

Inspection of Redriff Primary School

Salter Road, Rotherhithe, London SE16 5LQ

Inspection dates: 28 and 29 November 2023

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Early years provision

Outstanding

Previous inspection grade

Not previously inspected under section 5 of the Education Act 2005

The headteacher of this school is Joanna James. This school is part of City of London Academies Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Mark Emmerson, and overseen by a board of trustees, chaired by Catherine McGuinness CBE.

Ofsted has not previously inspected Redriff Primary School under section 5 of the Education Act 2005. However, Ofsted previously judged Redriff Primary School to be outstanding, before it opened as an academy.

What is it like to attend this school?

Pupils are happy at this school. They are proud to share their learning and show excitement when they talk about their school community. The school has high expectations for all pupils. Pupils enjoy an exciting curriculum which embraces the heritage of the community. For example, pupils get to learn about the importance of the Docklands through London's history. Pupils clearly value where they live and the diversity that exists within the school community. Pupils demonstrate excellent attitudes to learning and achieve well.

Innovative ideas for playtimes create a joyful, happy environment. For example, pupils enjoy dressing up, role play and an exciting range of games. Pupils respect and value each other. Staff and pupils share positive and warm working relationships. Pupils feel safe and know that they can communicate any worries to staff. Pupils with special educational needs and/or disabilities (SEND) are well supported. Everyone looks out for each other and behaviour throughout the school is calm and positive.

The school offers exceptional opportunities for pupils' personal development. Pupils enjoy their positions of responsibility and strive to make a difference to school life. The school council works with leaders to ensure that pupils' ideas are heard. For example, school councillors recently worked with the school chef to create a new menu. A wealth of visits enhances the curriculum, including outings to local museums and parks.

What does the school do well and what does it need to do better?

The school's curriculum is ambitious and carefully sequenced. It allows pupils to build up their knowledge, skills and use of vocabulary over time. Children in the early years receive a strong foundation to their school life. The stimulating learning environment encourages children to be curious about their learning. Children focus for sustained periods and show resilience in their problem-solving. For instance, children in the Nursery worked together impressively to find the right building blocks for a tower they were constructing.

Leaders make sure that staff have the support and training they need to enable all pupils to access the curriculum and learn well. Staff are highly skilled at identifying and meeting pupils' needs, including those with SEND. Throughout the school, staff use a range of approaches consistently to support pupils' learning. For example, staff use different communication systems which enable all pupils to share their answers, points of view and emotions.

Staff present information clearly to pupils. They provide pupils with different opportunities to show what they know. For example, in mathematics, some pupils used practical resources to show the answers to their calculations while others recorded these in their workbooks.

Teachers' subject knowledge is strong and used effectively to support pupils to learn the curriculum content. In lessons, teachers check pupils' understanding and address any misconceptions that arise. Staff provide a range of additional support to ensure that pupils keep up with their learning.

Throughout the school, staff make the most of opportunities to support pupils' language and communication. The impact of this could be seen in pupils' answers and in their discussions. In all year groups, teachers introduce pupils to a wide range of high-quality and ambitious texts. In Year 6, for example, pupils used different texts, including newspaper articles, to think about and discuss the effects of an oil spill. Pupils in Reception and Year 1 learn to read through a consistently delivered phonics programme. Teachers check pupils' understanding regularly and make sure pupils have books which are well matched to their phonics knowledge.

A shared understanding of the school values creates a positive environment for learning. Pupils' behaviour throughout the school is exemplary. Leaders have established positive and productive partnerships with parents and carers. Parents are overwhelmingly supportive of the school's work. Rates of pupils' attendance are high.

Pupils celebrate differences. They support and encourage peers with different needs to their own. Pupils get to take on different responsibilities in school. For example, pupils in Year 6 help to plan different special events, including those which celebrate diversity. The curriculum is enhanced by a variety of enrichment opportunities. For example, pupils get to visit places of worship, take part in residential trips and proudly represent their school at tournaments and music events.

The trust and those responsible for governance have a secure understanding of the school's strengths and priorities for improvement. They share leaders' high expectations for all aspects of the school's work. Staff are supported through well-planned professional development opportunities. For example, subject leaders routinely help other staff to enhance their understanding of different parts of the curriculum. Staff are proud to work at the school. They value the collaborative work and support of leaders and colleagues.

Safeguarding

The arrangements for safeguarding are effective.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	137648
Local authority	Southwark
Inspection number	10290187
Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	501
Appropriate authority	Board of trustees
Chair of trust	Catherine McGuinness
CEO of the trust	Mark Emmerson
Headteacher	Joanna James
Website	www.redriff.southwark.sch.uk
Date of previous inspection	Not previously inspected

Information about this school

- The school is part of City of London Academies Trust.
- Leaders do not make use of any alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, other leaders and a range of staff. They met with the chair of trustees, the chief executive officer and representatives of the local governing board and advisory committee.

- Inspectors carried out deep dives in these subjects: early reading, mathematics, science, physical education and geography. For each deep dive, inspectors held discussions with leaders and teachers about the curriculum, visited a sample of lessons, spoke to groups of pupils about their learning and looked at samples of pupils' work. Inspectors considered the curriculum in other subjects.
- Inspectors checked the school's policies and records, including those related to behaviour and pupils' wider development.
- Inspectors considered the responses of pupils, parents and staff to Ofsted's online surveys.
- To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors held meetings with staff and spoke with pupils during social times. They observed pupils' behaviour at different times, including as they arrived at and left school.

Inspection team

Sacha Husnu-Beresford, lead inspector	His Majesty's Inspector
Milan Stevanovic	Ofsted Inspector
Hayley McClenaghan	Ofsted Inspector

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