

# Redlands Primary School

## Inspection report

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<b>Unique Reference Number</b>	109787
<b>Local Authority</b>	Reading
<b>Inspection number</b>	310095
<b>Inspection date</b>	26 March 2008
<b>Reporting inspector</b>	Kay Charlton

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3-11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	241
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Linda Watsham
<b>Headteacher</b>	Mrs Katherine Forster
<b>Date of previous school inspection</b>	15 September 2003
<b>School address</b>	Lydford Road Reading RG1 5QH
<b>Telephone number</b>	0118 901 5527
<b>Fax number</b>	0118 901 5528

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## Introduction

The inspection was carried out by an Additional Inspector. The inspector evaluated the overall effectiveness of the school and investigated the following issues: teaching and learning, personal development and well-being, curriculum, and leadership and management, gathering evidence from lesson observations, scrutiny of pupils' work and documents. Parents' questionnaires and discussions with pupils, governors and staff also contributed to the judgements. Other aspects of the school's work were not investigated in detail, but the inspector found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in this report.

## Description of the school

Redlands serves an urban area near the centre of Reading. It has a Nursery (Foundation Stage 1) which caters for 40 pupils on a part-time basis. Over half of the pupils in the school are from minority ethnic backgrounds, with the greatest number being of Asian origin. Around 27 languages are spoken and currently just over 60 pupils are at an early stage of learning English. A relatively high number of pupils either leave or join the school other than at the usual point of entry. The percentage of pupils in receipt of free school meals is average. The proportion of pupils identified as having learning difficulties and/or disabilities is also average and most of these are on the moderate learning difficulty spectrum. The school has gained the Gold Healthy Schools and Sportsmark awards.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

Redlands is a good school. There are outstanding features, notably in pupils' personal development, in the care, guidance and support they receive, and in the curriculum. The school is successful in its aim that 'everyone should learn about and from each other' and pupils from very diverse backgrounds work and play together happily in a racially harmonious environment. Almost all parents speak highly of the school and make comments such as 'We are delighted not only with pupils' academic performance but also with the caring and nurturing atmosphere the school fosters.'

As a result of good teaching and learning, pupils of different backgrounds and abilities achieve well. By Year 6, standards in English, mathematics and science are above average overall. This represents good progress from pupils' overall starting point on entry, which is average. The school has particular strengths in teaching mathematics, and the pace of learning in this subject ensures that pupils achieve of their best. For example, in the 2007 end of key stage tests Year 6 pupils attained standards which were significantly above the national average. Pupils' achievements across the school are better in reading than in writing. In all subjects, staff plan conscientiously; they are enthusiastic and make learning fun. Teachers and teaching assistants work together very well as a team. They all have excellent relationships with pupils and give them discerning feedback that helps them to improve their work. Staff help to build the confidence of bilingual pupils very effectively and those who lack fluency in speaking English quickly catch up to their peers. Pupils with special educational needs receive a good level of support and achieve the small-step learning targets set for them. There is some excellent teaching in English as was seen in a Year 6 literacy lesson where staff used a very wide range of approaches to challenge the learning of all. However, there are occasions where this practice is not consistent and where pupils could achieve more in writing. The school has a well thought out action plan to address this issue and it is starting to bear fruit.

Pupils' personal development is a cornerstone of the provision and is outstanding for all age groups. The school has a strong commitment to celebrating the range of pupils' backgrounds and pupils are proud of their 'multicultural school'. They say that they feel safe and thoroughly enjoy learning. Attendance is very good. Through the 'Redlands Matters' consultation system, pupils are highly involved in helping to run the school community and express their views on a range of issues, such as teaching and learning, and the school environment. In this way, pupils develop a keen responsibility for making sure that Redlands is a good place to be, and their behaviour is exemplary. Through the global education programme, pupils gain an excellent appreciation of issues in the wider world and they contribute to the immediate school community; for example through hosting a local arts trail and helping in the Ridgeline Community Garden. In assemblies and class 'Candle Times', all show a high degree of reverence. Their spiritual, moral, social and cultural development is excellent. In an assembly about the Easter story, pupils showed that they are confident to explore their feelings, and their responses to issues about love, care and respect, were impressive. Pupils develop an excellent understanding of the need for a healthy lifestyle and the importance of being safety conscious.

