

Redbridge Primary School

Studland Road, Millbrook, Southampton, SO16 9BB

Inspection dates 18–19 April 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- There are inconsistencies in the quality of teaching, particularly regarding the extent to which teachers use success criteria and assessment information to plan work that challenges pupils of different abilities, and to ensure that pupils are able to successfully check their work for themselves how well they are doing.. Not all teachers are adept at asking challenging questions which promote deep thought.
- Pupils have positive attitudes to their work and contribute to their own learning by responding to teachers' marking; however, they do not have enough opportunities to learn about what makes a good learner and how best they and others learn.
- Pupils' progress varies across the school and, consequently, not all make the progress of which they are capable.

The school has the following strengths

- Very clear and determined senior leadership, supported by governors has brought about successful and good improvements to the quality of teaching since their appointment, after a period when it was less effective following the previous inspection. This has resulted in faster progress for pupils.
- Behaviour and safety are good. The pupils are courteous and polite. They settle well in a school environment which is extremely caring and inclusive.
- The children get off to a good start in the Early Years Foundation Stage. They progress well as a consequence of good teaching. They thrive in an environment where the curriculum presents them with exciting and motivating things to do.

Information about this inspection

- Inspectors, along with the headteacher and her deputy observed teaching in 13 lessons, including visits to the Early Years Foundation Stage. These included visits to guided reading and linking sounds and letters (phonics) sessions.
- A sample of pupils from Years 1, 2 and 3 were heard reading.
- There were insufficient numbers of parents who responded to the online Parent View survey to generate any data. However, the inspectors took account of the recent school parental survey. Questionnaires from 26 members of staff were also read.
- Discussions were held with senior and other leaders, teachers, the Chair of the Governing Body and two other governors, parents, pupils, and a representative from the local authority.
- The inspectors observed the school's work and looked at progress and attainment data, the school's development plan, curriculum plans, governing body documentation, and policies and procedures. Those relating to health and safety and safeguarding of pupils were carefully scrutinised.
- Inspectors also looked at the information on the school website.

Inspection team

Michael Pye, Lead inspector

Additional Inspector

Fiona Robinson

Additional Inspector

Full report

Information about this school

- The school is smaller than the average primary school.
- The majority of pupils come from a predominantly White British background.
- The proportion of pupils supported under pupil premium funding, which provides additional funding for looked after children, children from service families and pupils known to be eligible for free school meals, is well above the national average.
- The proportion of disabled pupils and those with special educational needs supported through school action is well above average. There is a below average proportion of pupils at school action plus or with a statement of special educational need. The main needs of these pupils relate to having moderate learning difficulties and/or behavioural, emotional and social difficulties.
- In 2012, the school met the government's current floor standards, which set the minimum expectation for pupils' attainment and progress.
- Since the last inspection, the school has appointed a new headteacher and deputy. It has also become a member of a soft federation of local schools.
- A daily breakfast club takes place in the school atrium.

What does the school need to do to improve further?

- Improve the quality of teaching so that it is at least good to quicken pupils' progress by ensuring that all teachers:
 - use the information they have about pupils to plan work that challenges those of all abilities
 - ensure that pupils know what they are expected to learn and to check for themselves that they have been successful
 - use questioning that consistently challenges pupils to think deeply about their learning
 - encourage pupils to think about how they and others learn and, consequently, what makes a good learner.

