

Redlands Primary School

Lydford Road, Reading, RG1 5QH

Inspection dates

8–9 November 2012

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- The school is fully inclusive and provides pupils with a good start to their education; they make good progress and achieve well in reading, writing and mathematics.
- Teaching is good overall, and outstanding in English, which results in outstanding achievement in English.
- Children make good progress in the Nursery and Reception classes because opportunities in all areas of learning are stimulating and meet individual needs well.
- The large number of pupils who speak English as an additional language are supported well and make rapid progress in their language development.
- Disabled pupils and those who have special educational needs, and those supported through the pupil premium, progress as well as their peers due to good teaching.
- Pupils enjoy school. They show positive attitudes to learning and work well together because of the good relationships with their teachers and friends. They feel safe and behave extremely well at all times.
- Leaders and managers, including the governing body, know how well the school is performing and what needs to be done to improve. They check the quality of teaching and the progress of individual children thoroughly.

It is not yet an outstanding school because

- Although pupils' achievement in mathematics is good, it is not yet outstanding.
- Pupils do not know the levels they reach in mathematics and so do not know what they need to do to reach the next level.
- Pupils do not have sufficient opportunity to respond to teachers' marking in mathematics.
- Girls are not always as actively involved in mathematics lessons as boys.

Information about this inspection

- Inspectors observed 13 lessons, of which two were joint observations with senior leaders. In addition, inspectors listened to pupils read and made a number of other short visits to lessons.
- Meetings were held with pupils, the headteacher, members of the senior management team and subject leaders, representatives of the governing body, and an officer from the local authority.
- Inspectors observed the school's work, and looked at safeguarding arrangements as well as other information including policies, procedures, school development plans and self-evaluation, external evaluations and a range of pupils' work.
- Inspectors took account of 39 responses to the online Parent View survey, as well as other verbal responses from parents and carers.
- Inspectors also examined questionnaire responses from 26 members of staff.

Inspection team

Carol Warrant, Lead inspector	Additional inspector
David Curtis	Additional inspector

Full report

Information about this school

- Redlands is an average-sized inner-city primary school.
- A large majority of pupils come from a wide range of ethnic heritages. Over a third of pupils are Asian or Asian British.
- Over half of pupils speak English as an additional language, with 41 other languages spoken across the school. The majority of these pupils speak little or no English when they enter the school.
- The proportion of pupils supported by school action is average; the proportion of pupils supported by school action plus or with a statement of special educational needs is below average.
- The proportion of pupils known to be eligible for support through the pupil premium funding (additional funding provided by the government) is lower than the national average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school has a Nursery and it created an extra Reception class from September 2012 due to rising demand for places in the local area.
- At the time of inspection, Year 6 pupils were not present as they were on a residential visit in Wales.
- No pupils are taught in alternative provision.

What does the school need to do to improve further?

- Raise achievement in mathematics from good to outstanding by
 - making sure that pupils know what level they reach and exactly what they need to do to get to the next level
 - giving pupils opportunities to respond to teachers' marking
 - encouraging girls to be more actively involved in mathematics lessons.

Inspection judgements

The achievement of pupils is good

- Pupils achieve well over time because of good teaching.
- Children join the Nursery class with skills and abilities that are below those that are expected for their age, especially in communication and language. By the end of the Nursery Year, most children have developed skills that are typically expected for their age. Children continue to make good progress in the Reception class so that by the end of the year most reach the standards expected across all areas of learning.
- At Key Stage 1, pupils' progress is good, and attainment in reading and mathematics in 2012 was above the national averages. This good progress continues throughout Key Stage 2, with outstanding progress in English. By the end of Year 6, pupils' attainment in 2012 was above the national average in mathematics and significantly above in English. In mathematics, although their progress is good, girls do not progress as well as boys.
- Since the previous inspection, the school has improved pupils' skills in writing and, as a result, attainment in writing has improved.
- Pupils' achievement in lessons is good. Pupils are enthusiastic learners and work well on their own and with others.
- Lesson observations, inspectors hearing pupils read and scrutiny of work confirm that pupils in the school now make at least good progress, with outstanding progress in English. Inspection findings show that parents and carers are accurate in their positive views that their children make good progress.
- All groups of pupils, including disabled pupils, those who have special educational needs, those who speak English as an additional language and those eligible for pupil premium funding, progress as well as their peers because work in lessons is well planned and meets their specific needs.

The quality of teaching is good

- The vast majority of parents and carers believe that the quality of teaching is good, and inspection evidence supports this view.
- Teachers have been effective in accelerating the progress of a wide range of learners, including those who speak English as an additional language, disabled pupils and those with special educational needs. Pupils' learning benefits from the good contributions of teaching assistants. The multilingual skills of some teachers and teaching assistants have been invaluable in helping and supporting both pupils and their families.
- In the most effective lessons, learning takes place at a good rate and interesting activities keep pupils focused on their work. This good teaching provides pupils with many opportunities to become actively involved in lessons. Teachers show good subject knowledge, lessons are well planned, and activities and resources are used that are pitched accurately at the correct level for individual and groups of pupils. Teachers question pupils effectively to challenge them and check their understanding. However, in some mathematics lessons, girls are not always as actively involved as boys.
- In the vast majority of lessons, Teachers' Standards are met well. The systems and processes used to check and improve the quality of teaching and learning are effective and contribute to training opportunities for staff. For example, staff meetings are regularly used to develop the teaching of reading, writing and mathematics.
- In the Reception Year and across Key Stage 1, the teaching of letters and sounds (phonics) is a significant strength and makes a major contribution to pupils' outstanding progress in reading. An outstanding lesson for a group of Year 1, Year 2 and Year 3 pupils was particularly effective and they made excellent progress learning new sounds and 'tricky words', and then,

enthusiastically, used their developing skills to write interesting sentences.

