

# Redriff Primary School

## Inspection report

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<b>Unique Reference Number</b>	100807
<b>Local Authority</b>	Southwark
<b>Inspection number</b>	376464
<b>Inspection dates</b>	13–14 September 2011
<b>Reporting inspector</b>	Tony Shield

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>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	406
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Lucas Green
<b>Headteacher</b>	Mickey Kelly
<b>Date of previous school inspection</b>	24 January 2007
<b>School address</b>	Salter Road Rotherhithe London SE16 5LQ
<b>Telephone number</b>	0207 2374272
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<b>Email address</b>	office@redriff.southwark.sch.uk

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## Introduction

This inspection was carried out by four additional inspectors. They visited 24 lessons or parts of lessons taught by 19 teachers. Inspectors held meetings with members of the governing body, members of staff and pupils. They observed the school's work and looked at a range of school documentation, including the self-evaluation form, safeguarding and other policy documents, the school development plan and records of pupils' progress. A small number of parents and carers were spoken with at the school gate. In reaching their judgements, inspectors took into account the views of 97 parents and carers, in addition to those of pupils and staff, expressed in questionnaires.

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

- Evidence that pupils' progress in writing is improving.
- Whether there is compelling evidence of outstanding outcomes in pupils' personal development.
- The extent to which teaching is challenging for all pupils, including the more able.
- The extent to which all leaders are making an effective contribution to self-evaluation and school improvement.

## Information about the school

Redriff Primary School is larger than most primary schools. Although many pupils are from a White British background, there is significant number of pupils from a Black African heritage and smaller numbers of pupils from a wide range of other ethnic heritages. The proportion of pupils known to be eligible for free school meals is well above average, as is the proportion of pupils who speak English as an additional language. The proportion of those with special educational needs and/or disabilities is also above average. These pupils have a range of learning difficulties, mostly concerning speech, language and communication. Some have behavioural, emotional and social problems. The school has a resource-based provision for 14 pupils on the Autistic Spectrum Continuum (ASC) which is managed by the governing body. The school has several awards reflecting its commitment to promoting healthy lifestyles, the arts, to providing for gifted and talented pupils, and promoting a sustainable future. The governing body runs the on-site Sure Start Children's Centre which was separately inspected.

**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?**

**1**

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

**1**

## Main findings

Redriff Primary is an outstanding school. The school's values 'Aspirational, Adventurous, Individual, Enlightened and Compassionate' are at the heart of every aspect of its work. Pupils' deeply thoughtful response to an assembly reminding them of the terror of the 9/11 attack on the Twin Towers reflects their exceptional personal qualities, and their outstanding spiritual, moral, social and cultural development in particular. In turn, this reflects the school's commitment to understanding and valuing each and every child.

There are a number of other key strengths and some areas for continuing improvement.

- Care, support and guidance are sharply targeted where it is needed. Extensive policies and procedures and highly trained staff ensure best practice and pupils feel exceptionally secure and safe. A bond of trust links all staff to the pupils. The school's inclusive approach ensures all pupils are encouraged to do their best and vulnerable pupils and those in the ASC unit are exceptionally well looked after. Excellent partnerships and links with other schools and agencies benefit and support the school. All policies and procedures in relation to safeguarding are rigorously enforced.
- Pupils are kind and friendly. Behaviour is excellent, and pupils are considerate and cooperative both in and out of classrooms. Their mature awareness of their responsibility to both the school and wider community is demonstrated in their work as lunchtime prefects, when older pupils serve the younger pupils at table, and in their involvement in class and school council work.
- In the Nursery and Reception classes, children quickly settle, get off to a good start and make good progress.
- Attainment is above average and there has been a strongly rising trend since the last inspection. Although standards in writing lag behind, the school has taken robust action and the gap is narrowing. Given their starting points, pupils make good progress.
- Good teaching, alongside imaginative improvements to the curriculum, has been the key factor in this improving trend. Pupils' learning moves at a good pace and lessons are both purposeful and productive. Good questioning and a variety of different approaches to the topic are common. Pupils make slower progress when they are not actively involved or when tasks set do not build precisely on their prior attainment.
- Pupils are encouraged to think and question for themselves through the

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outstanding curriculum. Opportunities for them to learn are rich. As a result, pupils develop a curiosity and keen interest in their learning. They learn to use and apply skills in different contexts with confidence.

- The school has the confidence of the community it serves, and parents and carers are extremely appreciative of the welcome they receive and the work the school does. 'I am overjoyed with the school. My child has come on leaps and bounds since starting' is typical of several comments received by inspectors.
- The driving force behind the school is the headteacher's inspirational energy, vision and commitment. He communicates clearly with all staff, who share and embrace the school's value and its ambition. High expectations are woven into the fabric of the school and there is a determination to secure the best possible outcomes for every pupil. He is exceptionally well supported by the governing body, the deputy headteacher and leaders at all levels. A strong self-belief that all things are possible runs through the staff. Performance data are incisively analysed ensuring accurate and realistic self-evaluation. Given the school's impressive track record of improvement, and the school's well-considered improvement plan, which aims to consolidate success and drive further improvement, the school has an outstanding capacity to improve.

