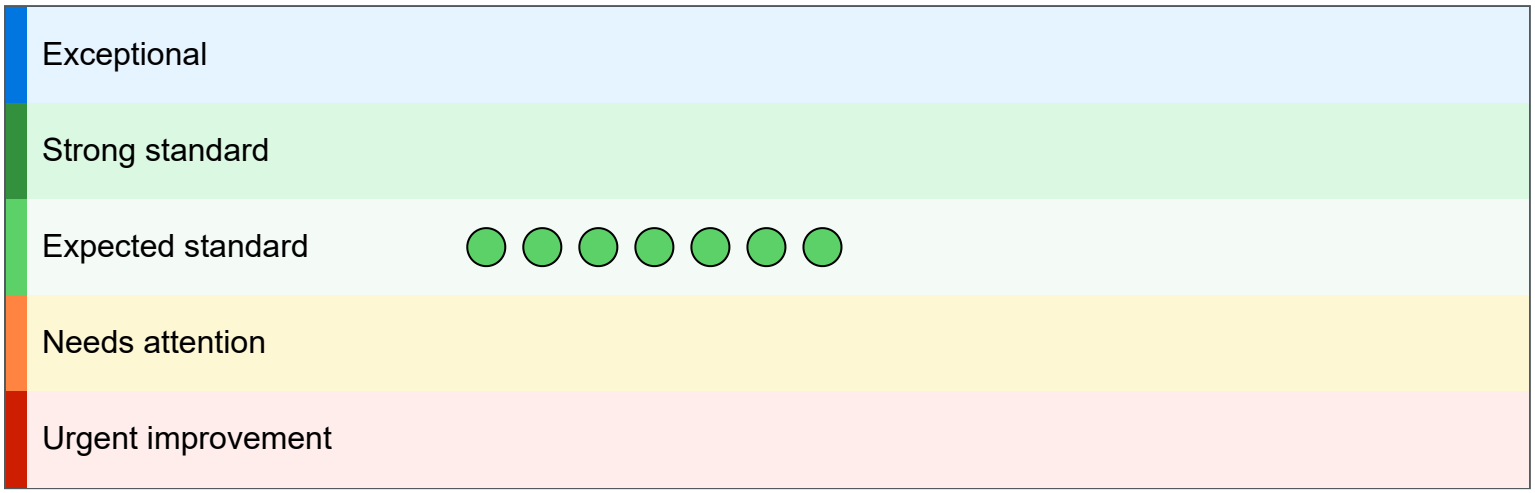
Redlands Primary School

Address: Redlands Lane, Fareham, Hampshire, PO16 0UD

Unique reference number (URN): 115892

Inspection report: 7 July 2026



Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- Met: The school has an open and positive culture of safeguarding. All legal requirements are met.
- Not met: The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Expected standard

Achievement

Expected standard

On the whole, pupils achieve well in this school. This reflects a pattern of continuous improvement. Pupils, including disadvantaged pupils, attain broadly in line with national averages. Pupils with special educational needs and/or disabilities make secure progress from their starting points.

Over time, by the end of key stage 2, writing attainment has lagged behind reading and mathematics. Leaders have responded well to this. They have improved the curriculum and the teaching of writing. This has resulted in better writing outcomes in English lessons. However, across other subjects, these standards of writing are not always maintained. Across the wider curriculum, pupils learn well but they could learn even better.

Pupils learn to read well. Phonics results are above the national averages. In 2025, pupils' attainment in the Year 4 multiplication check was not good enough. Again, leaders have been very successful in turning outcomes around. Pupils learn and remember their times tables fluently.

Attendance and behaviour

Expected standard

Pupils attend school well, including pupils with special educational needs and/or disabilities and disadvantaged pupils. Leaders use a range of strategies which minimise absence successfully. The school community values attendance at school. Leaders monitor attendance carefully and understand pupils' barriers to attendance. Through trusted relationships, leaders work well with families to improve attendance when needed.

