

Redlands Primary School

Inspection report

Unique Reference Number	100917
Local Authority	Tower Hamlets
Inspection number	285921
Inspection dates	11–12 July 2007
Reporting inspector	Asyia Kazmi HMI

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School	472
Appropriate authority	The governing body
Chair	Ms D Dagleish
Headteacher	Ms A O'Reilly
Date of previous school inspection	8 October 2001
School address	Redman's Road London E1 3AQ
Telephone number	020 7790 4534
Fax number	020 7780 9014

Age group	3–11
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Introduction

The inspection was carried out by one of Her Majesty's Inspectors and two Additional Inspectors.

Description of the school

Redlands School has a Nursery and is larger than most primary schools. The proportion of pupils eligible for free school meals is nearly four times the national average. Nearly all the pupils are from minority ethnic heritages, predominantly Bangladeshi. Nearly all pupils speak English as an additional language, and 37 pupils are at an early stage of English language acquisition.

The proportion of pupils with learning difficulties and/or disabilities is higher than the national average, although the proportion of pupils with a statement of special educational needs is low. A greater than usual number of pupils join the school at times other than the normal age of entry. In addition, there has been a high staff turnover in recent years.

The school is part of the local authority Intensifying Support Programme.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

Redlands school is providing a satisfactory standard of education.

Many children start the Foundation Stage with below expected levels for their age, particularly in competency in English language. They make satisfactory progress so that by the end of Reception standards are generally in line with national expectations except in competency in English language, mathematics for calculating and independence in their learning. Teachers carefully plan activities based upon their assessment of children. Adults provide good support and work is well matched to children's needs; however able children are not extended.

Standards are below average at the end of Year 2 in writing and mathematics, and average in reading. Until recently standards had been below average by the end of Year 6. Standards this year are above average in English and average in mathematics and science. They rose significantly in English because of the school's focus on improving writing and better targeting of support. Given pupils' starting points, this represents satisfactory achievement overall. Pupils with learning difficulties and/or disabilities make good progress because of the support provided for them.

The recently restructured leadership team is undertaking the monitoring of teaching and pupils' progress more rigorously. The impact of this is beginning to be seen in the recent improvements in standards in English. Systems to regularly check the progress pupils are making, and directing support for pupils not making the expected progress have been effective. Actions to improve attendance have also had a positive impact.

The leadership team has identified the right priorities. However, the role of middle leaders is still underdeveloped; for example, they do not monitor teaching in their subject areas. Senior leaders are becoming more ambitious for their pupils. However, their expectations for able pupils are not high enough; this is prevalent through out the school.

The quality of teaching is satisfactory overall, although some inadequate teaching remains, particularly for more able pupils. Senior leaders recognise there is inconsistency of practice across the school in areas such as development of speaking and listening skills, application of the new behaviour policy and consistently good quality of teaching and learning. Support for staff development through training and coaching is starting to pay dividends. For example, teachers are now more skilled at teaching writing.

Pupils' speaking and listening skills are not well developed and teachers do not track pupils' progress in this area. This hinders the systematic progression in skills and has a negative impact on pupils' personal development. In many lessons pupils are not provided with sufficient opportunity to undertake responsibility for their learning and this restricts their social development and their independence. Pupils' behaviour around the school is good. However, in lessons where they are not challenged low level disruption hinders pupils' learning.

Pupils enjoy school, particularly younger pupils. They actively take part in the wide range of extra curricular activities available to them. Parents are positive about the work of the school, and take active part in the activities the school organises for them. A small number of parents would welcome greater opportunities to communicate with the school.

What the school should do to improve further

- Raise achievement by improving teaching so that it consistently provides challenge for all pupils, particularly able pupils.
- Engage leaders and managers at all levels in school self-evaluation to ensure consistency of good practice.
- Develop pupils' independence in their learning and their ability to express themselves verbally.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Achievement and standards

Grade: 3

The majority of children join the school with the knowledge and skills below those expected for their age. They make satisfactory progress and by the end of the Foundation Stage standards in most areas are generally in line with expectations, they are below in some. Standards are below average by the end of Year 2 in writing and mathematics and average in reading.

Standards at the end of Year 6 have been variable and up till this year remained below average. Standards improved in all core subjects, particularly English. This has been a result of better checking of pupils' progress and focussed support for pupils who are at risk of underachieving. Standards for the current Year 6 are average in mathematics and science and above average in English; this represents satisfactory progress as attainment on entry for this cohort was higher than previous years.

Pupils with learning difficulties and/or disabilities make good progress but more able pupils do not make the progress expected of them. As the school's analysis shows their progress overall is satisfactory. Standards overall are below average, particularly in writing and for able pupils.

Personal development and well-being

Grade: 3

Pupils' spiritual, moral and social development is satisfactory. Due to the many opportunities in the curriculum and after-school clubs, cultural development is good. Pupils participate actively in the stimulating playground environment. Younger pupils enjoy school, but some older pupils do not exhibit this same enthusiasm. When given the opportunity, pupils' respond well to responsibilities. For example, all Year 6 pupils help younger pupils to practise their reading.

