try their very best to succeed. Children settle quickly in the Reception class and make good progress. They develop confidence, independence and enjoyment of learning so that by the time they enter Year 1 nearly all have reached the expected levels of attainment in most aspects of their learning. Disabled pupils and those who have special educational needs are supported well throughout the school. Detailed analysis of their specific needs, the careful tracking of their achievements and judicious use of external expertise, when it is required, all contribute to their good progress and attainment, which are above that of their peers nationally.

Progress in reading is good throughout the school. Letter sounds are taught systematically and pupils become confident readers. Carefully planned programmes of one-to-one and small group support are effective in ensuring that pupils develop good strategies to tackle unfamiliar words in their reading books, so that reading skills are above average by the end of Key Stages 1 and 2.

Pupils' progress is particularly strong in writing. Pupils' response to the plans to teach writing more effectively, such as through raising awareness of the differences between formal and informal language, and regular marking which indicates precisely what pupils need to do to improve, ensures that many make outstanding gains in writing. Attainment in mathematics lags behind that of reading and writing. Increased opportunities for pupils to investigate within practical activities have accelerated the rate of pupils' progress. However, at times pupils lack confidence and do not recognise how they can apply what they already know to new learning. Sometimes they struggle to recognise which operation is needed or to identify which calculation method would be most effective in solving a problem.

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The quality of learning in most lessons is good and in a few it is outstanding, although some minor inconsistencies remain. Many pupils are keen to do their best, work purposefully and greatly enjoy what they are doing. For instance, in a highly successful Year 5 science lesson, pupils eagerly and thoughtfully developed hypotheses around the theme of exercise. They were 'fired up' by the class teacher's expert and enthusiastic exposition and clever use of questions and worked energetically in groups to design an experiment to test out their own hypothesis. This is not always the case, however, and in some lessons teachers lead for too much of the time and pupils are given fewer opportunities to be active learners.

Quality of teaching

Parents and carers consider the quality of teaching to be good and inspection evidence supports this view. Across both Key Stages 1 and 2, the teaching of reading and writing is strong. Reading using phonics (the sounds letters make) is taught systematically in the Early Years Foundation Stage and into Key Stage 1 and provides a solid platform for pupils to become confident readers. In an exemplary Year 1 English lesson, pupils made rapid progress in their comprehension of non-fiction texts. They were enthralled by the teacher's excellent examples of using such texts to find out information about different animals, and were eager to offer their own ideas. Adults ask perceptive questions and these help pupils to think and use more varied vocabulary in their answers. Effective use of talking partners, drama, role play and 'letter and sounds' activities also helps pupils make rapid progress in their speaking and writing. In some mathematics lessons, teachers guide the pupils too closely towards the responses they expect, limiting opportunities for them to explain their own ideas.

Teachers plan very well to meet the needs of disabled pupils and those who have special educational needs. Skilled teaching assistants provide effective support for these pupils. They ensure that all are fully included in lessons and help them to overcome many of their barriers to learning. Consequently, they make progress equal to that of their peers.

Teachers know each pupil well and assess and track their progress very carefully. Learning is very well matched to pupils' needs in the Early Years Foundation Stage. Through an effective balance of activities which are led by adults and quality interaction of staff when children are engaged in learning through play, the needs of each child are met. Good use of ongoing assessment, together with the regular detailed marking of pupils' work, contributes effectively to pupils' good progress in English. In Years 1 to 4, teachers' planning is generally modified to meet the needs of lower-attaining pupils, disabled pupils and those with special educational needs, but not always those of the more able. In some lessons the starting point for all pupils is the same despite the most able having demonstrated secure knowledge and understanding. In a few cases, opportunities for pupils to learn actively and independently are limited.

