Inspection of Redhill Primary School

The Ridings, Ockbrook, Derby, Derbyshire DE72 3SF

Inspection dates: 6 and 7 December 2023

Overall effectiveness	**Outstanding**
The quality of education	**Outstanding**
Behaviour and attitudes	**Outstanding**
Personal development	**Outstanding**
Leadership and management	**Outstanding**
Early years provision	**Outstanding**
Previous inspection grade	Outstanding

The headteacher of this school is Nicola Millar. This school is a single academy trust overseen by a board of trustees, chaired by David Frankish.

Until November 2020, the school was exempt from routine inspection because it was judged as outstanding at its previous inspection under section 5 of the Education Act 2005. The school has not been inspected under section 5 of the Act since February 2009.

What is it like to attend this school?

Pupils and teachers are rightly proud of this warm, caring school, where the aspirations for pupils' achievement are extremely high. Pupils successfully meet those aspirations. This school provides an exceptional education for its pupils.

The school's ethos, 'Together, we dream, believe and achieve', is visible in the way pupils work in class, interact and support each other. The school's 'SECRET to our success' values, to be supportive, enthusiastic, creative, resilient, enterprising, and thoughtful, shape school life. Pupils demonstrate excellent behaviour and positive attitudes throughout the school. They try their absolute best and consistently produce work of a high standard.

The school's work to build pupils' strength of character is exemplary. There is a wealth of pupil leadership roles that enable pupils to develop confidence and resilience. These include being a member of 'Redhill Government', a learning ambassador, or a buddy for a younger child. Pupils are proud of the positive impact they have on their school and community. They spoke positively about the wide range of clubs, including sports, baking, 3D modelling, mindfulness, choir, and cartoon sketching.

Parents and carers praise the education and care their children receive. A typical comment was: 'Redhill is a fantastic school offering a wonderful learning experience. My child looks forward to school every day!'

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

The school has designed an ambitious curriculum that incorporates the key knowledge, skills and vocabulary they want pupils to know. It has been clearly set out in a logical, progressive order. Teachers use 'learning journeys' at the start of lessons so that pupils know and understand the progression in their learning. Teachers carefully check that pupils' understanding is secure before moving on to new learning. Staff model learning precisely so that pupils know exactly what they must do and how to do it. This results in pupils showing an excellent understanding of their learning. For example, pupils in Year 3 were able to recall Beethoven, studied in music in Year 2, and could confidently discuss musical terms such as timbre, pulse, and dynamics. Likewise, children in Year 5 were seen practising syncopated rhythms. All pupils achieve incredibly well here.

The school has effectively fostered a love of reading across the school. Staff are enthusiastic and knowledgeable about books. They want to hear 'book chatter' around the school. The school created the 'Redhill Literary Canon' that showcases the top 100 books they want children to read, curated by teachers and the children themselves. Teachers ensure that pupils read and share texts that explore diversity and different groups in society. This helps pupils to broaden their understanding of the wider world. Teachers and other adults have received training

to ensure that they deliver the phonics programme well. Pupils who struggle to learn to read get extra support and practice.

The school ensures that pupils with special educational needs and/or disabilities (SEND) are included in all aspects of school life. Pupils with SEND access the same curriculum as their peers through well-considered adaptations. As a result, all pupils produce work of a high standard across the curriculum.

The early years environment is a joy to behold as it is warm, rich, and inviting. Children flourish here. Children's transition into school is managed especially well. A typical parent comment was: 'The transition was exceptional. The staff go above and beyond to create a safe and fun learning environment.' The curriculum provides children with a thorough grounding, ensuring that they move confidently into Year 1. Staff track children's learning rigorously, checking the development of their skills and providing additional support where needed. As a result, all children achieve very well.

Pupils' behaviour is excellent. Pupils' attitudes to their learning are consistently positive. Attendance is strong. Leaders swiftly identify those pupils who need additional support to attend school regularly and on time.

There is an impressive programme of personal, social and health education (PSHE). Staff spoke about how this underpins everything they do. They aspire for their pupils to leave the school as empathetic, kind young people. The work that the school does to promote an inclusive environment, in which pupils understand equality and celebrate diversity, is of a high quality. Teachers want pupils to feel responsible for the world around them and to be active citizens.

The school is exceptionally well led. Governors have a clear understanding of their roles and responsibilities. They are well informed and are kept up to date by school leaders. School leaders and staff are not complacent and they continue to look for ways to make the school even better. Staff feel very well supported and are extremely proud and happy to work at a school where they are part of the 'Redhill family'.

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

Unique reference number	137897
Local authority	Derbyshire
Inspection number	10242403
Type of school	Primary
School category	Academy converter
Age range of pupils	5 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	217
Appropriate authority	The board of trustees
Chair of trustees	David Frankish
CEO of the trust	Nicola Millar
Headteacher	Nicola Millar
Website	www.redhill.derbyshire.sch.uk
Date of previous inspection	2 February 2009

Information about this school

- The school does not make use of any alternative provision.

Information about this inspection

The inspectors 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.
- The inspectors met with the headteacher, other school leaders and members of the governing body.
- The inspectors carried out deep dives in these subjects: reading, mathematics, music and history. For each deep dive, inspectors met with subject leaders, visited a sample of lessons, spoke to teachers, spoke to groups of pupils about their learning and looked at samples of pupils' work. The inspector listened to pupils in

Years 1 and 2 read to a member of staff. The inspectors also looked at curriculum plans and samples of pupils' work for science and art.

- The inspectors observed pupils' behaviour in lessons and around the school site during playtime.
- The inspectors spoke with groups of pupils and staff. An inspector considered the responses to Ofsted Parent View, Ofsted's online survey for parents, as well as the staff and pupil survey.
- 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' interest first.

Inspection team

Dawn Ashbolt, lead inspector	His Majesty's Inspector
Matthew Rooney	Ofsted Inspector

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