

# INSPECTION REPORT

## REDLANDS PRIMARY SCHOOL

Reading

LEA area: Reading

Unique reference number: 109787

Headteacher: Katherine Forster

Lead inspector: Rob Crompton

Dates of inspection: 15<sup>th</sup> – 18<sup>th</sup> September 2003

Inspection number: 259793

Inspection carried out under section 10 of the School Inspections Act 1996

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## INFORMATION ABOUT THE SCHOOL

Type of school: Nursery, infant and junior  
School category: Community  
Age range of children: 3 to 11  
Gender of children: Mixed  
Number on roll: 256

School address: Lydford Road  
Reading  
Postcode: RG15QH

Telephone number: 0118 9015527  
Fax number: 0118 9015528

Appropriate authority: The governing body  
Name of chair of governors: Mrs Linda Watsham

Date of previous inspection: November 1998

## CHARACTERISTICS OF THE SCHOOL

The school occupies a two-storey Victorian building and serves an urban area near the centre of Reading. There are 256 children, including 40 who attend the nursery on a part-time basis. As they enter the nursery, children's social skills and levels of mathematical development are similar to those of most three-year-olds. English language skills are wide ranging. Some children, whilst fluent in their home language, speak no English.

About half of all children are from minority ethnic backgrounds and 70 (27 per cent) have English as an additional language. Twenty-seven different languages are spoken. The level of pupil turnover is quite high. Many parents live in the area for short periods as they work or study at the nearby hospital or university. The proportion of children who are known to be eligible for free school meals is below average. Seventeen (13 per cent) have special educational needs, including moderate learning difficulties and emotional, social and behavioural problems. Two have a statement of special educational need. Both figures are below the national average.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
7230	Rob Crompton	Lead inspector	The Foundation Stage Science Information and communication technology
13874	Jane Chesterfield	Lay inspector	
27240	Tony Hooper	Team inspector	English as an additional language
22178	Katherine Robinson	Team inspector	English Religious education History Geography Special educational needs
32106	John Zealander	Team inspector	Mathematics Art and design Design and technology Music Physical education

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

This is a very good school with excellent features. It is exceptionally successful in ensuring that children from a wide range of social and cultural backgrounds achieve well. Good teaching means that children do well and achieve good standards. The school is very well led and managed. Excellent provision for personal development means that children develop mature attitudes to learning. They know that they are valued as individuals and that their contributions to the work of the school are appreciated. Parents are fully involved in their children's learning and are extremely happy with the school. Staff, parents and children share the same values, which is a tribute to the school's success in developing an environment where diversity is celebrated and where there is a commitment to high standards. The school provides very good value for money.

#### The school's main strengths and weaknesses are:

- It enables children from a wide variety of backgrounds to thrive and achieve well.
- Good teaching means that children achieve well
- Support for personal development is excellent, which means that children have mature attitudes and behave very well
- A rich variety of experiences contributes greatly to children's learning
- The school is very well led and managed
- A very strong partnership with parents enables them to support their children's learning
- Children's use of literacy and numeracy across the curriculum is incidental rather than systematically planned.

**The school has made good progress since the last inspection. Weaknesses have been overcome and strengths have been sustained.** The standards achieved by seven-year-olds in English have risen significantly. Provision for information and communication technology (ICT) has improved and children are now achieving well and attaining good standards.

### STANDARDS ACHIEVED

#### Year 6 results

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2000	2001	2002	2002
English	A	B	B	B
Mathematics	A	B	A	A
Science	A	B	B	B

Key: A - well above average; B - above average; C - average; D - below average; E - well below average

Similar schools are those with similar percentages of pupils eligible for free school meals

**Overall achievement is good.** Children achieve well in all areas of learning in the nursery and reception classes. Most achieve or exceed the levels expected in **personal, social and emotional development, communication, language and learning, mathematical development, knowledge and understanding of the world, and creative and physical development.**

In Years 1 and 2, children achieve well and attain above average standards in **reading, writing and mathematics.** They make good progress and achieve good standards in **all**

**other subjects.** They continue to progress well during Years 3 to 6, achieving above average standards in **English, mathematics, science** and **all other subjects**. Children have good skills in **literacy** and **numeracy** and use them satisfactorily across the curriculum. They have a good level of competence in **information and communication technology** (ICT) and use their skills well in other subjects and when working on projects in personal, social and health education and citizenship (PSHEC).

Comparisons with similar schools do not take account of the number of children for whom English is an additional language or the level of pupil mobility. The grades above have been adjusted to take these factors into account.

**Excellent provision for children's spiritual, moral, social and cultural development** results in excellent relationships and racial harmony. Children have very good attitudes to school and behave very well. Attendance is satisfactory and the school does its best to deter term-time holidays.

## **QUALITY OF EDUCATION**

**The quality of education is very good.**

**Teaching and learning are good.** Children work hard and do well. Teachers plan in great detail and carefully assess children's work to ensure that they are interested and challenged. Children are keen to learn because teachers are very good at encouraging them. They receive clear feedback from teachers, so they know how to improve. Teachers, well supported by specialist staff, are particularly successful in ensuring that all children have equal opportunities to succeed. As a result those with special educational needs, those who are more able and those for whom English is an additional language achieve well. Teachers do not always make sure that they plan systematically enough for children to use their literacy and numeracy skills in other subjects so opportunities for children to practise these skills are sometimes missed.

**The curriculum offers good opportunities for children to learn according to their individual needs.** They enjoy a rich variety of experiences in lessons and additional activities that promote self-esteem, learning and personal development. The school has excellent systems for regularly consulting children and responding to their suggestions. Induction arrangements for the nursery children are also first class. **The school has forged very good relationships with parents** and gives them every encouragement to be involved in their children's education. **Good links with the community and with other schools** help to make the curriculum more lively and exciting for the children

## **LEADERSHIP AND MANAGEMENT**

**Leadership is very good.** The headteacher's clarity of vision and sense of purpose are excellent. She provides very good leadership and is well supported by key staff. All share the same aspirations and a determination to ensure that all children do as well as they possibly can.

**Management is very good.** The school carefully monitors and evaluates its work in order to plan strategically. Excellent arrangements for performance management mean that staff are well trained and work successfully in pursuit of the school's priorities.

**Governance is very good.** Governors have a very good understanding of the school's strengths and weaknesses and support the school very well. Their determination to ensure that the school is fully inclusive makes a significant contribution to its success in this respect.