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Teachers make effective use of opportunities to enhance pupils' social, moral, cultural and spiritual development, such as through group work which encourages pupils to appreciate different viewpoints and to balance arguments. Improvements to the curriculum, particularly the development of topics and themes which link subjects together, have resulted in more lessons that engage and enthuse pupils. Pupils' interest in topics such as the forthcoming Olympic Games is used very effectively to promote cross-curricular learning and a deep understanding of the importance of pride in performance, cooperation, tolerance and cultural differences.

Behaviour and safety of pupils

Behaviour in lessons is mostly good and often exemplary. Records show that this is typical. Most parents and carers agree that behaviour is good. Pupils demonstrate high levels of respect for staff and an appreciation of the value of learning. They respond positively to opportunities for collaborative working and are keen to help each other succeed, although in some classes the extent to which pupils readily take initiative and responsibility for their own learning is less well developed. Pupils who spoke to inspectors had a very good understanding of various types of bullying. They reported that bullying is rare and when it does occur it is dealt with swiftly. However, they say that some lessons are occasionally disrupted by poor behaviour. During this inspection, inspectors observed no poor behaviour and when they occasionally observed low-level 'off task' behaviour, it was usually when teaching was less than good. There have been no reported racist incidents. Pupils say that they feel very safe in school, and parents and carers are unanimous in their agreement. Pupils know how to stay safe when using the internet and they know about stranger-danger. Pupils' great enjoyment of school is well illustrated by their ever-improving attendance rate, which is above average.

Leadership and management

The headteacher has a clear vision for further school improvement, focused firmly on raising attainment and accelerating pupils' progress through constantly improving teaching. With strong support from his deputy and subject leaders, he has set a precise path for improvement which has consolidated and built upon the good outcomes seen at the last inspection. Members of the governing body are closely involved in the work of the school and so know the school's strengths and what the school needs to do to improve further. Safeguarding meets current statutory requirements, with clear policies and secure risk assessments. The school is successful in promoting equality and tackling discrimination. The school's tracking data record any potential barriers to learning for each pupil. Any pupils who are in danger of falling behind are identified and interventions are put in place to ensure they catch up. Consequently, any gaps between the attainment of different groups of pupils are effectively being tackled.

Teacher performance is managed through regular monitoring of the quality of teaching in lessons and regular updating of subject expertise through continuing professional development. Teachers are provided with clear points for further

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development. However, at times, these relate more to the specific lesson and miss the opportunity to identify as a priority which aspects of teaching need to improve in order to address the weaker areas of pupil attainment.

The curriculum is constantly evolving to better meet pupils' needs. For example, increased opportunities for writing across a range of subjects and topics throughout the school have led to many making rapid progress in writing by the end of Year 6. Pupils' spiritual, moral, social and cultural development is promoted well through carefully selected topics for cross-curricular learning and pupils' increasing awareness of global issues linked to themes such as the Olympic Games and Fair Trading.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Floor standards	the national minimum expectation of attainment and progression measures.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



6 July 2012

Dear Pupils

Inspection of Redfield Edge Primary School, Bristol BS30 9TL

Thank you very much for being so friendly and for welcoming us when we visited your school recently. Thank you, too, for responding to the questionnaire. We could tell that you are very proud of your school and you are right to be! Redfield Edge is a good school. These are just a few of the good things in your school.

- You work hard and you achieve well. Results in the tests you take at the end of Year 6 are higher than in most other schools. You make good progress as you move through the school, especially in reading and writing.
- You behave well and your parents and carers are happy with the school.
- Teaching is good. Many of your lessons are exciting and your teachers are good at explaining difficult ideas to you.
- The headteacher, teachers and the governing body run the school well for you; they do their best to make sure that the school keeps getting better.

To help your school get even better, we have asked your headteacher and the governing body to do the following.

- Make sure that more of you do even better in your mathematics by giving you more opportunities to practise your number and problem solving skills.
- When teachers plan activities for you in class make sure they are not too easy, or too hard, but just right for you, and make sure that you are able to learn more things on your own.

You can help by continuing to work hard because this will to help make your school even better.

Yours sincerely

Michael Merchant
Lead inspector

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