- Pupils say they enjoy school and know how well they are doing in individual lessons due to bronze, silver and gold targets for success. However, although teachers provide generally good feedback through their marking of pupils' work with 'Two stars and a wish', teachers' comments are not always followed up by pupils because they do not have sufficient opportunities or time to do their corrections or to improve their work, particularly in mathematics.
- Pupils are not always aware of the levels they achieve in mathematics and therefore do not know what they have to do to reach the next level.
- The school has built very strong relationships with parents and carers, and regularly invites them to school events. For example, the weekly parent/child reading sessions are very well attended by mums, dads and grandparents. The children obviously enjoy reading with their families, including brothers and sisters from other classes.

The behaviour and safety of pupils are outstanding

- Pupils display extremely positive attitudes towards school. They are keen to be actively involved in their lessons. Instances of them becoming distracted or distracting others are rare.
- Pupils are polite and well mannered, and relationships among pupils and between pupils and adults are exemplary. Pupils are fully aware of the different forms of bullying, especially cyber-bullying. They report that bullying is rare and any instances are quickly resolved. Pupils feel confident to talk to an adult if they have any concerns.
- Pupils say they feel very safe in school because the adults look after them well. The responses to Parent View indicate that the vast majority of parents and carers consider their children are safe at school and would recommend the school to other parents and carers.
- The school pays due regard to safeguarding and the school site is secure. Pupils understand how to keep themselves safe. For example, pupils' knowledge about internet safety is extremely impressive.
- The outside play space is restricted by the constraints of the school site, but the school has developed the area well and well-organised split playtimes and lunchtimes ensure there are no issues of overcrowding. Pupils are very well supervised in the playground at all times.
- Excellent pastoral support ensures that pupils are well cared for. Effective partnerships with parents and carers, and external agencies, are a strong feature of the school. Children who display any cause for concern are identified early and this ensures that appropriate support is provided. The school's support for pupils whose circumstances make them potentially more vulnerable is very effective.
- Attendance has improved over the last three years and is high. This reflects the very positive attitudes of pupils, and parents and carers, spoken to during the inspection

The leadership and management are good

- The leaders and managers of the school have a clear drive and dedication for continuous improvement. This is evident in their school improvement planning and the way they check the progress of individual pupils and specific groups of pupils.
- The school has an accurate awareness of its strengths and weaknesses. The leaders and managers have identified key areas for improvement and appropriate actions to tackle them.
- The headteacher and senior leaders keep a close check on the quality of teaching through observations of lessons, looking at work in books and rigorous tracking of pupils' progress. Judgements on the quality of teaching are linked to Teachers' Standards. Performance management focuses on pupils' progress and priorities in the school development plan.
- Pupils have many opportunities to practise their literacy, numeracy and communication skills across all subjects. For example, in a science lesson, the teacher posed thought-provoking questions for pupils to develop both their scientific thinking and their literacy skills.

- The school has built strong partnerships with other schools. This gives opportunities for sharing good practice and expertise between staff.
- Pupils' good social skills are a strength of the school and are evident in all lessons.
- Relationships among the children of varied social and cultural backgrounds are sensitive and thoughtful. Pupils demonstrate a mature understanding of the beliefs and customs of their friends.
- The curriculum promotes pupils' spiritual, moral, social and cultural development extremely well. Pupils have many opportunities to sing and play instruments, including steel drums, and their art work is celebrated in displays around the school. They experience awe and wonder in the recently developed sensory room, where projection, light and sound enhance learning experiences. A story time for children in Reception, about a child's love of wellington boots, provided magical moments due to the sounds of rain, and thunder and lightning, and the wall-sized projection of a developing stormy sky.
- Leaders and managers of the school ensure equality of opportunity and challenge discrimination of any kind.
- The local authority provides good levels of support. Having identified the school as good, it responds to requests for support to help the school move towards outstanding.
- **The governance of the school:**
 - The governing body is very well informed, and effectively challenges and supports school leaders. It is actively involved in shaping the strategic direction of the school and has identified areas for improvement.
 - Governors have a good understanding of the allocation of funding, particularly for those eligible for the pupil premium, for example, by providing additional support and one-to-one help for pupils who are at risk of underachieving. They check and evaluate the impact of this spending on pupils' progress. As a result, the gap in these pupils' achievement is closing quickly. Governors are well informed about the quality of teaching. They understand performance management and know what is being done on salary progression and promotion issues for staff. The governors undertake their statutory duties effectively. Safeguarding procedures and policies meet statutory requirements.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	109787
Local authority	Reading
Inspection number	403093

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	239
Appropriate authority	The governing body
Chair	Peter Kayes
Headteacher	Sarah Bergson
Date of previous school inspection	26 March 2008
Telephone number	0118 9375527
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