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

- Raise pupils' attainment further, especially in writing in Years 3 to 6, by:
  - promoting active and independent learning more consistently
  - making sharper use of assessment to set work which builds more precisely on pupils' prior attainment.

**Outcomes for individuals and groups of pupils****1**

Attainment is above average and has been rising steadily for several years. Performance in mathematics has been generally more secure than in English and writing in particular. Nevertheless, the impact of measures undertaken to tackle this relatively weaker area, particularly the focus on drama and speaking, is paying dividends. Some more-able pupils write with imagination and verve and work seen from one of last year's Year 6 pupils expressed the horror of loss during war in a poem with striking empathy and skill. Attainment in mathematics has been consistently above average and pupils manipulate numbers and confidently use and apply them in different contexts. There are no significant differences between the attainment and progress of different ethnic groups. The school monitors pupils' performance carefully and intervenes early if an individual or group is at risk of underachieving. Pupils with special educational needs and/or disabilities make good progress as a result of well-targeted support, and the sensitive inclusion of pupils with ASC in class ensures they too make good progress. More-able pupils also make good progress. Pupils who speak English as an additional language make good progress because of the careful guidance and support they receive at an early stage.

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Pupils have good interpersonal and cooperative skills, and much learning is undertaken in pairs or groups. Alongside above average basic skills, good teamwork, discursive and negotiating skills pupils are well prepared for their futures beyond primary school. For most pupils, attendance is above average. Attendance is steadily improving as a result of the school’s robust approach to challenging the low attendance of a very small number of pupils. Pupils know the importance of eating healthily and of regular participation in sport and regular exercise. Take-up of after-school sports activities is high. Pupils have an exceptionally well-developed awareness of the beliefs, values and cultures of others, fostered through the curriculum and a range of enrichment activities such as visits to a Hindu Temple and links with a school in Germany.

*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>	2
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>1</b>
<b>Pupils’ behaviour</b>	<b>1</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>1</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account:	
Pupils’ attendance <sup>1</sup>	2
<b>The extent of pupils’ spiritual, moral, social and cultural development</b>	<b>1</b>

## How effective is the provision?

At the heart of the consistently good teaching is the culture of trust and good relationships between staff and pupils. A belief that all pupils can succeed encourages pupils to try hard and do their best. Much is of a high quality and offers high levels of challenge to all pupils including the more able. Productivity in lessons is high as a brisk pace is set. Effective questioning makes pupils think more deeply and gives teachers an opportunity to assess how well their pupils understand. At its best, learning is practical and pupils are self-motivated, working with a high degree of self-reliance. On occasions, teachers do not plan work which builds precisely on pupils’ prior attainment or give them enough scope to work independently. Teaching

<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

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assistants work well in partnership with the teachers and this ensures pupils with special educational needs and/or disabilities are well supported.

The school’s recent focus on integrating drama within literacy and philosophy in the classroom has encouraged pupils to articulate their thinking and raise questions of their own with more confidence. These curriculum refinements have been instrumental in improving the quality of both speaking and of writing. The curriculum puts pupils’ enjoyment of learning first and focuses on ensuring pupils understand links between subjects. The curriculum is enriched by a good range of visits, visitors and well-supported extra-curricular clubs. Provision for pupils with special educational needs and/or disabilities is well planned and the balance of integration and withdrawal for pupils with ASC is thoughtfully planned.

The school is rightly proud of its outstanding care, guidance and support. Pupils’ trust in the adults in school is profound and they are clear where they should go for help should it be needed. Carefully targeted support encourages all pupils and particularly those who are most vulnerable to make the best of all that the school has to offer. The school’s inclusion team is expert at supporting pupils and their families and removing barriers to learning. Much successful work has gone on to improve the attendance of a very small number of persistent absentees, although this is a continuing issue for the school. Every parent and carer who returned the inspection questionnaire has confidence in the school’s ability to keep their children safe.

*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>1</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

High expectations, established by the headteacher and his senior team are woven into the fabric of the school. Staff morale is high and senior managers have quickly and effectively harnessed the skills and enthusiasm of recently appointed teachers, so that already there is a well-developed team spirit in which leaders at all levels are confident in their capacity to contribute and help drive the school forward. Regular and robust monitoring is used to drive standards and the quality of provision even higher. There is no complacency. The governing body is knowledgeable, well informed and unafraid to question and challenge. Governors undertake regular training and contribute to the school’s strategic planning and monitoring through their regular visits and contacts with the school. They have taken the initiative in

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pursuing academy status and a new direction for the school.