Inspection judgements

The achievement of pupils

requires improvement

- Pupils' achievement requires improvement because of inconsistent teaching since the previous inspection and an insufficient focus on pupil achievement have not made the progress of which they were capable. Standards at the end of Year 6 in English and mathematics have fluctuated but have been below average in recent years.
- Pupils' have made steady progress in Key Stage 2 in recent years from their starting points at the end of Key Stage 1 but few have made faster progress.
- Highly effective measures have been introduced by senior leaders which are successfully improving the picture regarding achievement. Pupil progress meetings allow for early identification of pupils falling behind. The focus on better teaching has improved the number of good lessons; pupils in Year 6 are now on track to attain broadly average standards. This includes pupils from all ethnic groups.
- There is also clear evidence of improvements to the rate of pupils' progress. School data shows that the majority of pupils, for example, in Years 2 and 6, are making good progress. This includes those pupils who are disabled or have other special educational needs.
- Entry levels into Reception are consistently below national expectations. A minority of children enter with well below the expected levels, especially in the areas of communication, language and social skills. The children make good progress and by the end of the year the majority are on target to reach expected levels.
- Work seen and lesson observations confirm this improving picture of attainment and progress.
- Based on their average points scores in 2012 at the end of Year 6, those pupils known to be eligible for free school meals attained at levels below those of other pupils. However, these pupils progressed at a similar rate to their peers. In work seen, the picture is of these pupils doing better and consequently any gaps are closing.
- All parents who replied to the school survey believe that their child makes good progress.
- Reading standards at the end of Year 2 have traditionally been below the national average. Pupils this year are on track to attain at broadly average levels. Similarly the phonics screening check for pupils in Year 1 in 2012 was below the expected level, but improvements are noted in the current Year 1. Readers demonstrate their skills in separating any difficult words into sounds and then blending them to give the correct pronunciation.

The quality of teaching

requires improvement

- The inconsistencies in the quality of teaching mean that not all pupils make sufficiently rapid progress.
- Occasionally, not all teachers use the information they have about pupils well enough to plan work that challenges those of different abilities. Teachers do not always make sufficiently clear to pupils what learning they have to do to be successful. Consequently, pupils are not able to effectively assess their understanding of the work. This was seen in a mathematics lesson for older pupils, for example, where they were unclear about what to check with regard to their multiplication work.
- There are inconsistencies in the degree to which pupils are encouraged through challenging questions to think hard and deeply prior to answering. This was demonstrated in a mathematics lesson related to solving money problems. Adults working with the pupils tended to accept an answer without revisiting to further probe pupils' understanding.
- However, there are clear signs of improving teaching with nine out of ten lessons observed by inspectors being judged good or better. This is laying good foundations for improving pupil outcomes.
- Those teachers with secure subject knowledge ask effective focused questions, such as in an

English lesson for younger pupils where pupils' knowledge of the writing skills were developed through questioning.

- Teaching in Reception is of good and better quality. The 'Far Away Friday' learning session had the children entering a classroom full of Spanish information, music and castanets, images, flags, dresses and globes. The children were transfixed by the view from the window (the interactive white board) and readily gave their ideas about the houses, churches, and beach scenes that they saw. The excellent learning environment so captivated the children that one child commented that, 'My mummy does not know I am in Spain, do you think she will be able to find me?' The children benefited extremely well from this opportunity to develop their social and cultural skills and knowledge.
- In the best lessons teachers use the 'peel away' strategy well. For example, in one outstanding mathematics lesson the pupils were consistently asked if they understood the division work. If they did then they were able to 'peel away' and access independent work. Not only was this a good example of on-going assessment but it also added pace to the lesson and maintained high levels of progress for pupils.
- Teaching assistants are well deployed. In a mathematics lesson for older pupils the teaching assistant used the individual whiteboards well to introduce the meaning of mode without doing the thinking and work for the pupils.
- Effective coaching by leaders have brought about many improvements to the quality of learning by most teachers. There are high expectations of pupils' work and behaviour in class. Adults model expected work and behaviour well and consequently the pupils know what is expected of them. Information and communication technology is used well to motivate pupils.

The behaviour and safety of pupils are good

- Pupils' behaviour is good in lessons and around the school is good over time. This is confirmed by parents in their responses to school surveys.
- All parents who completed the school survey believe their child to be safe and well cared for. Pupils say they feel safe.
- The pupils know what is meant by bullying and are able to talk about cyber bullying. They say that occasional problems arise but they know who to approach for support and say that the school deals well with any issues.
- Pupils talk about risk and how to stay safe. They participate fully in fire drills and know about risk assessments saying that, 'the site is very safe and secure'. They are involved in drawing up their own risk assessments in science and when they go out on trips.
- Pupils are courteous and polite. They respond well to opportunities to demonstrate their moral and social development, such as when they sit quietly and show respect during their assembly times.
- The pupils enjoy taking responsibility. They spoke excitedly about being 'Digital Leaders' and believe the school council makes a difference. Older pupils act as buddies to younger children.
- Pupils also take responsibility when learning, for example, they willingly respond to teachers' comments in marking. However opportunities for the children to discuss and identify what makes them a good learner and how best they learn are limited.
- The school analyses and records aspects of behaviour very well. This enables them to identify 'triggers' and patterns, and then to develop strategies to meet the pupils' needs.