## **PARENTS' AND CHILDREN'S VIEWS OF THE SCHOOL**

**Parents hold the school in high regard.** They are wholly supportive of its ethos and are extremely pleased that their children enjoy learning in a school of wide cultural diversity. Parents are very happy with the way the school is led and with the progress their children are making. **Children are enthusiastic about all that the school offers.**

## **IMPROVEMENTS NEEDED**

The most important action the school should take to improve is to ensure that work across the curriculum includes further planned opportunities for children to practise and improve their literacy and numeracy skills in subjects other than English and mathematics.



## **PART B: COMMENTARY ON THE INSPECTION FINDINGS**

### **STANDARDS ACHIEVED BY CHILDREN**

#### **Standards achieved in areas of learning, subjects and courses**

Achievement is **good** in all year groups. Standards in English, mathematics and science are **above average**. In all other subjects, children are working **above** the levels generally expected.

#### **Main strengths and weaknesses**

- There has been an upward trend in results over the last few years
- Children achieve very well in the nursery
- Children with English as an additional language make good progress
- Children with special educational needs achieve well
- Achievement is good across all subjects

#### **Commentary**

##### **Foundation Stage**

1. Standards are good. Children achieve very well in the nursery and meet or exceed the Early Learning Goals in all areas. Progress in personal, social and emotional development, in communication, language and learning, and in creative development, is particularly rapid. Children who enter the school with very little English acquire the language very quickly. Good standards are achieved in mathematical development, knowledge and understanding of the world and physical development. Children achieve very well because of effective leadership and management and very good teaching.

##### **Key Stage 1**

2. Results of National Curriculum tests at the end of Year 2 have risen significantly in the last few years. There has been very good improvement in reading, writing and mathematics since 1998. Recent trends have also been good and since 2000 children have been working at levels over a term ahead of the national average in reading and nearly two terms ahead in mathematics. Writing results were close to the national average, an impressive performance, given the proportion of children whose first language was not English. The proportion of children reaching the higher levels was also very high in reading and mathematics, and average in writing. Results indicate consistently effective teaching and learning leading to good achievement. Standards seen during the inspection reflected good achievement in lessons, good progress over time and above average standards. The fact that attainment in all other subjects is above the levels expected points to effective leadership and management and very good overall provision.

### Standards in national tests at the end of Year 2 – average point scores<sup>1</sup> in 2002

Standards in:	School results	National results
Reading	18.1 (16.2)	15.8 (15.7)
Writing	15.0 (13.8)	14.4 (14.3)
Mathematics	18.2 (18.2)	16.5 (16.2)

There were 36 children in the year group. Figures in brackets are for the previous year

### Key Stage 2

3. The picture is similar when the results of Year 6 children are analysed. Between 2000 and 2002, in English and mathematics, average scores were a term ahead of the national results and in mathematics almost two terms ahead. Although results have varied from year to year, trends over the last four years indicate very good improvement. The proportion of children reaching the higher levels in 2002 was above the national average in English and science and well above in mathematics, indicating that more-able children achieve well. Boys' results have been more consistent than girls', although girls' results in English were well ahead of boys' in 2002. The school regularly analyses performance according to gender and is aware of these differences. No difference between the provision for boys and girls has been identified, neither was one seen during the inspection. The above average attainment achieved in English, mathematics and science, together with good standards in all other subjects, indicates good leadership and management and very good provision across the curriculum.

### Standards in national tests at the end of Year 6 – average point scores in 2002

Standards in:	School results	National results
English	27.8 (27.9)	27 (27)
Mathematics	28.9 (27.5)	26.7 (26.6)
Science	29.3 (29.1)	28.3 (28.3)

There were 31 children in the year group. Figures in brackets are for the previous year

### Achievements of children with English as an additional language

4. The provision for these children is well organised and teaching is consistently good. Consequently they attain standards that are similar to those of other children. They achieve well and children make good progress in relation to their prior attainment.

### Achievement of children with special educational needs

5. Children make good progress towards their individual targets and achieve well because they are well supported by teachers and learning assistants.

<sup>1</sup> The average points score provides schools with a single statistic to compare the overall grades attained by their pupils with the grades attained by pupils in other schools. At Key Stages 1 and 2 the level attained by each pupil; for example, in mathematics, is given a score – a Level 1 = 9 points, a Level 2 = 15 points and so on. Therefore the average points score in mathematics is worked out by adding up all of the points attained by pupils and then dividing by the number of pupils who took the test. Therefore a school whose average points score for mathematics in the tests at the end of Key Stage 1 is greater than 15 is one whose pupils are performing above expectations for their age. The average points score for Level 4, the nationally expected level for pupils at the end of Key Stage 2, is 27.

## Children' attitudes, values and other personal qualities

**Excellent** provision for children's personal development results in **excellent** relationships and racial harmony. Children have **very good** attitudes to school and behave **very well**. Attendance is **satisfactory** and the school does its best to deter holidays in term time.

### Main strengths and weaknesses

- Racial integration, acceptance and celebration are outstanding
  - The quality of children's relationships with one another and with adults is excellent
  - Children are very enthusiastic about everything the school offers them, and their behaviour is very good
6. Racial harmony is something that children take for granted and accept as the norm. It is a seamless part of everyday school life. Staff use assemblies very well to promote racial harmony and this has a very good effect on children's attitudes. They listen attentively and participate with enthusiasm. Recognition and celebration of multi-cultural diversity are excellent and come through the curriculum, clubs, activities, visits, visitors, assemblies and special occasions. Children find out about other cultures and learn more about themselves and their strengths and weaknesses. In the Year 6 anti-racist project, for example, they not only learned about the issues involved, but also led sessions with the younger children. In the school's Urdu club, Urdu-speaking children have the opportunity to display their language skills, while other children come to understand what it is like to be a beginner at something. In these ways children are able to develop a very good sense of their own individuality.
7. Because children are encouraged to be confident and proud of who they are, they forge excellent relationships with one another. In the playground and in class, boys and girls of different backgrounds work and play happily together. They get on very well with adults too, and are open and forthcoming in their dealings with them. Children are very interested in what the school has to offer them, and so they are very attentive in lessons and assemblies. Even the youngest Year 1 children tried very hard to listen in their first whole-school assembly and did their best to sing along with everyone else. Children behave very well around the building and in the playground, despite the limited space available to them. Through an excellent system for consultation ('Redlands Matters'), staff have made children feel involved in the running of the school community, and so they have a vested interest in ensuring that the school is always a good place to be. These positive attitudes contribute much to children's good achievement. Children interviewed as part of the inspection felt that 'everyone gets on really well with each other' and that the school is a place where 'everyone is treated the same'.