Pupils have good knowledge of how to lead healthy lives and keep themselves safe. Members of the school council provide an active voice for pupils. They learn many skills that will serve them well when they leave school, such as interviewing prospective teachers. However, low levels of oracy hinder some pupils' readiness for their future lives. Pupils make a satisfactory contribution to the school and local communities, but their financial understanding is low. Attendance has improved recently and is now good due to the additional staff and focus that this is receiving.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory overall. In the most effective lessons, teachers have high expectations of all pupils, demand active participation and develop pupils' speaking and listening skills by expecting pupils to explain their thinking. Pupils rise to this challenge with enthusiasm and make good progress. However, in many lessons there is insufficient challenge or expectations for more able pupils and work is not always matched to pupils' potential and abilities. Teachers engage pupils in their learning by asking questions but they do not always expect pupils to give extended verbal responses.

Pupils' attitudes to learning are generally positive. There is some disruption from a minority of pupils which hinders the learning opportunities of others; teachers are not always adept at managing this behaviour. Learning Support Assistants play a positive role and provide high quality support in lessons for pupils with learning difficulties and/or disabilities. This ensures they make good progress.

Marking across the school is inconsistent and pupils are generally unclear of their targets for improvement in their work. However, pupils are clear about how to improve their writing as a result of recent developments in this area. The school has effective strategies to support pupils new to the school who have English as an additional language.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory. The school playgrounds have been imaginatively and creatively developed and very much appreciated by pupils. One pupil informed inspectors, 'I like our new school playground most because the moment I go out all my worries blow away from my mind.' The strength of the curriculum lies in well judged provision for pupils with who need additional support. Provision for able pupils, including in the Foundation Stage, is not as well developed.

The school provides a wide range of enrichment activities such as residential trips and after-school clubs which broaden pupils' personal experience. There is a good take-up by pupils. Cultural links with local communities and places of worship are well developed with visits including a local church, a gudwara, a synagogue and a mosque. The school has developed links with parents by inviting them to participate in Ocean Maths Project. Many parents attend and work alongside their children and class teachers.

Care, guidance and support

Grade: 3

Overall, the quality of care, guidance and support provided for learners is satisfactory. Teachers and support staff are committed to pupils' safety and well-being. The quality of care they provide in lessons and in the playground is good. Arrangements for the safeguarding of pupils are reviewed with staff annually. Any learners at risk are identified early and effective arrangements are put in place to care for them. There is good liaison with external agencies. The school works well with parents, at times providing educational support such as the computer sessions.

The academic guidance for those with learning difficulties and/or disabilities is good. For other pupils, these procedures are newly in place and, although satisfactory, they are not fully established. For example, pupils know their writing targets but they are not aware of their targets in other subjects.

Leadership and management

Grade: 3

The recently formed senior leadership team is a cohesive group which has a clear and shared agenda for bringing about improvements. The headteacher, ably supported by the deputy head, has put in place systems which are improving standards at Key Stage 2. These systems are not yet fully embedded and are not consistent throughout the school. For example, a new behaviour policy is not consistently applied.

Systems to check the work of teachers and the progress pupils are making have improved. These are helping to improve teaching. However, further work remains in this area because the support and training provided are not making enough difference to pupils' learning, particularly in the areas of developing pupils' oracy and progress for able pupils.

Although senior leaders are increasingly ambitious for their pupils, systems to realise these ambitions have only recently been implemented. In addition, key areas such as the progress of more able pupils have not been prioritised. Governors are well informed about developments in school; however their challenge of judgements made by the school is not rigorous, particularly in relation to self-evaluation. Progress on some issues raised in the previous inspection report has been slow, particularly in relation to the roles of middle leaders and standards at the end of Year 2.

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Annex A

Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	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?	3
How well does the school work in partnership with others to promote learners' well-being?	3
The quality and standards in the Foundation Stage	3
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	3
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	3
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
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?	3
The extent of learners' spiritual, moral, social and cultural development	3
The behaviour of learners	3
The attendance of learners	2
How well learners enjoy their education	3
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	3
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	3

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.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
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

20 July 2007

Dear Pupils

Inspection of Redlands Primary School, London, E1 3AQ

Thank you very much for the warm and friendly welcome you gave us when we visited your school recently. We really enjoyed talking to you and hearing your views about the school. In return I would like to share our findings with you.

Your school is giving you a satisfactory standard of education. We were impressed with how well you make use of your wonderful playground and how well the Year 6 did in their tests. We were very pleased that your attendance has improved so much this year, keep it up!

We found that your teachers have put in place the right things to improve your school. We discussed with your headteacher some of the things that will make your school even better. We have asked your teachers to make sure that all of you make as much progress in your work as you can and to give some of you harder work to do. We would also like you to take more responsibility for your learning and improve how you express yourselves. You can help by making sure you take as many opportunities as you can and help each other to speak 'Formal English' (ask your teachers to explain what this means if you are not sure). We have asked your headteacher to involve the right people in making sure the things that will improve your learning in every lesson do happen.

Once again, thank you for your help. We know you will continue to help all the adults in your school in carrying on improving. We wish you and your school every success.

Yours sincerely

Asyia Kazmi Her Majesty's Inspector