

# Redlands Primary and Nursery School

Crown Street, Worksop, S80 1TH

**Inspection dates** 21–22 May 2013

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

## Summary of key findings for parents and pupils

### This is a good school.

- Pupils achieve well in all subjects and in all parts of the school.
- Teaching is usually good and encourages all pupils to do their best and produce work of good quality.
- Behaviour in lessons is always good. Pupils are confident, polite and courteous. They feel safe in school. They enjoy their lessons and are well prepared for the next steps in their education.
- The headteacher has high expectations and sets high standards. She is well supported by the staff team and governors in creating a lively and caring place for children to learn and succeed.
- There is a very good range of extra activities and opportunities for pupils to excel in particular sports.
- Parents praise the school and its teachers highly and are pleased with the care and encouragement given to their children.

### It is not yet an outstanding school because

- Some lessons do not challenge all pupils and more-able pupils in particular.
- Pupils are not always sure of what it is they need to do next in order to improve their work.
- Governors do not use data confidently to challenge leaders and teachers to further improve pupil achievement.

## Information about this inspection

- Inspectors observed teaching in all classes, visiting 21 full lessons and 10 part lessons, as well as several small group sessions. Four of these visits were shared with the headteacher.
- Discussions were held with pupils, representatives of the governing body, other leaders and managers and a representative of the Local Authority.
- Inspectors looked at a range of documents, including the school’s development plan, safeguarding arrangements and minutes of governing body meetings. They also looked at pupils’ work in books.
- Parents and carers were asked for their views at the start and end of the school day and the views of the 37 parents and carers who contributed to the Parent View survey were analysed.

## Inspection team

Simon Griffiths, Lead inspector

Additional Inspector

Peter Bailey

Additional Inspector

Susan Tabberer

Additional Inspector

## Full report

### Information about this school

- The school is much larger than the average-sized primary school.
- The proportion of pupils eligible for the pupil premium is less than the national average.
- The proportion of disabled pupils and those who have special educational needs supported at school action is below the national average. The proportion supported at school action plus or with a statement of special educational needs is average.
- Most pupils are White British. There are fewer pupils from minority ethnic backgrounds than in most schools of this size. The proportion of pupils, who speak English as an additional language, although below average, is increasing.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

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

- Increase the proportion of teaching which is outstanding by:
  - making sure activities match precisely the next steps in learning for all pupils, including the more able
  - ensuring teachers check pupils' understanding in lessons regularly and provide new challenges if needed
  - including clear steps for improvement in the marking, giving pupils time to read, understand and act on the points made
  - Ensuring the school marking policy is applied consistently in all classes.
- Raise governor confidence to check pupils' learning with leaders and teachers by:
  - developing a systematic and manageable approach to using data in order to fully understand the attainment and progress of all groups of pupils

## Inspection judgements

### The achievement of pupils is good

- Pupils enter the Nursery with skills and knowledge below those normally found for their age. They settle very quickly and by the end of Key Stage 1 are achieving broadly average standards. This shows they make good progress.
- Pupils in the Nursery develop good learning skills and are able to choose activities, concentrate well and work together happily. In the Reception classes they sit and listen well to stories and take part in activities with confidence. They make good progress in writing but do not often choose to write themselves in activity sessions.
- Levels achieved by the pupils in the Reception classes are rising, particularly in the understanding of the links between letters and sounds. The school has addressed the low scores in the 2012 phonics check in Year 1 and by the end of the key stage these pupils are on track to achieve levels above average in reading.
- They are also very confident and happy learners who have the skills to make full use of the teaching and activities offered to them. They are able to listen carefully to the teachers, concentrate well on their own and also work together well in groups.
- The proportion of pupils who achieve the expected levels in both English and mathematics by the end of Key Stage 2 is higher than that found nationally. Over time results are consistently above average though there was a dip in 2012, particularly in the number of pupils achieving the higher levels in mathematics.
- Pupils' work and school information also shows that they are doing well and making good progress. Work is well presented in the pupils' books because pupils care about their work. The quality of work also matches the levels given to pupils in the school tracking information accurately.
- Pupils achieve well across a wide range of subjects, for example they learn to speak Spanish and also enjoy a range of sporting activities. The levels of skill attained in table tennis are quite exceptional, with the school competing at the very highest levels.
- Disabled pupils and those with special educational needs make good progress. They often achieve levels better than those expected nationally. They make good progress in lessons and their books and school records also show this.
- Pupils who attract the pupil premium make good progress and a high proportion reach the expected levels for all pupils. In 2012, by the end of Key Stage 2, they had made similar progress to all pupils in English and better in mathematics. Not as many reached the higher levels and overall in English they were three terms behind their classmates and in mathematics one and a half months behind them. Pupils whose first language is not English make good progress in lessons and attain highly by the end of Year 6.
- Pupils across the school enjoy reading and older pupils talk enthusiastically about their books and favourite authors and often make use of the local library.