### Attendance

#### Attendance in the latest complete reporting year (%)

Authorised absence	
School data:	5.0
National data:	5.4

Unauthorised absence	
School data :	0.2
National data:	0.5

The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.

### Exclusions

8. There have been no exclusions in the last school year

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

9. The quality of education is **very good**. All aspects of the school's provision are strong and contribute to its overall effectiveness. The teaching is good. The excellent provision for children's personal development means that they have very positive attitudes to learning. The curriculum is covered well and enriched by activities outside lessons. Children receive very good individual care and support, and parents make an important contribution to their children's education.

### Teaching and learning

**Good** teaching and learning are the main reasons that children achieve well. They enjoy lessons and work hard. The **very good** quality of assessment of children's work enables the needs of individuals and groups to be met. Teaching in the nursery is **very good**.

### Main strengths and weaknesses

- Children pick up teachers' enthusiasm
- Lessons are well structured and children are given time to think
- Teachers have high expectations of behaviour and children respond well
- The level of work is challenging
- Children receive good feedback about how they are getting on
- Additional teachers and teaching assistants provide good support
- Occasionally the pace of lessons is slow and the tasks are not interesting enough to sustain children's attention

### Commentary

10. Teachers make lessons interesting by relating work to children's experiences. This happens frequently in geography and history lessons, for example, when the school and local area are used to help children learn about changes over time and to develop their mapping skills. In most lessons teachers include an element of practical work. This is particularly helpful to children whose home language is not English, but it also contributes to all children's understanding. They become absorbed in their work and often ask questions, which show they are really engaged and thinking carefully. Teachers are able to respond to children's enquiries because they have a good background knowledge, for example in science. This takes children's learning forward and maintains a good level of challenge. Three teachers from the local-authority ethnic minority and traveller achievement service provide good individual support. They work in close collaboration with class teachers and are closely involved in the planning of lessons.
11. Lessons are planned very well to provide work at a suitable level for all groups. Although planning is very good, it has one weakness. Teachers are not rigorous enough about planning opportunities for children to practise and improve their literacy and numeracy skills in subjects. Additional teachers and learning assistants make a valuable contribution to supporting children with English as an additional language. Careful consideration is given to grouping children to enable the more able and those with special educational needs to get the most out of lessons. Children develop good levels of cooperation and improve their skills in independent research as they move through the school.
12. Teachers are skilled in framing questions to find out the level of children's knowledge and understanding. This enables them to adjust the lesson content as it proceeds and

to plan what to teach next. Summary sessions at the end of lessons are used very effectively to review what has been learned and to help children to identify what they need to do to improve. Children also receive good feedback through their marked work, which often suggests a new target. Homework is used well to complement classwork and to help children test their own knowledge and understanding. Teachers keep careful records of the progress made by children for whom English is an additional language. They make good use of this to gauge the levels of support necessary for individuals.

13. Teachers, the nursery nurse and learning assistants combine to make a very effective teaching team in the nursery. They have excellent relationships with the children and provide highly stimulating activities which are carefully structured to include all areas of learning. Excellent procedures for monitoring children's progress enable staff to systematically increase the level of challenge. This leads to very good achievement.
14. Occasionally, in Years 1 to 6, lessons are not well structured so that, for example, teachers spend too much time introducing ideas, leaving little time for children to work independently. Sometimes the approach is rather mundane and does not engage children. However, the large majority of teaching is very successful, as the table below shows.

#### Summary of teaching observed during the inspection in 41 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	12 (29%)	21 (51%)	8 (20%)	0	0	0

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.

15. The headteacher and subject leaders monitor lessons regularly so they are well aware of the range of teacher expertise, where examples of good practice can be found and where a member of staff might need extra support. This ensures that the quality of provision is kept under continuous review and helps to maintain the good quality of teaching and learning.

#### The curriculum

16. The curriculum provides **good** opportunities for children to learn according to their individual needs. They enjoy a **very good** variety of experiences and additional activities which promote self-esteem, learning and personal development. Accommodation is **satisfactory** and used well. Teachers and children have access to a **good** range of resources.

#### Main strengths and weaknesses

- Curriculum organisation provides equality of opportunity, enabling a good level of participation by children with particular needs
- Very good provision for personal, social and health education, including citizenship, and sex and drugs education contributes significantly to children's personal development.
- Provision for creative subjects is very good and leads to good achievement
- Planning for children's use of literacy and numeracy in other lessons is inconsistent.

## Commentary

17. The school provides good opportunities for all children to progress well, including an excellent multicultural education with contributions from all subject areas. This enables children to gain an understanding of life in the wider community. The school takes many opportunities to value the contribution made by cultures other than the one that most children experience.
18. The school continues to give a high priority to children with special educational needs. The provision is good and children achieve well. They are well supported by classroom assistants who work closely and effectively with class teachers. Annual reviews help to ensure all that children's needs continue to be met. Individual education plans are effective, although some targets are not specific enough to measure progress. Great care is taken when planning for literacy and numeracy to ensure that children with English as an additional language are supported well.
19. Children's personal development is very successfully promoted through the day-to-day life of the school, religious education and a very good programme for personal, social and health education and citizenship (PSHEC).
20. Creative subjects, such as art and design, music, and design and technology are given a high priority by the school, which considers them valuable aspects of the curriculum.
21. Although literacy and numeracy are taught indirectly through other subjects, this is incidental rather than planned. Children sometimes miss out on opportunities to develop these skills, depending on an individual teacher's approach. As a result, some children might not be making as much progress as they could.
22. Effective links with secondary schools helps to smooth transition. Good liaison between schools ensures that children are well prepared and confident about the next stage in their education.

## Care, guidance and support

The school has **excellent** systems for regularly consulting children and responding to their suggestions. Children get **good** advice and support. Induction arrangements for nursery children are **excellent**. Children are **well** cared for and supported.

