

# Inspection of an outstanding school: Redlands Primary School

Redlands Lane, Fareham, Hampshire PO16 0UD

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Inspection dates:

5 and 6 December 2023

## **Outcome**

There has been no change to this school's overall judgement of outstanding as a result of this ungraded (section 8) inspection. However, the evidence gathered suggests that the inspection grade might not be as high if a graded (section 5) inspection were carried out now. The school's next inspection will be a graded inspection.

## **What is it like to attend this school?**

Pupils here have a genuine enthusiasm for school life. They are keen to share what they enjoy about school and what makes it a special place for them. They talk animatedly about the residential trips they have undertaken and how these helped them to have new experiences. Pupils are proud to be part of the school band. They say that music is an important part of their school experience. Parents and staff also endorse this view.

The three rules of 'ready, respectful and safe' are understood by pupils. They know why these are an essential part of school life. Older pupils are excellent role models for their younger peers. On the playground, for example, they rush to help when someone is hurt or upset. Mutual respect is evident throughout the school.

There is a whole-school focus of developing life-long learners. One of the ways the school does this is through nurturing a love of reading. Pupils say that they enjoy escaping into a book and relish the opportunity to visit the school library.

Although most pupils achieve well in English and mathematics, there is work to be done to make sure that all pupils can learn equally as well across the entire curriculum.

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

The new headteacher has quickly established an accurate view of the school. Strengths and priorities for development are understood clearly. The school is working closely with external partners to urgently address the aspects of the curriculum that most need to improve.

The school's sharp focus on pupils' wider development is a genuine strength. The personal, social and health education curriculum helps pupils to understand how to keep

healthy, be a good friend and discuss their feelings. Pupils are confident that everyone in their school is treated with respect. They say that difference is what makes them unique. This awareness develops from the early years. Pupils are inspired to love learning and to be active citizens. They have a strong sense of community. They suggest charities to fundraise for and create their own events in order to achieve their goals. The head girl and head boy, along with the house captains, play an important role as advocates of the school. Younger pupils take on important responsibilities, such as being a member of the school council or a road safety officer. Pupils are also given opportunities to develop their own talents and interests through clubs and performances. During the inspection, younger pupils performed their nativity play. The school made sure that all pupils, including pupils with special educational needs and/or disabilities (SEND), had the chance to shine on stage.

The school has prioritised reading, and a passion for reading is evident throughout the school. Pupils are well supported when learning to read, and this has been a key focus for the school. Pupils read books that are matched to the sounds they have learned in class. This helps them to develop confidence when reading. They also enjoy listening to adults read to them. Staff identify pupils who need more help to keep up with their classmates. These pupils attend additional reading sessions, which help them to catch up. Older pupils who are still learning to read are very well supported so they can learn to read as quickly as possible.

The school is working to refine the curriculum. Some areas are more developed than others. In subjects where improvement work is more advanced, the school has carefully thought about what pupils need to know. This helps staff know the most important information they must cover in lessons. In a few subjects, the curriculum is less well developed and knowledge is less clearly defined. As a result, pupils are not always taught all of the vital knowledge they need, so they have gaps in their learning. In lessons, some staff use strategies well to find out what the gaps are and have a secure understanding of what pupils have learned previously and how to address misconceptions. Others are less confident.

There are strong systems in place to identify the needs of pupils with SEND. Staff receive useful training that helps them to understand how these pupils can be supported in lessons. There is, however, variability in how well staff implement the suggested methods. This means that sometimes pupils with SEND are not able to access the learning as well as their peers.

The school has high expectations for behaviour. The vast majority of pupils rise to these expectations consistently well. If pupils struggle to maintain positive behaviour, the school is quick to respond and puts effective strategies in place to help. When pupils are given reminders about the expected standards, they respond well. As a result, there is a calm atmosphere throughout the school. This begins in the early years where children have a firm grasp of the school rules. They know that these rules help them to stay safe. In the design technology shed, children explain the importance of wearing their safety goggles while sawing wood. Inside, they use cutting guards when chopping the food for snack time. These routines are well established and contribute to the positive environment.

## Safeguarding

The arrangements for safeguarding are effective.

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

#### (Information for the school and appropriate authority)

- In a few subjects, the knowledge that pupils must learn is not identified precisely enough. This means that staff do not always highlight the most important content that pupils need to remember. Pupils do not routinely remember this key information. The school should ensure that current work to refine the curriculum in a small number of subjects enables staff to understand which vital knowledge pupils must be taught.
- Sometimes, staff do not make appropriate adaptations for pupils with SEND to learn the intended curriculum. This means that some pupils do not learn as well as they could. The school should continue to support staff in order to ensure they know how best to tailor learning for these pupils.
- Although assessment systems are in place, there is a lack of clarity regarding how this information is used to inform teaching in foundation subjects. There is also variability in how well teachers check that pupils have understood the intended content, with some staff doing this less effectively than their expert peers. As a result, some gaps in pupils' knowledge are not always addressed. The school should continue to refine assessment practices so that teachers have a consistently accurate picture of what pupils know and remember.

## Background

When we have judged a school to be outstanding, we will then normally go into the school about once every four years to confirm that the school remains outstanding. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be outstanding in November 2017.

### 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

<b>Unique reference number</b>	115892
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10287874
<b>Type of school</b>	Primary
<b>School category</b>	Maintained
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	317
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Elizabeth Goadsby
<b>Headteacher</b>	Lisa Ainsworth
<b>Website</b>	<a href="http://www.redlandsprimaryhants.co.uk">www.redlandsprimaryhants.co.uk</a>
<b>Dates of previous inspection</b>	31 October and 1 November 2017, under section 8 of the Education Act 2005

## Information about this school

- The headteacher commenced her role in October 2023.
- The school does not currently use any alternative provision.

## Information about this inspection

- 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. The inspector discussed the impact of the pandemic with the school and has taken that into account in their evaluation of the school.
- The inspector met with the headteacher and the deputy headteacher. She also met with other school leaders, staff and pupils.
- The inspector met with three governors, including the chair of the governing body. She also spoke with a representative from Hampshire local authority.
- The inspector carried out deep dives in these subjects: early reading, mathematics and design technology. For each deep dive, the inspector discussed the curriculum with

subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.

- The inspector also looked at curriculum planning in other areas.
- To inspect safeguarding, the inspector checked the single central record of recruitment checks and talked to leaders responsible for safeguarding. The inspector also talked to a range of staff and pupils informally.
- The inspector considered the responses to the confidential staff survey and spoke to a range of staff about their views on the school.
- The inspector took account of the 60 responses to the Ofsted Parent View questionnaire and the additional 35 free-text responses.
- The inspector met with a range of pupils to discuss their views about the school and talked to pupils informally during social times and in lessons.
- The inspector reviewed a range of documents, including the school development plan.

### **Inspection team**

Sara Staggs, lead inspector

His Majesty's Inspector

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