Overall, pupils follow the 3 school rules of 'be safe, be ready, be respectful'. They relish winning house points for making positive choices and working hard in lessons. They show positive attitudes to learning and motivation to learn more.

At breaktimes, pupils play well together. Bullying and any form of discrimination is not tolerated. Pupils know that staff will listen and act on their concerns. Staff provide an alternative space, the 'quad squad', for pupils who find the large playground too overwhelming. This ensures that these pupils can enjoy social times in a calmer more structured environment.

Leaders meticulously check behaviour records and spot patterns and trends quickly. They make effective and thoughtful adaptations to the behaviour policy for any pupils who need additional help to regulate their emotions. They work with experts to ensure the right support.

Curriculum and teaching

Expected standard

Pupils study a broad and ambitious curriculum. Leaders have identified the knowledge and vocabulary that pupils must learn and remember overtime. Typically, teaching helps pupils remember current knowledge. However, occasionally, in the wider curriculum, the length

between learning knowledge and revisiting it is too long. This leads to some pupils forgetting key knowledge and vocabulary overtime.

Teachers show pupils how to be successful in lessons well. They ensure that pupils know how to use resources, visuals and diagrams to deepen their understanding. Staff teach early reading accurately and systematically. Teachers check how well pupils are learning new sounds. They make sure that they put the right support in place to help these pupils keep up.

Leaders have an accurate view of the quality of the curriculum and its impact on pupils' learning. They make changes which have a positive effect on teaching and learning. For example, the changes made to the writing curriculum mean teachers have better clarity in what to teach and in what order. Leaders would benefit from ensuring that they embed these changes consistently moving forwards.

Teachers adapt learning for pupils with special education needs and/or disabilities well. Pupils who need extra support to access learning receive timely and effective adaptations. This allows them to take part in lessons successfully.

Early years

Expected standard

Children get off a positive start in early years. Staff build warm and trusting relationships with children and families alike. Children feel safe and enjoy learning. They learn how to follow routines, take turns and listen to others' ideas. Children grow in independence and confidence, such as through learning how to use saws safely in the woodwork shed.

Leaders have constructed the early years curriculum carefully. Staff prioritise the development of children's foundational knowledge of early reading, writing and mathematics well. Children love listening to stories and show great interest in books. They learn the right skills and knowledge so that they are ready for key stage 1 learning. Children who need additional support learn well from their starting points.

Staff know how young children learn. They use this expertise to plan purposeful activities which help children think critically and flexibly. For example, during the inspection, the plug to the water trough went missing. Children responded enthusiastically. They worked together to suggest and try out solutions to prevent water pouring everywhere.

Typically, staff engage in high quality interactions that develop children's knowledge and vocabulary well. However, these interactions are not always maximised to extend children's thinking and deepen their learning as well as they could be.

Inclusion

Expected standard

Leaders are aspirational for all pupils. They ensure that everyone feels that they belong to the Redlands community. Leaders have created an inclusive culture where everyone celebrates difference.

Staff know their pupils very well. Leaders identify pupils' needs and any barriers they may face swiftly and accurately. They work closely with parents and carers, and external

professionals. Leaders use specialist guidance well. Leaders work with any alternative provision collaboratively to benefit pupils' learning and wellbeing.

Leaders ensure that pupils with special educational needs and/or disabilities (SEND) receive timely and well-considered support. Teachers tailor this support to match needs precisely. Teachers think carefully how to adapt lessons. This means that pupils with SEND access the same ambitious curriculum as their classmates. Leaders check support is having the right impact. They adapt the support when needed successfully. As a result, pupils' barriers reduce quickly.

Leaders identify and address the needs of pupils eligible for the pupil premium funding well. They are analytical in their approach to targeting additional funding. Leaders track these pupils' progress carefully. They ensure that pupils eligible for the pupil premium funding access all the school offers, including clubs and trips.