## Main strengths and weaknesses

- 'Redlands Matters' means that every pupil's voice is heard
- Home visits help new children settle in quickly
- Children are happy because they feel well looked after

## Commentary

23. Systematic consultation with every pupil has been part of the way of life at the school for a long time. Through the excellent 'Redlands Matters' system, each class is able to talk to the headteacher about school improvement on a formal basis every term or send her notes at any time. Children can then see the evidence that their suggestions have been listened to and acted upon, and have improved school life for themselves and others. They are proud of this and it makes them realise that they matter to Redlands. They take the process seriously and focus on achievable goals. The scheme has a very positive affect on children's personal development.

24. Care, guidance and support for children are very well managed. For example, the school makes sure that nursery children settle into their new surroundings as quickly and easily as possible. The system of home visits is the key to this. The teacher and the nursery nurse are able to put together a very useful picture of each child's life experience thus far, and to focus on finding out about their likes and dislikes, medical and emotional needs, and family circumstances. The visit combines with a programme of nursery visits and meetings for parents to ensure that children are ready for this big step. At this early stage in the term nursery children appear happy and at home in their new environment, and very ready to learn.
25. One of the reasons why the children enjoy being at the school is that they get on well with the adults. In response to the questionnaire, most felt very able to turn to an adult, and many said that what they liked most about the school was their teacher. Children are well looked after on a practical daily basis, with first aid, child protection, health and safety well covered by the school. Staff do their best to overcome the site's shortcomings. In the playground, for example, staff know that space is limited and play could become boisterous, so they provide a wide range of games and quiet activities to help counteract this. Children appreciate what they do. One child summed up her view of the school very simply: 'What I like most about my school?' – 'Everything.' 'What I would like to change about my school?' – 'Nothing.'

### **Partnership with parents, other schools and the community**

The school has forged **very good** relationships with parents and gives them every opportunity to be involved in their children's education. **Good** links with the community and with other schools help to make the curriculum more lively and exciting.

### **Main strengths and weaknesses**

- Parents are encouraged to play an active part in school life and they make a good contribution to their children's learning
- The headteacher and infant teachers are very accessible to parents each day which enables very good communication between home and school
- High-quality written information enables parents to be fully involved in their children's learning
- Links with the community and other schools provide a wide range of experiences for children
- Lack of space limits what the school can offer to parents and the community

### **Commentary**

26. The school draws on the energy and talents of parents wherever it can. As well as the hard work of the parent governors, parent-teacher association and classroom helpers, parents are invited to take part in the school's events and activities. The multi-cultural arts week was a prime example of this, where families had the opportunity to celebrate their backgrounds with the rest of the school. Parents are also regularly encouraged to play an active role in their children's lessons. Children whose parents come in to work with them during 'Reading with parents' or 'Parents' morning' sessions gain a great deal from having the undivided attention of their parent or carer as they learn. At these times, children whose parents or carers are unable to attend receive additional support from staff. This partnership has a very positive impact on children's progress in English.

27. Parents at the inspection meeting were unanimous that the headteacher knows them and their children very well and is always available to talk to them. She makes a point of being in the playground at the beginning and end of every day to greet and chat to families, and parents very much appreciate this. Parents of children in the nursery and infant classes are able to bring their children in and collect them from their classroom each day and so have every opportunity to get to know their child's teacher and chat to them regularly. Informal contact is not so straightforward for parents of junior children as they usually leave their children in the playground and teachers do not always come downstairs.
28. The quality of information for parents is very good, so that they have a very comprehensive picture of both what their children will be doing and how well they have done it. The curriculum booklets, 'This Term in Redlands', are excellent. They provide substantial detail about what will be covered and how parents can help, dates for the term, the focus for assemblies, clubs and homework policy. Everything is clearly set out, with some sections in community languages and interpreting available. Reports too are excellent, setting out very straightforwardly how well children have done and what they need to do to improve. In addition the reports explain to parents terms such as 'core' and 'foundation' subject, which are not immediately apparent to the general public, and this is very thoughtful and helpful. The school tries to ensure that parents who do not speak English as their first language have someone available to interpret at parents' evenings and when reports are discussed.
29. The school makes good use of the local community and in particular the facilities at the nearby university and the local schools. Visits to the university museum or its plant nursery, for example, or to neighbourhood places of worship, help to broaden the range of experiences open to children and to bring the curriculum to life. Visits from secondary school children who work alongside the children in lessons or clubs are of value to everyone concerned. The school would like to offer more opportunities for the local community to use the school as a centre for learning new skills, but it currently lacks the facilities to do so.

## **LEADERSHIP AND MANAGEMENT**

Leadership and management are **very good**.

The headteacher provides **very good** leadership. Key staff provide **good** leadership. Management is **very good**. Governance is **very good**

### **Main strengths and weaknesses**

- The headteacher leads by example, with a focus on raising attainment for all children. She ensures that there is a rich and balanced curriculum for all children.
- Inclusion is excellent. The achievement and personal development of every child are high priorities in the school.
- The governing body knows the school's strengths and weaknesses and works effectively to challenge and support the headteacher in aspects of school improvement.
- Curriculum managers seek opportunities to enrich the experience of all children through careful planning.



## Commentary

30. Evidence of the effectiveness of the headteacher was seen in all aspects of the inspection. She has an excellent vision. She knows the way ahead and how to get there, constantly seeking ways to improve the provision. The excellent performance-management system has a very positive impact on the quality of teaching and learning and on children's achievement. The school ensures best value for money through careful consideration of its spending.
31. The arrangements for educational inclusion are excellent and the school makes great efforts to ensure that every individual is able to access any part of the curriculum or school life. Racial harmony is promoted very successfully.
32. The governing body makes a significant contribution to the work of the school through its formal meetings and the visits that individual governors make during the day. Governors have a clear view of the developments that will improve the school even further, and allocate money well.
33. Management is effective without being highly visible. Clear routines and procedures ensure that children move safely around the school and time is used effectively. Every teacher is committed to developing the area of the curriculum for which they have responsibility. Curriculum coordinators continually seek ways to bring life to their subjects. The success of this approach can be found in the children's enthusiasm for the recent art and music weeks. Coordinators support colleagues well in planning. Plans allow for review in the light of day-to-day evaluations of how children are learning.

## Financial information

### Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	579,545
Total expenditure	550,581
Expenditure per pupil	2,343

Balances (£)	
Balance from previous year	63,119
Balance carried forward to the next year	28,964

## **PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS**

### **AREAS OF LEARNING IN THE FOUNDATION STAGE**

Provision for the Foundation Stage is **very good**. The quality of teaching is **very good** and children learn **very well**.