The school is meticulous in ensuring safeguarding policies and procedures are fully implemented. All staff are trained to recognise any sign of distress and issues related to child protection. They fully understand their responsibilities and keep up to date with regular training. The school is highly cohesive and pupils from a range of different backgrounds and ethnic heritages get on well together. The school understands its context and promotes a deep awareness and understanding of faith, ethnic and cultural diversity, but has not yet undertaken an evaluation of the impact of this programme. The school is constantly alert to the potential for underachievement by individuals and groups, and is committed to inclusion and equal opportunities. Rigorous analysis of performance data and regular pupil progress meetings ensure that interventions are planned for any pupils at risk of underachieving. As a result, there are no significant differences in the achievement of different groups.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>1</b>
Taking into account: The leadership and management of teaching and learning	1
<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>1</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>1</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>1</b>

## **Early Years Foundation Stage**

Children in both the Nursery and Reception classes are warmly welcomed into a stimulating and well-organised environment. The well-managed provision helps ensure children settle quickly into school routines and make good progress from their below average starting points. Good links with the on-site children’s centre help ensure children’s welfare is high priority. Good use is made of both indoor and outdoor areas to promote learning across all areas of the curriculum. Children are encouraged to develop their language skills in particular through role play, speaking and questioning. As a result, they talk confidently to adults. Planning is

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comprehensive and integrates learning. For example, in one lesson observed, the reading of 'The Tiger who came to Tea' was followed by other activities which developed children's skills across several learning strands. The balance of adult-led and child-initiated activities is finely judged, although at times, adults over-direct children's learning without allowing them to be fully independent. Children play in a safe and sensible manner and even put on high-viz jackets and hard hats when playing in the Three Pigs Building Site! A good adult/child ratio enables high quality interventions and ongoing assessment of children's progress. There are good links with parents and carers which help children to settle and support an ongoing partnership in every child's care and progress. The Early Years Foundation Stage is well led. Regular reviews of provision ensure realistic self-evaluation and a constant quest for further improvement.

*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

Parents and carers responding to the questionnaire are extremely happy with the school. Almost all parents and carers are happy with their child's experience at school and believe their children enjoy school. A very large majority of them responded positively to all the other statements, strongly agreeing with most of them. While a very small number of parents and carers expressed some concerns, there was no pattern to their comments, and they were more than outweighed by positive comments. Typical of such comments were: 'The school is amazing; I have always been extremely happy with every aspect of my child's learning' and 'We are excited about the school, its creativity, stimulation and the kindness and professionalism of the teachers. I could not ask for more'. Inspectors confirm these positive views expressed by parents and carers.

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

Ofsted invited all the registered parents and carers of pupils registered at Redriff 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 97 completed questionnaires by the end of the on-site inspection, a slightly lower than average response rate. In total, there are 406 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	71	73	25	26	0	0	0	0
The school keeps my child safe	75	77	22	23	0	0	0	0
The school informs me about my child’s progress	62	64	33	34	1	1	0	0
My child is making enough progress at this school	64	66	31	32	2	2	0	0
The teaching is good at this school	68	70	29	30	0	0	0	0
The school helps me to support my child’s learning	63	65	32	33	1	1	0	0
The school helps my child to have a healthy lifestyle	52	54	44	45	0	0	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)	59	61	33	34	0	0	0	0
The school meets my child’s particular needs	61	63	31	32	2	2	0	0
The school deals effectively with unacceptable behaviour	59	61	35	36	0	0	0	0
The school takes account of my suggestions and concerns	44	45	46	47	2	2	0	0
The school is led and managed effectively	69	71	28	29	0	0	0	0
Overall, I am happy with my child’s experience at this school	77	79	19	20	0	0	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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 2010 to 08 April 2011 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 2010/11 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.**



15 September 2011

Dear Pupils

### **Inspection of Redriff Primary School, London SE16 5LQ**

Thank you for your help during the recent inspection of your school. We enjoyed meeting you and talking with some of you. In writing this report, I have taken account of what you told us. Your school is an outstanding school and you are rightly proud to attend. Here are some of the main findings from the report.

- The school takes extremely good care of you, ensuring you feel safe. Your behaviour is excellent and we saw many examples of kind and thoughtful behaviour.
- Above all else, we were impressed by your sense of what is right and wrong and ability to feel what others less fortunate than yourselves feel. You also have an exceptional grasp of your responsibilities to the school and wider community.
- Children in the Nursery and Reception classes get off to a good start.
- The headteacher and all the staff make sure you aim high and do your best. As a result, you make good progress and achieve good standards although some of you have more to do to improve your writing.
- Teachers make lessons fun and interesting and you do best when you think for yourselves and actively take part in the lesson. We have asked teachers to think how they might do this more often.
- Governors and teachers are determined to improve even further and with your help they can!
- Thank you once again for your help during our visit, and best wishes for your work in the future.

Yours sincerely

Tony Shield  
Lead inspector

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