Leadership and governance

Expected standard

Leaders have high expectations for all pupils. They have a clear vision for the school. Leaders and governors have an accurate understanding of what the school does well and what it needs to improve. Leaders use relevant research and evidence to shape their school improvement decisions successfully. There is a culture of professional learning in the school. Staff, including teachers early in their career, benefit from ongoing support to continue their professional growth.

Leaders consider how changes will impact pupils and staff carefully before introducing them. There have been many new policies and practices introduced to the school since the last inspection. This includes the successful changes to the writing curriculum and feedback to pupils. The changes are having a positive impact in improving pupils' outcomes. However, at times, some of these new approaches are not applied consistently across the school.

Staff are very positive about working at the school and the changes leaders have made. They understand the rationale behind the changes and know the benefits these bring to pupils. Staff feel valued and morale is high.

Governors provide a positive balance of challenge and support. They ensure they meet their statutory duties and ensure that pupils' needs remain central to all decisions. Leaders and governors engage well with parents. Most parents speak highly of the school.

Personal development and wellbeing

Expected standard

Leaders have developed a coherent and well sequenced personal development programme that reflects pupils' needs, the school's context and the wider world well. Leaders continue to refine and enhance this offer. This ensures that it reflects the evolving issues that affect pupils' lives. For example, pupils learn about artificial intelligence. They know how to be responsible citizens.

Relationships and sex education and health education are effective. Pupils learn about how their bodies change as they get older. Older pupils know how hormone changes can cause mood swings. Pupils understand the importance of respect, personal boundaries and

healthy relationships. Teachers adapt learning carefully. This ensures that pupils with special educational needs and/or disabilities participate fully and understand content well.

Pupils benefit from a range of opportunities that support their confidence and leadership skills. During the inspection, Year 6 pupils were performing their end of year show. This allowed them to showcase their talents and celebrate their success at the end of their primary journey. Pupils take on positions of responsibility, such as house captains and the school council. These roles allow pupils to make a positive contribution to their school community. For example, junior road safety officers teach younger pupils about keeping themselves safe and avoiding distractions on roads. Pupils demonstrate an understanding of fundamental British values. Pupils experience democracy first hand through voting for their school council.

Pupils learn how to recognise and manage their emotions effectively. For example, they learn different breathing techniques. This helps them to respond well to challenges. Pastoral support is effective in helping pupils feel safe, supported and ready to learn.

What it's like to be a pupil at this school

Pupils enjoy coming to this welcoming and supportive school. They feel a strong sense of belonging. Pupils attend school regularly. Staff know families well. Relationships are warm, trusting and respectful. Staff leave no stone unturned to ensure that pupils are safe and feel cared for. Pupils know they have trusted adults who listen and check in on them.

Pupils understand the school values well, such as resilience and integrity. They aim to show these values in their daily school life by working hard and telling the truth. Behaviour in the school is typically settled and orderly. Pupils understand routines and expectations and generally follow them well. The popular weekly achievement assembly and ‘hot chocolate Friday’ recognises and celebrates pupils’ positive choices. This helps to foster the culture of kindness and determination that permeates the school. Bullying is rare and dealt with well. Pupils understand what bullying is and know what to do if they have a concern. They value the worry boxes and worry tokens which provide a safe and accessible way for them to share concerns.

Pupils attend a wide range of clubs that broaden their experiences and interests, such as athletics, mindfulness and drawing. Pupils love their residential trips. These provide pupils with opportunities to grow in courage and develop resilience as they take on new challenges such as zip-lining and archery.

Overall, pupils, including disadvantaged pupils, learn well. They gain the skills and knowledge they need for the next steps in their education. They enjoy their learning and take pride in their achievements. Leaders ensure that pupils with special educational needs and/or disabilities get the support they need to participate fully in school life. Staff understand these pupils’ needs well.

