

# Sileby Redlands Community Primary School

Inspection report

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<b>Unique Reference Number</b>	120055
<b>Local Authority</b>	Leicestershire
<b>Inspection number</b>	358679
<b>Inspection dates</b>	17–18 March 2011
<b>Reporting inspector</b>	Carol Worthington

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	220
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Gill Moir
<b>Headteacher</b>	Matthew Peet
<b>Date of previous school inspection</b>	13 November 2007
<b>School address</b>	King Street Sileby, Loughborough LE12 7LZ
<b>Telephone number</b>	01509 812376
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## Introduction

This inspection was carried out by three additional inspectors. They observed 18 lessons led by 11 different teachers. Meetings were held with the headteacher, deputy headteacher, middle leaders, and three members of the governing body. Discussions were held with three groups of Key Stage 2 pupils. Many pupils, and parents and carers, were also spoken to informally. Inspectors observed the school's work, and looked at records of assessments of pupils' attainment, tracking of their progress and samples of their work in books. All safeguarding documents were scrutinised. Inspectors analysed 92 parents' and carers' questionnaires and those completed by 20 members of staff and 125 Key Stage 2 pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Inspectors investigated the effectiveness of strategies in place to improve boys' attainment, particularly their standard of writing.
- They investigated whether disruption due to unacceptable behaviour has been eradicated, and whether behaviour is now having a positive effect on learning.
- They considered what impact recently introduced strategies for the improvement of teaching are having on learning throughout the school, and how consistently they are being practised.
- Inspectors looked at how well school leaders promote community cohesion in the school and wider communities, and whether pupils gain a sufficient understanding of the wide range of cultures present in the United Kingdom.

## Information about the school

This is a smaller-than-average primary school, situated in a large village. Almost all pupils are of White British origin, with very few from other ethnic groups. All pupils speak English as their first language. The proportion of pupils with special educational needs and/or disabilities is lower than in most schools, but the number with statements of special educational needs is slightly above average. Most of these pupils have specific or moderate learning, or behavioural difficulties. The proportion of pupils known to be eligible for free school meals is below average.

**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: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

Sileby Redlands Primary School is a good school which has improved significantly from the satisfactory grading at its previous inspection. This is because the headteacher's vision of excellence, and ambition for success, has been effectively communicated to all staff, who work together as a highly committed, cohesive team. Systems introduced to improve pupils' behaviour are now thoroughly embedded in the school. These are highly effective because pupils' own views were taken into account when devising them. Behaviour is consistently good and contributes well to learning.

The robust system for assessing and tracking pupils' progress is an effective tool to raise standards. Virtually all pupils make good progress, including those with special educational needs and/or disabilities, because underachievement is identified quickly and remedied. Funding is appropriately allocated to provide well-qualified additional staff in all classes so that pupils can concentrate well in small groups with adult guidance.

All school leaders have high expectations for further improvement and lead by example in their teaching. The governing body makes an exceptional contribution to the work and direction of the school, playing a full role in its evaluation process. Rigorous monitoring and evaluation have improved the quality of teaching and learning from satisfactory to good. Increasingly challenging targets are being used to raise standards and to eliminate low attainment in writing, particularly of boys. Because of the good improvements since the previous inspection, the school has good capacity for further sustained improvement.

Children enter the school with attainment close to the levels expected for their age in most respects, but with limited literacy skills. These have historically not progressed fast enough, particularly boys, who often continued to underachieve in English throughout the school. Reasons for this have been thoroughly evaluated by senior leaders. Strategies piloted in the current Reception year are proving successful in improving early language and literacy skills and narrowing the gap between boys' and girls' writing.

Over the last three years, Key Stage 2 pupils have made good progress in mathematics in national tests, reaching standards close to average, but remained below average in English, held back by much lower attainment in writing than in reading. The school's focus on improving writing has centred on developing written work through exciting curriculum themes and topics which appeal to both boys and girls. Current attainment is above average in mathematics and reading. Attainment in writing has improved significantly in both key stages, but has not yet caught up. Pupils enjoy working independently and produce a good standard of written work, but their workbooks show that the use of this is inconsistent. They also show that teachers mark work thoroughly and give good guidance for improvement, but pupils rarely evaluate their own written work against their targets.

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Pupils develop as friendly, confident young people who know how to live safe and healthy lives. They know they always have someone to talk to if they are worried, and say that bullying is very rare and quickly dealt with. Attendance is above average, because of the school's many effective strategies to maintain it at this level, but also because pupils are keen to come to school. They say they enjoy learning, and it is obvious that they do from the pride they take in their achievements. The school's positive and friendly ethos fosters pupils' good spiritual, moral, social and cultural development, but their study of different religions does not give them sufficient understanding of the wide range of cultures present in modern Britain. Although the school is a strongly cohesive community, it has few links with communities further afield, either in this country or abroad. Good personal attributes, but satisfactory literacy and numeracy skills prepare pupils satisfactorily for secondary education.