The outstanding curriculum is carefully planned to provide pupils with opportunities for success. It takes account of individual needs and ensures that every opportunity is used to enhance pupils' personal development. There has been significant development in the curriculum since the last inspection and there is now systematic development of pupils' key skills of literacy, numeracy and information and communication technology across all subjects. An outstanding

range of enrichment activities plays an important part in ensuring pupils enjoy school. Pupils are particularly impressed with the extensive range of clubs and the provision in music.

The care, guidance and support pupils receive are excellent. There are thorough safety procedures in place and the care provided for pupils is exemplary. Staff make sure that all pupils, including those who arrive at different times, settle quickly and happily into school life and that they feel confident about moving to the next stage of their education. There is comprehensive tracking of each pupil's personal and academic progress. This information is used well to organise extra support for pupils as needed, for example for those who speak English as an additional language. It is also used to set challenging targets for each pupil that help to motivate them in their learning. Parents are partners in their child's education and the school works exceptionally well with them, and with a wide range of outside agencies, to support pupils' development.

Leadership is good overall. The headteacher leads by example and provides determination to ensure that all pupils reach their potential. Along with the deputy, she gives an excellent sense of direction. She has set a climate of very strong teamwork amongst all adults so that everyone makes an active contribution to the school improvement. However, there is still further to go in terms of the role and the impact of coordinators on raising standards. The school is already addressing this and the introduction of 'learning walks' involving staff and Year 6 pupils, for example, is proving very helpful in reviewing the ways in which lessons are organised. Governors are effective in both supporting and challenging the school and act effectively as its critical friend. They are aware of the school's strengths and weaknesses. The school's self-evaluation is accurate and, largely because of the extremely rigorous and discerning monitoring of the headteacher and deputy, everyone is very clear about what needs to be done for the school to improve. Staff development is given a high profile and staff approach key developments very enthusiastically. The school's track record shows that it is very well placed to improve even further.

## **Effectiveness of the Foundation Stage**

### **Grade: 2**

There are outstanding features in Foundation Stage 1 where very high quality teaching ensures that children make an extremely good start to their school life. The imaginative way in which staff organise children's learning with very close attention to detail, for example in the outdoor Post Office, means that children are exceptionally well motivated by a wide range of purposeful activities. In Foundation Stage 2, good teaching and learning lead to good achievement. Staff plan carefully and ensure that the provision builds on well from Foundation Stage 1. By the time the children start Year 1, most attain the expected levels in all areas of learning and a significant number attain above this, notably in their personal development. Leadership is good and the introduction of a more focused programme for teaching letters and sounds is helping to make sure that teaching fully challenges children of all abilities so that they achieve as well in writing as in all other aspects of their learning.

## **What the school should do to improve further**

- Raise pupils' achievements in writing by ensuring that teaching consistently challenges all pupils.

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## Annex A

## 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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	1
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

### Achievement and standards

How well do learners achieve?	2
The standards <sup>1</sup> reached by learners	2
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 extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
How well learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	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	2

### 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?	1
How well are learners cared for, guided and supported?	1

<sup>1</sup> 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**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	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 leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	1
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**

03 April 2008

Dear Pupils

Inspection of Redlands Primary School, Reading, RG1 5QH

Thank you for all the help you gave me when I visited your school on 26 March 2008. Many of you told me that you think that Redlands is a good school, that you have made friends, and that behaviour is really good. I agree with you. You said that the staff are always ready to help you. I could also see that you are ready to help others, for example through the 'Redlands Matters' system where you help to make decisions that improve school life. I was very impressed to find out that Year 6 pupils have been involved in 'learning walks' that are helping staff to review the ways in which staff organise their lessons. You also mentioned that some of the activities and clubs you take part in, the trips out of school and the music provision, are extremely good. These are clearly strengths of the school. In addition, I also noticed the impressive way you responded to issues raised in assembly about love, care and respect. I know that you are proud of your 'multicultural school' and that you enjoy the things it has to offer.

The headteacher and deputy have an excellent understanding of the school's strengths and weaknesses. They are keen to see it improve even further. I have asked them to work with the staff to improve the teaching of writing to make sure that all of you, whatever your ability, always achieve your best. By trying your hardest you can help.

Yours sincerely,

Kay Charlton

Lead Inspector