Next steps

- Leaders should continue to strengthen the implementation of the writing curriculum so that pupils develop greater accuracy in their writing skills, including across the wider curriculum
- Leaders should continue their work to improve pupils' knowledge and vocabulary further so that pupils achieve highly across the whole curriculum, including in early years.
- Leaders need to ensure that the renewed policies and practices are fully embedded, applied and robustly monitored and lead to consistently strong standards across the school.

About this inspection

The chair of the board of governors in this school is Dan Reeves.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMI) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the headteacher and other senior leaders during the inspection. They also met with members of the governing body and a representative of the local authority.

Inspectors spoke with pupils, staff, parents and carers. Inspectors considered the responses to Ofsted's surveys.

The inspectors confirmed the following information about the school:

The school uses one registered alternative provision currently.

Headteacher : Lisa Ainsworth

Lead inspector:
Lea Hannam, His Majesty's Inspector

Team inspectors:
Andrew Foster, Ofsted Inspector
Aimee Floyd, Ofsted Inspector

Facts and figures used on inspection

This was the data available at the time of the full inspection, taken from different sources. More recent data may have been published since the full inspection took place.

The inspector(s) used this data during the full inspection on 7 July 2026

School and pupil context

Total pupils

313
Close to average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

315
Close to average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

19.81%
Close to average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last 6 years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

5.11%
Above average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

13.74%

Close to average

What does this mean?

The proportion of pupils with reported special educational needs support at the school.

National average: 15%

Location deprivation

Close to average

What does this mean?

Based on the English indices of deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	58%	61%	Close to average
2024/25 (final)	67%	62%	Close to average
2023/24 (final)	50%	61%	Below
2022/23 (final)	58%	60%	Close to average

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	74%	74%	Close to average
2024/25 (final)	76%	75%	Close to average
2023/24 (final)	65%	74%	Below
2022/23 (final)	82%	73%	Above

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	64%	72%	Below
2024/25 (final)	69%	72%	Close to average
2023/24 (final)	59%	72%	Below
2022/23 (final)	64%	71%	Below

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	73%	73%	Close to average
2024/25 (final)	78%	74%	Close to average
2023/24 (final)	67%	73%	Close to average
2022/23 (final)	73%	73%	Close to average

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	55%	46%	Above
2024/25 (final)	58%	47%	Close to average
2023/24 (final)	33%	46%	Close to average
2022/23 (final)	86%	44%	Above

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	71%	62%	Above

Year	This school	National average	Compared with national average
2024/25 (final)	67%	63%	Close to average
2023/24 (final)	58%	62%	Close to average
2022/23 (final)	100%	60%	Above

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	58%	59%	Close to average
2024/25 (final)	58%	59%	Close to average
2023/24 (final)	42%	58%	Below
2022/23 (final)	86%	58%	Above

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	68%	60%	Close to average
2024/25 (final)	67%	61%	Close to average
2023/24 (final)	50%	59%	Close to average
2022/23 (final)	100%	59%	Above

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference

between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	55%	68%	-13 pp
2024/25 (final)	58%	69%	-11 pp
2023/24 (final)	33%	67%	-34 pp
2022/23 (final)	86%	66%	19 pp

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	71%	80%	-9 pp
2024/25 (final)	67%	81%	-14 pp
2023/24 (final)	58%	80%	-21 pp
2022/23 (final)	100%	78%	22 pp

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	58%	78%	-20 pp
2024/25 (final)	58%	78%	-20 pp
2023/24 (final)	42%	78%	-36 pp
2022/23 (final)	86%	77%	8 pp

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	68%	80%	-12 pp
2024/25 (final)	67%	81%	-14 pp
2023/24 (final)	50%	79%	-29 pp
2022/23 (final)	100%	79%	21 pp

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (3 term)	4.0%	5.2%	Below
2023/24 (3 term)	5.0%	5.5%	Close to average
2022/23 (3 term)	4.2%	5.9%	Below

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (3 term)	7.3%	13.0%	Below
2023/24 (3 term)	9.7%	14.6%	Below
2022/23 (3 term)	6.9%	16.2%	Below

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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