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

- Improve attainment in English by:
  - making sure that boys in the Reception classes engage regularly in activities that will develop their early writing skills
  - promoting writing skills through independent learning activities consistently throughout the school
  - giving pupils regular opportunities to assess their own written work and see for themselves how to improve.
- Provide opportunities for pupils to gain first-hand experience of the wide range of cultures present in the United Kingdom and the wider world.

**Outcomes for individuals and groups of pupils****2**

Pupils achieve well and make good progress throughout the school because of good teaching in key areas of the curriculum in all classes. Year 6 pupils used very rich language to describe the extremely hot climate in a desert when planning to write a 'celebrity' diary of the 'Comic Relief desert trek'. Year 2 pupils of all abilities made good progress in learning about fractions because they were well motivated by challenging activities centred around the 'red nose' theme of Comic Relief Day. Progress is enhanced for all pupils, including those with special educational needs and/or disabilities, in small groups led by well-qualified adults. Occasionally, however, this results in fewer opportunities for them to work independently, for example they do not always take their own notes during group discussions. They are able to evaluate their own progress at the end of virtually all lessons, but this does not consistently extend into written work.

Pupils enjoy many opportunities to take on some responsibility in the school from an early age and make a valuable contribution to the school community. Year 6 pupils are expected to be role models for good behaviour and positive attitudes. They help with assemblies and take care of younger children at lunch times. They are effective junior road safety officers. The school council makes good suggestions about improvements to facilities and playtimes. Pupils show their concern for others through a range of charitable giving to local community projects and some national and international ones, such as 'Red Nose Day'.

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*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

## How effective is the provision?

Teachers know their pupils well and show good understanding of the ways in which they learn. They are narrowing the gap between boys' and girls' achievements by the use of themes and topics that appeal to both. For example, outstanding progress was seen in a Year 5 lesson when both girls and boys were fascinated by writing descriptions of a villainous spy. Evidence of the school focus on writing is seen in the good progress of work in books in all classes, where there are high expectations that all can achieve. Specialist teachers, for example, in music, French and sport make a good contribution to learning.

Assessment information is used effectively to plan for the wide range of abilities. Teachers mark work promptly, giving praise and also the steps pupils need to take to improve. Self-evaluation techniques are being developed in all classes, but do not consistently extend to written work. Teaching assistants are well-qualified and play an important role in extending the learning of pupils of all abilities by supporting and guiding the work of groups in all classes.

The creative theme-based curriculum motivates all pupils to learn. It is broad and balanced and caters well for the academic and personal needs of individuals and groups. Aspects of literacy, numeracy and information and communication technology (ICT) skills, develop well for all. Pupils gain memorable experiences from extensive enrichment and

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enhancement activities and there is good uptake of out of school activities, including professional sports coaching and residential trips.

The school has well-organised arrangements for the care of all pupils, which result in their good personal development and well-being. It works consistently well with outside agencies to help all pupils with learning difficulties, including those with special educational needs and/or disabilities. Good support for pupils and their families who find themselves in vulnerable circumstances helps remove barriers to learning. Pupils with special gifts and talents develop these through programmes developed in partnership with other local schools. As a result, all pupils are making progress at a level at least expected from their assessed capability. Good advice is given to pupils and their families when they join or leave the school.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

**How effective are leadership and management?**

All leaders and managers communicate high expectations to staff. Rigorous monitoring and evaluation of teaching and learning have resulted in good improvement and consistency throughout the school. Good lessons were observed in all classrooms. Targets for pupils' attainment are becoming more challenging. They are now regularly met and increasingly exceeded. The governing body makes an exceptional contribution to the school's drive for improvement. Governors provide high levels of professional challenge to hold the school to account. All governors have specific roles and regularly visit to monitor all aspects of the school's provision. They are very well informed about users' views of the school.

The school's procedures for safeguarding are good. It adopts recommended good practice and takes the hazards of developing technologies, such as the internet and mobile phones, into account. All parents who responded to questionnaires feel their children are safe in school. All staff are well and regularly trained in child protection issues. There are well-developed quality assurance and risk assessment procedures. The school provides good equality of opportunity for all its pupils. Through its provision of extra staff to guide small group teaching in class, it ensures that virtually all pupils can make good progress and become successful learners. Remaining gaps in learning between boys and girls are rapidly being closed because of the success of the school's strategies.