The leadership and management are good

- The relatively 'new' leadership team provide good leadership which is rapidly improving the quality of teaching and outcomes for pupils. Much of the teaching seen during the inspection was successful and bears witness to the successful coaching and development of teaching over time by senior management.

- Around the time of and following the previous inspection the quality of teaching dipped partly because of staff changes. Better teaching is now resulting in improving progress in the majority of classes. Teachers have a heightened accountability for, and a higher focus on pupils' achievement because of the regular progress meetings introduced by the current senior management team.
- Pupils identified as needing further support benefit well from the various interventions. There is some very detailed and impressive data showing the impact on pupil progress over time. For example, a writing intervention for younger pupils delivered three times the rate of expected progress.
- Rigorous checking of the school's work and accurate self evaluation leads to the identification of very appropriate development priorities. Subject leaders are fully involved by senior leaders in this process for their areas of responsibility. This has led to important improvements in teachers approaches to guided reading, the home-school reading scheme and in the use of mental mathematics and the applying of pupils' mathematical knowledge to problem solving. On rare occasions, the depth of these subject leaders' knowledge of the progress of pupil groups is not sufficiently deep.
- Other leaders and managers, are having a very positive effect on pupils' well-being and learning. The Early Years Foundation Stage is well led and is laying good foundations regarding pupils' achievement, on which the rest of the school can build. The inclusion leader and special educational needs manager are heavily involved in overseeing the progress of pupils for whom they are responsible and ensuring that their needs are met. This also results in the development of positive links with parents and a wide range of external agencies.
- The very good curriculum has been developed to emphasise creativity but also the reinforcement of basic skills. Topics have an exciting 'hook' that grabs pupils' attention – for example, the finding of a 'lost alien', but they also have a clear focus on skills development and improving reading, writing and mathematics.
- The capacity of leaders to sustain the school's improvement is good. Imaginative curriculum changes, improvement to teaching and pupil progress, better attendance, and gains made from effective coaching of other leaders are all evidence of this capacity having made gains which have and are having an effect on pupil outcomes.
- Performance management is well regarded by staff as a self-development tool. There is a good balance between personal and whole school targets, which are undoubtedly bringing improvement. Continuing professional development is well used to support staff in meeting their targets. In particular, the soft federation provides effective opportunities for development. For example, Year 1 pupils have benefited from shared reading and phonics work whilst gifted and talented pupils are challenged to further develop their science and writing with others within the federation.
- Safeguarding and child protection are secure. The pupil premium is very well explained on the website showing how the budget is spent and what the effect of expenditure has been.
- Statutory requirements are met and the budget regularly reviewed.
- The local authority has provided good levels of support in areas such as self-evaluation and moderating teaching judgements. This input is now reducing.
- **The governance of the school:**
 - Governors have an accurate understanding of the school because of the varied strategies they use to check on it. Visits, together with verbal and written reports, and appropriate training of governors, for example in data interpretation, help ensure that they are able to raise questions of the school. This has contributed to school improvement. They have a clear knowledge of how pupils' progress compares nationally, and they can link this with strengths in teaching across the school. Performance management targets are challenging and contribute well to the overall improvement of the school. It is very clear that teachers' promotion must be dependent on their performance in the classroom. Governors have a secure knowledge of the pupil premium and a growing awareness of the impact on these pupils' outcomes.

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	116123
Local authority	Southampton
Inspection number	412943

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	211
Appropriate authority	The governing body
Chair	John Shaw
Headteacher	Donna Clarke
Date of previous school inspection	26–27 January 2010
Telephone number	02380 776379
Fax number	02380 512344
Email address	info@redbridge-pri.southampton.sch.uk

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