34. The nursery class benefits from the excellent teamwork of the teaching and support staff. The provision is led and managed highly effectively. Planning is meticulous and all areas of learning are approached imaginatively. Day-to-day monitoring ensures that teaching is lively and stimulating. The excellent assessment arrangements begin before children start school and help staff to provide highly appropriate activities for each child. This has a very positive effect on achievement and the standards attained.
35. The quality of teaching in each area of learning is very good. Relationships are excellent. The classroom, although rather small, contains a wealth of resources that appeal to young children. Through a combination of whole class, small group and individual work, children's learning flourishes and they achieve very well. They come happily to school, eager to find out what new delights await them. Achievement is very good and children attain good standards, most meeting or exceeding the levels expected in all areas of learning.

### **PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT**

Provision for personal, social and emotional development is **very good**

#### **Main strengths and weaknesses**

- As a result of very good teaching, children achieve very well
- Adults establish warm relationships with children
- There are structured opportunities help to develop children's social interaction and independence

#### **Commentary**

36. Children spontaneously hug their teachers and clearly feel cared for and secure. Parents bring in their children, talk with them, share experiences and chat to teachers and support staff. This helps to create the excellent friendly and purposeful atmosphere that continues throughout the day. Children are encouraged successfully to collect and replace resources, to tidy up after themselves and to take care of the classroom. Learning is very good in the role-play area, where children dress up and act out various situations. Adults often play alongside the children, providing very good models for behaviour and language. Small tasks provide good opportunities for children to develop a sense of responsibility.
37. Children work and play alongside one another happily in an ethnically diverse class. Teachers extend children's understanding of similarities and differences across cultures very effectively through appropriate stories, photographs and artefacts. This contributes very well to their awareness of cultural diversity.

## **COMMUNICATION, LANGUAGE AND LITERACY**

Provision for communication, language and literacy is **very good**

### **Main strengths and weaknesses**

- Very well planned activities support communication, language and literacy
- Very good provision for children with English as an additional language helps them to make rapid progress

### **Commentary**

38. Children make very good progress because the quality of teaching is very good. Language permeates all activities. No opportunities are missed to talk to children about what they are doing and to develop their vocabulary. Some time each day is spent discussing topics with the whole class. For example, during a lively discussion about birthdays, children were achieving well, learning to say the months of the year and to organise their responses in sentences: 'First you're one, then you're two, then you're six! When you're a hundred, you die!'
39. Children are helped to develop a love of books by the expressive way that adults interpret them, ask questions and relate the content to children's experiences. Teachers successfully reinforce the idea that writing is used to communicate meaning.
40. Letter sounds and shapes are taught well. Children were spellbound as the teacher produced toy animals from a bag, emphasising those beginning with S. Children achieved very well during later activities as they drew letter shapes in sand and identified other words around the classroom beginning with S.
41. In the current nursery class half the children had no English as they started school. In just a few days they were already saying a few words. They are very well supported by specialist staff, some of whom speak their home languages. As a result most achieve very well and reach a level of competence in speaking and reading similar to that expected of all children. This is very good progress.

## **MATHEMATICAL DEVELOPMENT**

Provision in mathematical development is **very good**

### **Main strengths and weaknesses**

- Teaching is very good and children's achievement is good because teachers make frequent reference to numbers and mathematical ideas.
- Lots of practical work helps children to learn.

### **Commentary**

42. Children respond well to the effective teaching and make rapid progress in mathematical development. Each day starts with them 'helping' the teacher to count how many are present. They frequently sing counting songs, joining in with the actions to songs such as 'One, two, three, four, five'. Stories such as 'The Bad Tempered Ladybird' reinforce early mathematical understanding.
43. Lots of prompts around the room support the development of numeracy and contribute well to children's achievement. Calendars, birthday dates and number lines in words, counters and numerals are attractively displayed. Outside, number lines and grids

reinforce mathematical ideas. Children have good opportunities to play with sand, water, construction kits, jigsaws and various shapes. Whenever possible, staff play alongside them, introducing mathematical vocabulary and assessing the extent to which they are developing understanding.

## **KNOWLEDGE AND UNDERSTANDING OF THE WORLD**

Provision in knowledge and understanding of the world is **very good**

### **Main strengths and weaknesses**

- Teachers' planning is very good and ensures that the children have a wide variety of experiences.
- Resources are very good and contribute to children's good achievement

### **Commentary**

44. Teaching is very good, which means that children achieve well and attain good standards. Work in this area successfully promotes their curiosity and supports their early investigative and problem-solving skills. Very good use is made of the indoor and outdoor space to provide activities which stimulate their curiosity. Construction kits enable children to manipulate objects, sorting games and introduce them to categorising things using specific criteria, such as colour, shape and size. Natural things such as plants, gnarled wood, leaves, sand and water stimulate children's curiosity. They develop an awareness of ICT and learn early computer skills because they have frequent opportunities to explore programs and to practise using the keyboard and mouse.

## **PHYSICAL DEVELOPMENT**

Provision in physical development is **very good**

### **Main strengths and weaknesses**

- Children use a good range of apparatus and make good progress
- Practical activities in the classroom support children's manipulative skills well

### **Commentary**

45. Provision for physical development has improved since the last inspection. A better range of climbing apparatus, wheeled toy vehicles and large construction equipment helps children to achieve well. Teaching is very good and children reach good standards. Adults encourage cooperation and gently urge children to extend their skills. 'Wow, I went kneeling down backwards', said one boy triumphantly as he reached the bottom of the slide.
46. Drawing, painting cutting and sticking activities, together with regular play with water, sand and construction kits, help children to manipulate classroom tools and to coordinate their hand and finger movements with increasing accuracy. Hall time is allocated each week for more systematic teaching and successfully develops children's control of their bodies and the way they move.

## **CREATIVE DEVELOPMENT**

Provision in creative development is **very good**

### **Main strengths and weaknesses**

- A very good range of activities provides children with many opportunities to develop their creativity
- Children have good opportunities to work alongside older children and adults and learn from them

### Commentary

47. The classroom abounds with children's paintings, models and collage work, reflecting the importance placed on creative development. Because of very good teaching, children achieve very well. Their positive response to working with a range of materials is highly imaginative. During the school's multicultural art week, children benefit from the wealth of visual stimuli. The influence of Asian and Arabic pattern and colour can be detected in the paintings, patterns and paper lanterns that children produced during this period.
48. The role-play area is used very well to stimulate children's creative development. They are encouraged successfully to play with one another, improvising imaginative scenarios – often with an adult playing a leading role and prompting cooperation and extended play. Music makes a good contribution to creative development.