The school's partnership with parents and carers is strong. They are very supportive and several reported that the school is at the heart of the local community. It has beneficial partnerships with local schools and agencies to support pupils' learning and well-being. The school has analysed its religious, ethnic and socio-economic context and used this to



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promote community cohesion strongly within the school and in its outreach into the local community, but it has few links farther afield in this country or abroad. Pupils gain an understanding of some different faiths and customs through the religious education curriculum, but do not get sufficient opportunities to engage with other people to improve their understanding of the wide range of cultures in modern Britain.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>1</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Children's early communication, language and literacy skills are low when they enter school, but they make good progress in developing these because of the consistently good teaching, and the many opportunities they have to practise them through play activities. Girls make better progress in writing than boys because they choose to do activities involving mark-making and emergent writing more frequently. Strategies to remedy this are starting to be effective. All children's reading skills develop well through an effective teaching programme. Children are good at counting and enjoy solving simple 'sums'. They enjoy using the computers to reinforce direction by drawing lines and identifying 'down' 'up' 'left' and 'right'. Current attainment is close to that expected.

Progress in adult-led activities is good. Vocabulary develops well through, for example, guided play activities with a coloured cornflour and water mixture. Children develop manipulative skills through making models of a postman's van. A good variety of child-initiated learning opportunities span all the areas of learning inside and out. Adults' consistently high expectations of conduct ensure good behaviour and progress in personal, social and emotional development. Most children play amicably with each other and enjoy learning together.

The learning environment is well equipped and good use is made of both indoor and outdoor areas to promote learning. Good leadership ensures planning is thorough and

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assessment is used effectively to match adult-led activities to the range of children's abilities and needs. The safety and care of all children have similarly high profiles as in the rest of the school. Good relationships with parents and carers extend learning into children's homes.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

There was a larger than average return of completed questionnaires, most of which were completely positive. Parents and carers spoken to after assemblies also praised the school and its staff. There were a few written comments reflecting concerns These centred around communications, information about progress, and the increasing size of classes. Inspectors investigated these and found that the school has ample ways in which communications between home and school can occur. It provides similar information about progress as that provided by most schools. Some class sizes are indeed large, but school leaders compensate by employing extra well qualified teachers and teaching assistants, so all classes have daily extra help. Children who need help with their work receive it quickly and lose no learning time.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Sileby Redlands Community Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 92 completed questionnaires by the end of the on-site inspection. In total, there are 220 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	53	58	39	42	0	0	0	0
The school keeps my child safe	54	59	38	41	0	0	0	0
My school informs me about my child's progress	40	43	48	52	4	4	0	0
My child is making enough progress at this school	45	49	39	42	5	5	1	1
The teaching is good at this school	44	48	46	50	1	1	0	0
The school helps me to support my child's learning	42	46	45	49	4	4	0	0
The school helps my child to have a healthy lifestyle	37	40	49	53	4	4	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	28	30	52	57	4	4	0	0
The school meets my child's particular needs	39	42	49	53	3	3	0	0
The school deals effectively with unacceptable behaviour	27	29	57	62	4	4	3	3
The school takes account of my suggestions and concerns	31	34	49	53	7	8	0	0
The school is led and managed effectively	32	35	55	60	3	3	1	1
Overall, I am happy with my child's experience at this school	45	49	45	49	2	2	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## 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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the 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:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.

**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.**



21 March 2011

Dear Pupils

**Inspection of Sileby Redlands Community Primary School, Loughborough, LE12 7LZ**

Thank you very much for being so friendly, polite and helpful when my colleagues and I visited your school. We really enjoyed seeing you at work and play. We found Sileby Redlands to be a good school. Your headteacher and the governing body run the school well. Teaching is good, so you enjoy your lessons and work hard. You do really well in mathematics. Your writing is improving, but is still lower than your reading. Your books show that boys' writing is improving, but still not quite as good as that of girls. Teachers' marking helps you improve your work, but you do not regularly get the opportunity to do more independent work, or make written comments yourselves. You told us you enjoy school, and this is shown by your good attendance. We found your behaviour and attitudes to learning to be good and these help you make good progress.

All the adults take good care of you and, in turn, you take care of each other at playtime and are helpful in assemblies and at lunchtime. You told us you can always talk to someone if you have problems. You have a good understanding of how to keep safe and healthy. Many of you are very keen on the sports and other clubs. Your school council and road safety officers do a lot of good work to improve playtime and the environment, and make you aware of danger.

You have good links with your local community, but don't learn enough about people from different communities who live in Britain. All the adults in your school want it to be even better, so I have asked them to do the following things.

Make sure you improve your writing by doing more independent work and learn to estimate how good your work is yourself.

Find ways of giving you more contact with people from a wider range of different cultures who live in Britain and the wider world.

You all can help by always doing your best to improve your writing.

Yours sincerely

Carol Worthington

Lead Inspector

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