

# Inspection of Red Hill Field Primary School

Copt Oak Road, Narborough, Leicester, Leicestershire LE19 3EF

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Inspection dates: 16 and 17 March 2022

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

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

Red Hill Field Primary School is welcoming and inclusive. Pupils are polite and well mannered. They uphold the school's values of respect, harmony and fulfilment in their actions. Pupils, staff and governors are proud of their school.

Expectations are high. Leaders are relentless in their drive to make their school the best it can be. They want all pupils to learn and grow in harmony. Pupils know they are cared for. They feel safe and happy in school. Pupils learn how to keep themselves safe. They know how to protect themselves from harm when using the internet.

Pupils show positive attitudes to learning. The behaviour of most pupils is good. Pupils are very respectful towards each other. However, some pupils say they can occasionally be distracted by others in lessons. Pupils say that bullying is rare. They are confident that staff act straight away with any incidents of bullying.

Pupils know how to keep mentally and physically healthy. They are proud of their efforts to complete the 'Move it March' challenge. Pupils appreciate the well-being forms when seeking help if they have a worry or concern. Well-being ambassadors make sure pupils know who to go to for support.

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

In most subjects, including art and geography, leaders have planned a well-sequenced curriculum. Leaders' plans in these subjects meet the requirements of the national curriculum. Leaders have identified the order in which staff teach pupils new knowledge. This helps pupils to build on what they already know and can do. Pupils talked with confidence about their knowledge of these subjects. However, in some subjects, the curriculum plans are not at the same stage of development. In these subjects, staff are less clear about the essential knowledge and vocabulary that pupils should learn. Leaders are reviewing these plans to ensure that the curriculum is equally ambitious in all subjects.

Reading and writing are at the heart of the school's curriculum. Leaders ensure that pupils read a wide range of texts that reflect diversity and life in the wider world. Pupils enjoy reading. One pupil told an inspector: 'Reading calms me down. It is good for everyone's mental health.' Children in the Reception Year learn phonics as soon as they start school. Daily phonics teaching helps pupils to learn different letters and sounds. The books they take home to practise reading are well matched to their phonics skills. Pupils who are at risk of falling behind receive help to catch up quickly. Not all staff have received recent training in how to teach phonics effectively. Leaders are addressing this issue so that all staff are equally well trained.

Pupils have many opportunities to write. This starts from the early years when children learn letter formation. Pupils' writing in books is well presented. They take pride in their work.

The mathematics curriculum is well planned. Teachers explain mathematical concepts to pupils with clarity. Pupils have regular opportunities to revisit previous learning. This helps them to know and remember more of what has been taught. Pupils are thriving in this subject. However, some pupils find their work too easy. Teachers set challenges for them, but these do not always extend pupils' thinking. This means that some pupils are not achieving as well as they could.

Leaders ensure that the needs of pupils with special educational needs and/or disabilities (SEND) are identified and supported well. No pupil misses out on learning. Pupils who find learning difficult receive the additional support they need to access the same learning as others.

Pupils value the behaviour systems in school. They strive to achieve house points for demonstrating the school's values. Leaders are aware that some pupils occasionally distract others from learning. They continue to support these pupils so that all pupils can learn as well as they should. Pupils' attendance is a priority for leaders. Most pupils attend well. However, the proportion of pupils who are regularly absent from school is too high. Leaders are working with pupils and their families to explain the importance of good attendance. This is having some impact, although disadvantaged pupils are absent more frequently than their classmates.

Leaders plan a wide range of opportunities to promote pupils' personal development. Staff teach pupils about the importance of people from different ethnic groups, civil rights and current topical issues. Pupils enjoy discussions. They can confidently articulate their points of view. One pupil, typical of many, said: 'We want all people to be treated with respect. We're the future and we're the ones who can make a difference now.'

Trustees and governors are ambitious for the school. They challenge and support leaders well. All leaders ensure that staff have a reasonable workload. Staff appreciate the support received by the trust. Staff's morale is positive.

## **Safeguarding**

The arrangements for safeguarding are effective.

There is a strong safeguarding culture in the school. Staff are well trained. They understand the school's processes for reporting concerns well. Staff ensure that pupils are helped to understand the risks they might face, including how to keep safe online and recognise extremism. Leaders ensure that pupils at risk of harm receive the extra support they need to keep safe. Leaders work well with external agencies, including social care and the police when needed. They are not afraid to challenge services to get the help children need.

Pupils know to report any concerns they may have for their own safety or the safety of others.

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

### (Information for the school and appropriate authority)

- The school's curriculum is not yet sufficiently well planned and sequenced in some subjects. In these subjects, pupils are not achieving as well as they could. However, it is clear from leaders' actions that they are in the process of bringing this about. Leaders need to complete the process of reviewing their curriculum in all subjects within their identified timescale. For this reason, the transitional arrangements have been applied.
- Some subject leaders do not have a clear oversight of the curriculum in their subject areas. Sometimes, they are too reliant on senior leaders to plan the curriculum. Leaders should ensure that all subject leaders receive the training they need to develop the subject expertise that the curriculum requires.
- The proportion of pupils who are regularly absent from school is too high, particularly disadvantaged pupils. Leaders should continue their work to reduce this so that the systems in place to help all pupils attend as well as they can are successful.

## 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.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## Further information

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

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	139344
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	10211598
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	284
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Gill Weston
<b>Headteacher</b>	Stephen Snelson
<b>Website</b>	<a href="http://www.redhillfield.com">www.redhillfield.com</a>
<b>Date of previous inspection</b>	17 and 18 November 2016, under section 5 of the Education Act 2005

## Information about this school

- Red Hill Field Primary School converted to become an academy in March 2013. The school joined Learn Academies Trust in July 2018.
- The school does not use any alternative education provision.

## Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.

- Inspectors met with the headteacher and other leaders, including those with oversight of SEND, early years and curriculum development.
- Inspectors also met with members of the governing body, including the chair of the governing body. The lead inspector spoke to the trust's leader and the chair of the board of trustees at Learn Academies Trust.

- Inspectors spoke with several groups of pupils to talk about their learning across the curriculum.
- Inspectors carried out deep dives in the following subjects: reading, mathematics, art and history. In each subject, inspectors met with subject leaders, teachers and pupils in all key stages. They visited lessons and scrutinised samples of pupils' work. Inspectors also looked at leaders' planning documentation and listened to a selection of pupils reading to a familiar adult.
- To evaluate the effectiveness of the school's arrangements for safeguarding, inspectors reviewed school policies, procedures and records. The lead inspector met with the designated safeguarding lead. Inspectors also spoke to staff, governors, trustees and pupils about the school's approach to keeping pupils safe.
- Inspectors observed pupils' behaviour in lessons and around the school.
- Inspectors considered 69 responses to the online survey, Ofsted Parent View, including 64 free-text comments. Inspectors met with staff and considered 18 responses to Ofsted's staff survey and 71 responses to Ofsted's pupil survey.

### **Inspection team**

Kirsty Norbury, lead inspector	Her Majesty's Inspector
Liz White	Ofsted Inspector
Nadeem Shah	Ofsted Inspector
Steven Barnes	Ofsted Inspector

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