## **SUBJECTS IN KEY STAGES 1 and 2**

### **English**

Provision in English is **good**

### **Main strengths and weaknesses**

- Very good leadership and management are driving up standards
  - Teachers and support staff work well as a team so that teaching is consistent and effective
  - Parents support their children's learning well and this leads to good progress, particularly in reading
  - Opportunities for children to use their good literacy skills in other subjects are not planned systematically to help them consolidate skills.
49. The knowledgeable and enthusiastic coordinator has a clear vision for the continued development of English. Since the previous inspection, standards in writing, spelling and handwriting have improved as a result of careful planning and monitoring. Very good assessment procedures are used very effectively to set targets and plan future work. A good programme of additional training for teachers contributes to the good achievement across the school and to the above average standards. Provision for children with English as an additional language is good and all children participate fully in the literacy programme.
50. Teaching is good and often very good. Much is lively, challenging and fast paced. Very good links are made between reading and writing, and good use is made of structured

questioning to motivate and check understanding. Teachers use the review time at the end of lessons effectively in helping children to extend their learning. Support assistants are fully involved in planning and reviewing learning so children are not confused by different approaches.

51. Children attain good standards in speaking and listening. Through drama and other practical approaches, such as 'hot seating' – where children respond to questions in role - they learn to communicate ideas fluently and precisely. Good teaching of reading enables children to achieve well and attain above average standards. The children pick up teachers' enthusiasm for books and read a wide range of fiction and non-fiction with growing fluency. Teachers are good at enabling children to talk critically about their books. Achievement is good in Year 5 and children discuss science fiction, fantasy and adventure stories. Parents give valuable support by reading regularly with their children, and this has a positive impact on standards. By the time they leave the school, children know how to use the punctuation in a text for appropriate pausing, emphasis and inflection.
52. Children's attainment in writing is good. Improvements since the previous inspection are due to more-effective teaching and an increased focus on writing throughout the school. Basic skills are taught well. Children write for a range of purposes and most gain a good foundation for tackling some of the aspects that do not come easily to them, such as writing independently. Teachers successfully promote children's awareness of sequence and help them to use interesting active verbs, such as 'they clambered onto the boat'. Older children are taught to create mood, as in 'The awkward silence made me uneasy'. The importance the school attaches to inclusion is reflected in the good achievement of children with English as an additional language.

### **Language and literacy across the curriculum**

53. Children use their literacy skills well in subjects other than English when given the opportunity, for example in history where the Year 3 class consider the meanings of the words 'invade' and 'settle'. However, these instances are incidental rather than planned so opportunities are sometimes missed for children to practise and consolidate skills in order to achieve even higher standards.

## **MATHEMATICS**

Provision in mathematics is **good**

### **Main strengths and weakness**

- Effective subject management is raising standards of achievement
- Good planning focuses on the needs of all children, so that they look forward to the challenges in lessons
- All children achieve well and standards are above average
- Children's use of mathematics in other subjects is not planned systematically

### **Commentary**

54. The quality of teaching and learning is now good and has raised the attainment of all children. This is an improvement since the last inspection. By sharing her enthusiasm and support for mathematics with other teachers, the subject manager has improved provision so that children now make very good progress.

55. Teachers group the children carefully to help ensure that work that is pitched at the right level. Children work hard and take pride in their work. Their confidence in early number facts helps them to tackle increasingly-challenging mathematical tasks. Setting by ability in Years 3 to 6 enables teachers to plan for a smaller range of ability than when teaching their own class. Children who are more able are taught well, with a real sense of challenge to achieve high standards. They rise to the task of completing a series of questions accurately in a short time, judging their achievement against their previous attempts.
56. Good teaching in the school is characterised by the good pace of teaching and learning. Lessons are brisk, but children are given sufficient time to think and reflect. The amount of work they cover in lessons is good and all children try hard. Practical approaches work well, particularly for those children with English as an additional language.

### **Mathematics and numeracy across the curriculum**

57. The school is beginning to look for opportunities for children to develop the skills they have learnt in mathematics within other subjects of the curriculum. For example, children in Year 1 used the sorting skills they had learnt in mathematics within a design and technology lesson. Children are also applying some mathematics skills in science and ICT. However, such opportunities are not planned systematically into other lessons, such as history and geography, to ensure that all children practise, consolidate and improve their mathematical skills

### **SCIENCE**

Provision in science is **good**

#### **Main strengths and weaknesses**

- The strong emphasis on practical work helps children learn through direct experience
- Children achieve well because they respond positively to the high expectations
- Teachers have good knowledge of the subject so they are able to help children understand scientific ideas.

#### **Commentary**

58. Teaching is good, children achieve well and attain above average standards, an improvement since the last inspection. Children enjoy lessons because teachers make them interesting. Through well-planned practical investigations in Years 1 and 2, children quickly learn how to observe closely and record what they find out. In the older classes teachers' good subject knowledge means that they ensure that children organise their investigations and think about methods. Children develop good levels of independence because they are not spoon-fed and use a good variety of diagrams, tables and bullet-pointed notes in writing up their investigations. Skilled questioning in Year 6 led to children talking about heat 'evening out' as ice cubes moved nearer to room temperature. More-able children described the 'movement of heat' and this was promptly picked up by the teacher, who referred to the movement of molecules. Children's good understanding of scientific methods was revealed as they discussed 'constants' and 'variables'. The school's determination to ensure that all children benefit from such good teaching was illustrated by the level of support. About a third of the children had English as an additional language. Two teaching assistants supported small groups very well and one pupil received good individual support as she recorded results on a computer.

59. Children often record their work using computers to generate graphs and tables but the school is aware that the use of ICT to record changes in temperature in experiments, such as the ice-cube investigation described above, need to be extended. Similarly, literacy skills, such as writing reports are taught in science but this is not planned systematically to ensure that children build on their skills from year to year.
60. The subject is well led and managed. Clear guidelines help to ensure that work is more demanding as children move through the school. Progress is carefully tracked to spot any strengths and weaknesses. Useful links have been established with local secondary schools, including staff and pupil visits and the sharing of equipment. The school is taking part in the national drive to improve the transition between primary and secondary schools and science is a particular feature of this initiative.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

Provision in information and communication technology (ICT) is **very good**

### **Main strengths and weaknesses**

- Very good progress in the quality of teaching and the provision of resources has been made since the last inspection
- Very good planning ensures that children build up their levels of competence as they move through the school
- Good leadership and management are driving up standards.