**The quality of teaching is good**

- There are many strengths in the teaching across the school. It ensures pupils are keen to learn and good questioning helps them to learn quickly. Teachers know their pupils well. Activities are well explained and are interesting. Where lessons are not as good it is because activities are not matched closely enough to the abilities of the pupils. In these lessons the pace of learning drops because more-able pupils have to complete the easier work before getting to the challenging part.
- Pupils in the Nursery benefit from a warm and welcoming environment. The start of the day is calm and relaxed. Parents, teachers and pupils are full of smiles. Pupils are given good opportunities to choose from a wide range of interesting activities. Some choose to use the scooters outside whilst others are able to use the tablet computers with confidence to find out more about dinosaurs.
- Teaching in Reception classes is confident and enables pupils to both listen carefully and take turns in big groups, for example when learning new mathematics vocabulary or sharing a story book. In activity sessions good use is made of the outside area and children enjoy acting out traditional stories with teachers providing good resources to help them.
- Teachers in Key Stages 1 and 2 mark pupils' work thoroughly and in some classes give the pupils helpful pointers for what they need to do next. This is not consistent in all classes and pupils are not always given the opportunity to think about and respond to the comments. Pupils often have targets but they do not always fully understand them.
- Teaching Assistants make a good contribution to learning. The very good relationships in the school help create a strong sense of teamwork amongst the staff. The small groups in classrooms give lots of opportunities for pupils to discuss their work and increase their understanding.
- Pupils with learning difficulties are well supported. Their work is planned carefully and, where needed, extra support is available. The calm and supportive atmosphere in the classrooms enables all pupils to grow in confidence and take a full part in the lesson.
- Pupils themselves say they are expected to work hard and that the teachers make sure their lessons are interesting and fun. Parents say the teachers are very easy to approach and talk to about their children's progress.

**The behaviour and safety of pupils are good**

- Pupils' behaviour in lessons is good. They are keen to learn and confident to answer questions and take a full part in all activities. They say that lessons are often both interesting and fun. They are proud of their school.
- Pupils are courteous and calm around school and at playtime. The dining hall is also calm and relaxed. This is because right from the start pupils get into good habits. Teachers go into the hall with the youngest children and ladies serving lunches know them and show interest in them.
- Behaviour is very well managed by school leaders. The vast majority of pupils across the school feel safe and free from bullying and name calling. They say that any issues are quickly dealt with. School records show that there have been instances of challenging behaviour but these have been fully dealt with and recorded carefully. There is clear evidence of real improvement in

behaviour over time for some pupils with particular needs.

- Attendance levels are good and the staff work hard to improve it further for all groups of pupils. Pupils know the importance of attending regularly because they think that school is important for their futures.

## **The leadership and management are good**

- Senior leaders have high expectations of all aspects of pupils' achievement and lead by example. School self-evaluation is accurate. Policies are clear and improvement plans identify the right priorities. Pupil performance is tracked carefully and pupils are known as individuals.
- Leaders ensure that pupils all have the same opportunities to learn and participate in activities. No pupils are discriminated against.
- Performance management arrangements are improving the quality of teaching. Teachers appreciate the opportunities made available to improve their skills and know they are expected to be successful. They particularly value the opportunities to watch each other teach and discuss lessons. Lesson observations are rigorous and the headteacher's judgements accurate. The school demonstrates the capacity to improve further.
- The leadership of the Early Years Foundation Stage is good and ensures that children are well-taught in a safe and friendly environment.
- The curriculum is varied and interesting. It rightly ensures that reading, writing and mathematics are well taught but there are also a wide variety of extra activities which the pupils enjoy. Computers are increasingly being used as part of everyday learning and leaders are constantly looking to widen opportunities by using the expertise of individual staff. Pupils have the opportunity to learn Spanish across the school.
- The pupil premium funding has been well used to provide extra support in lessons for English and mathematics, some individual teaching and also provide greater access to the wider curriculum including residential visits.
- Leaders are successful in bringing together staff, parents, pupils and governors with a shared sense of purpose in the school. Relationships with parents are good. Parents support the school well, for example attending class assemblies in large numbers to support their children and also staying on to share the pupils work with them.
- The local authority provides light touch support as it is confident in the school's capacity to improve. Safeguarding meets requirements. Pupils are well prepared for life in modern Britain and a global society and understand why it is important to learn about other cultures.
- Relationships with parents are very strong. The headteacher is often around school meeting parents at the start and end of the day and there are good opportunities for teachers and parents to talk together, if needed. One parent commented, 'My daughter has blossomed since she came to this school.'
- **The governance of the school:**
  - Governors are proud of the school and its achievements. They meet regularly, attend well and take opportunities to increase their skills through regular training events. Minutes are well kept

and show they meet statutory responsibilities and that the school is financially sound. Pupil performance data, including the new 'dashboard', is not used well enough by governors to give them confidence to engage leaders and all staff in discussion about pupils' learning. They use the pupil premium funding appropriately and are aware of the results. They understand the link between staff pay and pupils' achievements and ensure the performance management of the headteacher is rigorous.

## 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

<b>Unique reference number</b>	122603
<b>Local authority</b>	Nottinghamshire
<b>Inspection number</b>	412378

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

<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>	464
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Peter Hesselbee
<b>Headteacher</b>	Carol Sharpe
<b>Date of previous school inspection</b>	14 December 2006
<b>Telephone number</b>	01909 473655
<b>Fax number</b>	01909 530928
<b>Email address</b>	head@redlands.notts.sch.uk

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