



Redriff Primary School

Inspection Report

Unique Reference Number 100807
Local Authority Southwark
Inspection number 285886
Inspection date 24 January 2007
Reporting inspector Madeleine Gerard

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

Type of school	Primary	School address	Salter Road
School category	Community		Rotherhithe
Age range of pupils	3-11		London SE16 5LQ
Gender of pupils	Mixed	Telephone number	02072374272
Number on roll (school)	393	Fax number	02072523494
Appropriate authority	The governing body	Chair	Mrs Diane Heafield
		Headteacher	Mr Mickey Kelly
Date of previous school inspection	17 September 2001		

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Introduction

The inspection was carried out by one Additional Inspector.

Description of the school

Redriff Primary is a larger than average primary school with a nursery. It educates a high number of pupils from minority ethnic backgrounds with White British and Black African being the largest groups. The number of pupils with learning difficulties and disabilities is above that found nationally. The proportion of pupils who speak English as an additional language is almost twice the national average. The school serves an area of social disadvantage and the proportion of pupils who join and leave the school other than at the normal starting and leaving points is higher than the national average. The percentage of pupils eligible for free school meals is well above average. The school has achieved 'Healthy School' status.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

Redriff Primary School provides a good standard of education. It is a caring school where pupils' personal development is excellent and their well-being is the very centre of the school's motto, 'Dockland's Pride'. The school makes strong links with other agencies to promote pupils' academic development and well-being. Pupils behave very well and speak about their school and the staff in particular, with affection. One pupil said, and;quot;We like everything about our school.and;quot; The pupils are enthusiastic about the breakfast and after-school clubs. They say the food is good and they get to know pupils in other year groups. This develops further their strengths in personal and social skills. Year 6 pupils make a valuable contribution to the school and wider community and are well prepared to continue their education in secondary school. Pupils enjoy school, both in lessons and socially. Attendance has improved and is now average. Despite the fact the school has a number of appropriate strategies in place to monitor and improve attendance, there are many absences, which have a negative impact on some pupils' learning.

Despite very low attainment when children start, and the many challenges staff have to face, pupils make good progress overall and standards are in line with the national average by the time they leave in Year 6. Achievement is good because the school puts into place methods that are carefully aimed at supporting the pupils' progress in their personal development, attitudes to learning and in their basic skills. Pupils make satisfactory progress in Years 1 and 2. Additional support for pupils in their learning and changes to the way reading is taught are moving standards closer to the national averages. Progress in Years 3 to 6 is good. The nursery now offers full-time places to all children, which helps them to get off to a good start in their education. Close links with the Reception classes ensure children continue to make good progress throughout the Foundation Stage. Pupils who speak languages other than English at home make good progress because of the effective help they are given. Pupils with learning difficulties and disabilities are well supported throughout the school by committed teaching assistants who work closely with class teachers. Black African pupils make very good progress. However, sometimes opportunities are missed to challenge the most able pupils.

Leadership and management are good. The headteacher is a strong leader giving clear direction for the school's work. He leads with assurance, motivating and inspiring staff and pupils. Procedures to find out what the school is doing well and where improvement is needed are rigorous. He takes effective action to deal with any weaknesses. For example, recent changes to teaching teams are bringing about improvements in pupils' attainment in Years 1 and 2. The issues from the last inspection have been well tackled. The capacity to improve further is good.

What the school should do to improve further

- Improve pupil achievement and raise standards in Years 1 and 2, especially in reading.

- Ensure more able pupils are set effectively challenging work so that they reach consistently high standards.

Achievement and standards

Grade: 2

When they join the nursery, children's starting point is well below average. Their skills are limited in English, mathematical development and personal, social and emotional development. Good teaching and a well-managed curriculum in the Foundation Stage enables them to make good progress even though standards are still below average and sometimes well below by the end of their reception year. Pupils' progress has been slower in the next stage of learning and attainment at the end of Year 2 has been below average for the last three years. In 2006, standards in reading in particular were not high enough. However, pupils achieve well in their personal, social and emotional development.

Pupils consistently progress well in Years 3 to 6, and standards by the end of Year 6 are broadly average. However, in 2006, too few of the more able pupils achieved higher levels, especially in mathematics. Pupils make good progress in their computing skills and the recent addition of philosophy to the curriculum is developing listening and speaking skills well. Pupils with learning difficulties and disabilities achieve well because of the effective care and support they receive. Pupils whose first language is not English are well supported and make good progress.