### **Commentary**

61. Strong leadership and effective management have successfully driven improvements. Since the last inspection, teachers have undertaken additional training, better resources have been acquired and the curriculum has been revised. A teaching assistant now provides full-time technical support. These initiatives have led to much better teaching and learning. The quality of teaching is now good; children achieve well across the school and reach good standards.
62. Teachers and support assistants work very well as a team. Children are given challenging tasks and social development is promoted well as they work with 'computer partners'. More-able children support their less confident partners and fluent English speakers help their classmates who have English as an additional language.
63. Careful and imaginative planning means that children engage in a wide variety of tasks while progressively developing their ICT skills. In Years 1 and 2, accounts of 'Three Billy Goats Gruff', screen paintings and numerous digital pictures indicate good achievement and a good level of skill. Successful introductory work on organising and sorting information using pictograms (graphs including pictures) is followed up in Year 3 as children confidently add records to a database. Children continue to achieve well in this work in Years 5 and 6. They have a good understanding of spreadsheets. They successfully enter formulae to automatically calculate totals and averages, indicating good levels of competence
64. Following the comprehensive guidelines, teachers build effectively on earlier work so that children develop a good level of skill in control technology. For example, Year 4 control a floor robot, using a sequence of commands, such as 'forward 3, right 90 degrees, forward 2'.



65. The good level of resources includes fast access to the Internet. This means that older children turn naturally to it as a source of information. The availability of professional level communication programs enables them to create multimedia presentations of high quality, including text, graphics and sound.

### **Information and communication technology across the curriculum**

66. The use of ICT across the curriculum is very good and a strength. Children see ICT as a tool to enhance their learning and presentation of work, rather than simply an end in itself. For example, multimedia presentations on topics such as racism, drugs and recipes combine important aspects of the curriculum and a high level of skill as children use graphics, sound files and animated pictures. There is room for even further use of ICT, for example in the manipulation of digital images in art and design and the use of computer census records in history.

### **HUMANITIES**

67. Religious education remains a strong area of the curriculum and both history and geography have benefited from planning reviews. Subject leadership is good. Coordinators provide effective expertise and monitor the development of their subjects well. A diverse range of visits and visitors supports learning and provides extra dimensions to the curriculum.

### **Geography and history**

Provision in geography and history is **good**

#### **Main strengths and weaknesses**

- Good curriculum planning helps children to make links between geography and history
- Visits and visitors to the school enhance children's learning and personal development

#### **Commentary**

68. There has been good improvement since the last inspection, when progress and attainment were satisfactory. Standards in both subjects are now good and children achieve well. The programme ensures that topics are complementary; for instance modules in history on Roman and Viking settlers are run alongside the settlements topic in geography. Children learn how these invaders affected life in Britain and make good use of their geographical skills to discuss reasons for settlements being established in different parts of the country. Teaching in both subject areas is good.
69. Teachers plan carefully, taking account of what children have learned before. They make very good use of artefacts from museum collections to stimulate interesting in history. In geography, the use of a mapping program reinforces skills development. Teaching is less successful when tasks are mundane and fail to capture children's interest.
70. Field trips, visits and the use of parents and visitors enhance the geography and history curriculum very effectively. The extensive use of the local area enables younger children to become familiar with their environment through visits to local habitats such as Dinton Pastures and local museums. Visitors, including parents, make valuable contributions to children's understanding. For instance, parents or

grandparents give first hand accounts of seaside holidays long ago to children in Year 1. Extensive use of collaborative work in pairs and small groups makes a good contribution to social skills. A multicultural dimension is fostered through the study of countries such as Africa, India and Pakistan. These practical aspects of teaching contribute much to the good standards achieved and provide particularly good support for those children with English as an additional language.

## Religious education

Provision in religious education is **good**

### Main strengths and weaknesses

- Good links are made to other areas of the curriculum, particularly personal, social, health and citizenship education
- Visits and visitors to the school enhance children's learning
- The subject supports children's awareness of cultural diversity very well

### Commentary

71. Religious education reflects a variety of cultural and religious interests in the community. The school aims to help children to 'learn about religion and from religion', and does so with success. Through good teaching, children achieve well and attain good standards. This is an improvement since the last inspection when children were making satisfactory progress and achieving average standards. Teachers link religious education successfully to other subjects, such as geography and history. Aspects of personal and social education, such as respect and tolerance, are developed well through religious education
72. Teachers are good at getting children to make the connection between their own experiences and new information in order to reinforce learning. Good progress is made in getting children to think carefully and ask relevant questions. Teachers present faiths such as Sikhism and Islam in the context of Britain today. The school has a good range of artefacts to assist teaching including sensitive displays in classroom celebrating world faiths. This enables children to be taught effectively about reverence and tolerance. Regular visits to places of worship, for example mosques, churches and temples, greatly benefit the quality of teaching and learning.
73. Religious education lessons, *candletime* (opportunities for quiet reflection) and assemblies contribute strongly to children' spiritual, moral, social and cultural education. During collective worship and candletime, children are encouraged to reflect on spiritual aspects of their lives and interpersonal relationships. Good procedures for assessment have been introduced and contributed well to children's achievement. Highly effective leadership and management have led to better standards than those found during the last inspection.

## **CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS**

74. Leadership and management are very good in these subjects. Coordinators work hard to ensure that the provision of materials is appropriate and that all teachers feel confident about what they have to teach. They keep abreast of developments in the arts by attending courses and sharing their expertise with colleagues.

### **Art and design**

Provision in art and design is **good**.

### **Main strengths and weaknesses**

- Access to a wide range of stimuli and techniques helps children to achieve well.
- Extra-curricular activities in art and design support children's awareness of cultural diversity very well.
- The creative use of ICT enhances children's skills.

### **Commentary**

75. Standards are good, as they were at the time of the last inspection. The subject is taught well throughout the school. Children work well with a range of media. In Year 1, children draw cross-sections of fruit accurately, showing different parts and patterns, using crayon effectively. In Years 3 to 6, children use a sketchbook effectively to develop their ideas. They have a good sense of colour and texture and think carefully about shape and form.
76. Work in art is greatly enriched by the school's multi-cultural arts week. The expertise of the staff is augmented by artists from outside the school, some of whom are parents. The work that children do during this time is of very good quality and its display around the school is a constant reminder of the high expectations that the school has and the good standards that children attain.
77. Children's creative skills are enhanced as they skilfully use the power of ICT to manipulate digital images.

### **Design and technology**

Provision in design and technology is **good**.

- Progress is good throughout the school due to effective leadership and management and good teaching
- Because teaching is good, all children achieve well and take care and pride in their work.

### **Commentary**

78. Standards at the time of the last inspection were judged satisfactory but, as a result of effective leadership and management, they are now good. Teaching is good. Teachers encourage children to plan their work carefully and think about ways that they can improve their work, so children achieve well. Children pay attention to detail, take care with their work and pride in their achievements, working to good standards. Teachers seek ways to use ICT to support the curriculum, particularly in design. Teachers

encourage children to work collaboratively where appropriate, and evaluate and improve upon their work so that the final results are of a high standard.

## **Music**

Provision in music is **good**.

### **Main strengths and weaknesses**

- The range of instruments and resources enhances multicultural education.
- The opportunities to take part in musical activities both in and out of school are offered to all children and are very good and enhance their achievement

### **Commentary**

79. Music remains a strength as it was at the time of the last inspection. Good leadership and management help children to achieve well and attain good standards. The teaching is good. Children make good efforts, trying to do their best by listening carefully and following instructions. Good planning and teaching ensures that children experience a wide range of musical activities. In keeping with the school's inclusive practice, music from a variety of cultures is used. This broadens children's knowledge and helps those children new to the school from other countries to make links with their own heritage.
80. Children sing expressively and tunefully, bringing dynamics into their work. This is particularly good in singing and accompanying songs from around the world, some of which they have learned to sing in the original language.
81. The school bursar makes a very good contribution to the subject, accompanying many musical activities on the piano. Playing in the steel band is very popular with the older children who enjoy this lunchtime activity and achieve well.

## **Physical education**

Provision in physical education is **good**. This is an improvement on the standards found at the time of the last inspection.

### **Main strengths and weaknesses**

- The good range of opportunities for children to take part in physical education lessons and sports clubs has a positive impact on their achievement
- The school makes very good use of its limited facilities

### **Commentary**

82. Achievement is good throughout the school. Although only one lesson was observed during the inspection, children's positive attitudes to learning suggest that teachers motivate and encourage children well. The lesson observed was structured well, with children using the skills developed during floor work in activities using gymnastic apparatus. Children were encouraged to think carefully, evaluate their performance, and suggest ways that they might improve their outcomes. Swimming is taught in Years 4, 5 and 6 and children take part in local galas, achieving good success.

All children take part in a variety of games activities and the subject is enriched by sports coaches who run clubs after school. Careful thought and planning goes into 'fitness fortnight' which, in addition to developing games skills and sports activities, reinforces the messages within the 'Healthy Schools' programme. The subject is led and managed well. Achievements are celebrated and the school makes a determined effort to ensure that success in sport is used to raise children's self-esteem.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement	Grade
<b>The overall effectiveness of the school</b>	<b>2</b>
How inclusive the school is	1
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	2
<b>Overall standards achieved</b>	<b>3</b>
Children's achievement	3
<b>Children's attitudes, values and other personal qualities</b>	<b>2</b>
Attendance	4
Attitudes	2
Behaviour, including the extent of exclusions	2
Children' spiritual, moral, social and cultural development	1
<b>The quality of education provided by the school</b>	<b>2</b>
The quality of teaching	3
How well children learn	3
The quality of assessment	2
How well the curriculum meets children's needs	3
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	4
Children' care, welfare, health and safety	3
Support, advice and guidance for children	3
How well the school seeks and acts on children' views	1
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
<b>The leadership and management of the school</b>	<b>2</b>
The governance of the school	2
The leadership of the headteacher	2
The leadership of other key staff	3
The effectiveness of management	2

*Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).*

## EXAMPLES OF OUTSTANDING PRACTICE

### **An outstanding example of inclusion**

Just walking into Redlands is enough to convince the visitor that here is a school in which inclusion is nothing new. It radiates through everything that goes on in the classrooms, corridors, and playgrounds and makes a significant contribution to the wider life of the children. It reflects the aspirations of an inspiring headteacher. All staff work hard to achieve this. Regular analysis of performance identifies any differences in the achievement of boys and girls or children of different ethnic groups. The policy to promote anti-racism is extremely effective. Its strength lies in the way that the good intentions are evident in practice. The inclusive ethos permeates the formal curriculum and relationships throughout the school. The children in Redlands have a rich experience of cultures, particularly in the arts - for example, almost all children in Years 5 and 6 play in the steel drum band. Not only does this give them an opportunity to play a variety of music, but also it raises the self-esteem of those who might not be part of so much success. Children's sense of worth is promoted in all aspects of the curriculum. 'International' evenings, where parents, children and staff share traditions and sample food from a wide range of cultures are extremely popular. Parents pay tribute to the way cultural diversity is celebrated and to how well it contributes to their children's personal development

### **'Redlands Matters' – an excellent system for consultation with children**

The school has developed an ingenious system for consulting with all children in a straightforward way not normally found outside small village schools. Each term, the head and the personal, social and health education and citizenship (PSHEC) co-ordinator visit each class and discuss ideas for school improvement. Every child from nursery to Year 6 has the chance to have their say, without needing to depend on representatives from a school council to say it for them. If any child feels unable to raise an issue in front of the whole class, they (or their parents) can write a note to the head and put it in the 'Redlands Matters' suggestion box at any time. In practice, children are very forthcoming in discussion, and full of good ideas. Recent suggestions for improving the system still further include providing more suggestion boxes around the school and giving children more immediate feedback on how and if their ideas can be taken up. The proof of the success of this system is the immense pride the children have in the improvements to the school which they have instigated. Every class has produced a banner to brighten up the school hall, for example, and a friendship bench has been put in the playground for children who want to find someone to chat with. If you set foot in the playground, someone is bound to take you and show you the sunflowers which were planted as a result of a suggestion from a 'Redlands Matters' meeting and which are now towering over most of the children in the school.