Personal development and well-being

Grade: 1

Pupils' personal development and well-being are outstanding. Their social, emotional and moral development is excellent as the friendly and happy atmosphere throughout the school demonstrates. Cultural and spiritual development are both promoted very well and as a result pupils are developing a good understanding of different cultures and faiths. Pupils feel safe and protected. Relationships within the school are strong and help pupils to feel very secure. Their behaviour is outstanding because the school emphasises positive attitudes very well. Pupils are enthusiastic to take on responsibility, for example when Year 6 pupils serve lunch to younger pupils during the daily 'family service'. Pupils speak about their school with pride and said they like coming to school because it is fun and they enjoy learning. They are confident they have a voice in the school and give examples of where they have had an influence, such as in the choice of playground equipment and changes to the school lunches. The active and influential school council gives all pupils the opportunity to contribute. Pupils are very clear about healthy lifestyles including diet and exercise. Progress in computing skills, positive attitudes to work and strengths in teamwork stand them in good stead for their future lives. The school is working diligently and successfully to improve attendance.

Quality of provision

Teaching and learning

Grade: 2

Throughout the school the strong working relationships between the staff, and with the pupils and among the pupils themselves contribute to pupils' confidence and progress. Pupils enjoy their lessons and concentrate well on the interesting tasks that teachers give them. Collaborative work is well promoted so that they are good at working in teams. Teaching in the nursery and Reception draws a good balance between activities directed by adults and good opportunities for pupils to make choices and develop their independence.

Teaching assistants make an effective contribution to pupils' learning and help pupils with learning difficulties and disabilities to make good progress. Teachers generally use the school's assessment data to match work to pupils' needs. However, planning the next steps in learning is not consistent enough for those pupils who are capable of reaching higher levels.

Curriculum and other activities

Grade: 2

The curriculum is good. It is broad and balanced and includes good links between subjects. Throughout the school there is a strong emphasis on personal development. The curriculum is enriched with themed weeks, opportunities for pupils in Year 6 to learn French, educational visits to local places of interest, residential visits and visitors to the school. Computers are used well by teachers and pupils to support many areas of the curriculum. Planning makes sure pupils who have learning difficulties and disabilities do work that suits their needs and this leads to good progress. However, this is less consistent for more-able pupils.

The school is currently developing the curriculum further to ensure key skills are sufficiently promoted across the whole curriculum to meet the needs of all learners. In the Foundation Stage the curriculum is carefully planned and as a result children make good progress. A good range of lunchtime and after school clubs is provided including many sports as well as ICT, chess and First Aid. These are well attended and enjoyed by the pupils. The school has good links with the local secondary school and is working actively to strengthen these.

Care, guidance and support

Grade: 1

The care, guidance and support for the pupils are outstanding. The school has a highly caring ethos and values all pupils, an approach which many parents hold in high regard. One typically said, 'My children are in a safe and secure environment where they feel they can grow and mature personally and emotionally as well as educationally.' The wide range of activities provided regularly at break and lunch times engage pupils in

team games and healthy exercise, contributing to their personal development. The emphasis the headteacher and staff put on self-motivation helps pupils to develop very positive attitudes to learning. Academic guidance is good. Pupils know their individual targets, which help them to focus on what they need to do to improve their work. Tracking systems ensure the progress of pupils is now carefully monitored, although this tracking does not yet consistently ensure the progress of all pupils is good enough. The provision for pupils with learning difficulties and disabilities is managed well, and their individual action plans are of good quality.

Leadership and management

Grade: 2

Leadership and management are good. The headteacher is well supported by the deputy and senior management team. As a result of good leadership and management pupils achieve well and make outstanding gains in their personal development. All staff work together as a team, which helps them to analyse and modify their methods to bring about improvements. New teachers to the school are well supported.

The school has an accurate view of its strengths and priorities based on comprehensive systems of monitoring, evaluation and review involving pupils, parents, staff and governors. Governors are supportive and challenging and hold the school to account well.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	1
The attendance of learners	3
How well learners enjoy their education	1
The extent to which learners adopt safe practices	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	1

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

I am writing to let you know how much I enjoyed my recent visit to your school. Thank you for making me feel so welcome and for telling me about your work and what you like about your school. I would like to tell you what I found out.

Redriff Primary is a good school. These things are particularly good:

- You are very happy at school and talk about it with pride. Your parents like the school very much too.
- You get on very well with other pupils and adults and behave very well.
- You carry out jobs and tasks in a grown up way, especially the caring way the older pupils look after the younger ones.
- Children in Nursery and Reception are making good progress.
- Pupils in Year 3 to 6 also make good progress.
- Those who find learning hard have lots of extra help and do well.
- The school has a good headteacher who gets good support from other staff.

There are a few things we have asked the school to improve and I am sure you will want to help them do this:

- Your teachers in Years 1 and 2 need to help you to do better, especially in reading.
- I have asked your teachers to see if they can make sure that all the work you get in class is just the right level of difficulty for each one of you.

Thank you again for your warm welcome to Redriff Primary.

With best wishes for the future,

Madeleine Gerard

(Lead inspector)