



Little Reddings Primary School

Inspection report

Unique Reference Number	117568
Local Authority	HERTFORDSHIRE
Inspection number	312656
Inspection date	7 June 2007
Reporting inspector	Keith Sadler

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

Type of school	Primary
School category	Foundation
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School	337
Appropriate authority	The governing body
Chair	Mr S Kinna
Headteacher	Mrs H M Maddox
Date of previous school inspection	31 January 2005
School address	Harcourt Road Bushey Hertfordshire WD23 3PR
Telephone number	020 89505388
Fax number	020 84205485

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Introduction

The inspection was carried out by an Additional Inspector in one day.

Description of the school

Little Reddings is larger than most primary schools. About two thirds of the pupils are from a White British background with an increasing proportion from other ethnic groups. Currently there are 12 other known nationalities, the largest of which is White - any other White background. All these pupils are of eastern European heritage. The school has ten pupils who speak English as an additional language and are at an early stage of English acquisition. The school has a much higher than average number of pupils that move in and out of the school during the school year. The proportion of pupils with learning difficulties and disabilities is average. The children's attainments on entry are similar to most schools nationally in most areas, but their communication, language and literacy skills are below average. The school has been awarded 'Healthy Schools' status.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Little Reddings is a good school and provides good value for money. Standards are significantly above average and this indicates that pupils make good progress given their starting points. The school is effective in developing the pupils' personal development. Behaviour is excellent, and pupils have very positive attitudes to school and learning. They are helped to develop the confidence to relate to each other and to adults exceptionally well. Parents are overwhelmingly supportive of the school. As one parent suggested, 'The skills our son has learned have encouraged him to always look forward to going to school and be very happy.' Pupils have a good understanding of healthy lifestyles and they enjoy the many opportunities to take part in community events.

The headteacher provides good leadership and is supported well by an effective assistant headteacher. The headteacher's sensitive and inclusive approach has encouraged very strong teamwork amongst all the staff. Morale is high and there is a good commitment to securing further improvement. She has, for example, rightly made it a priority to improve standards in science further by making sure that more opportunities are provided for pupils to carry out investigations and to ensure that there is consistency in teachers' lesson plans. These have had a positive impact on pupils' achievements, though the school recognises that there is more to be done to embed these strategies.

Teaching and learning and the curriculum are good. As one pupil stated, 'We have fun in lessons.' This is because teachers manage pupils particularly effectively, and generally ensure that the work set is challenging. However, this is not always the case and when teaching is satisfactory it is because lessons are not always pitched at the right level for pupils that find learning easy. Teaching and learning are particularly strong in the Foundation Stage. This is because the staff provide an exceptional balance of activities that capture the children's interest and are motivating them to learn. There have been good improvements in the curriculum since the previous inspection. Weaknesses in information and communication technology (ICT) have been removed and the curriculum is enhanced well by a wide range of additional activities.

The governors are very supportive of the school. They know well the school's strengths and areas to develop. Overall, the school is well led and managed and there have been significant improvements in the leadership of subject leaders since the previous inspection. They are fully involved in the checking of the school's provision in their areas of responsibility. Progress since the previous inspection is good, as is the capacity to continue to improve.

What the school should do to improve further

- Improve the quality of provision in science by making the curriculum and teachers' plans consistently good throughout the school.
- Make all teaching as good as the best in the school by ensuring that activities provided in lessons extend learning for pupils that find learning easy.

Achievement and standards

Grade: 2

Children achieve well from their starting points in the Foundation Stage. This is because the quality of teaching and learning is good and staff provide an exceptional range of activities that promote effective learning. By the time they enter Year 1, most children have reached the

expected goals in all the areas of learning and some exceed them. Good progress is maintained in Years 1 and 2 because teaching and learning are good. As a result, standards are above average at the end of Year 2 and are improving. Progress is now good throughout Key Stage 2. Work in books and tracking information show that achievement is good for the current Years 5 and 6 pupils. For the past two years, standards at the end of Year 6 in national tests have been significantly above average. Currently standards in Year 6 are well above average and more pupils are on course to attain the higher levels in English, mathematics and science. Pupils with learning difficulties and disabilities and those at an early stage of learning English, make good progress as a result of the good provision.

Personal development and well-being

Grade: 2

Pupils' personal development and well-being are good. Children in the Foundation Stage make exceptional progress in their personal, social and emotional skills. Pupils throughout the school behave exceptionally well. They know that any incidents of bullying, racism or bad behaviour will be thoroughly and fairly addressed by their teachers. They feel very safe, the atmosphere is happy and this is reflected in their above average attendance. Pupils speak with confidence about the benefits of a healthy diet and taking exercise. Pupils' spiritual, moral, social and cultural development is good. Pupils enjoy the many opportunities for reflection in lessons and in assemblies. For example, in the outstanding infant assembly, pupils were helped to feel the strong sense of community when discussing the visit of a fire engine on the previous day. Although the range of opportunities for pupils to take responsibility is adequate, pupils say that their views are truly represented. This is exemplified in the memorial garden that was designed by pupils.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good. Staff in the Foundation Stage and at Key Stage 1 are fully aware that learning will only be effective if pupils are in the right frame of mind to learn. A strong and appropriate emphasis is placed on collaborative work in which pupils are encouraged to learn together. In addition, teachers help pupils to understand what they need to do to improve. As one perceptive Year 2 boy proudly suggested, 'We have goals for us to achieve in Year 2 and I like that.'

The quality of teaching and learning is also good in Key Stage 2, though there is some teaching that is satisfactory. This is because teachers do not always pitch lessons appropriately to meet the differing learning needs of all the pupils in the class. The school has worked hard to improve this, particularly in mathematics and science, and this is having a positive impact. The recent investment in ICT is paying off. Teachers use the interactive white boards well and they are aware that this is an aid to progress. One pupil said, 'I like working with the laptops because we can find any information that we need'.

Curriculum and other activities

Grade: 2

The quality of the curriculum is good. The curriculum for the Foundation Stage is outstanding. Staff prepare activities that are interesting and challenging and they provide a good balance between outdoor and indoor learning and play.

Links between literacy and other subjects have strengthened the curriculum in both Key Stages 1 and 2. For example, in an outstanding Year 6 literacy lesson in which pupils were learning about writing journals, the teacher expertly planned for pupils to write journals from the perspective of the Tudors. In addition, the use of laptops enabled pupils to develop their ICT skills. There are inconsistencies in the teaching and learning of science, particularly in the development of pupils' investigative skills.

The needs of pupils with learning difficulties and disabilities and those who are at an early stage of learning English are particularly well met. Pupils also participate enthusiastically in the broad range of before and after school activities. These are mainly musical and sporting, though there is appropriate provision for the pupils that find learning easy through, for example, the Latin club and mathematics master classes.

Care, guidance and support

Grade: 2

The good care, guidance and support provided are based on the school's very strong caring ethos. Great care is taken to ensure that the pupils that join the school during the year are helped to integrate successfully. High quality child protection procedures and health and safety routines ensure that pupils are kept safe and secure. The school has adequate systems for tracking pupils' academic progress which alert staff to any potential underachievement. Most pupils have a clear understanding of their targets, particularly in mathematics. This is not always the case in English. Thoughtful and effective support is provided in each class for pupils with complex learning needs and this has a positive impact on their progress.

Leadership and management

Grade: 2

Leadership and management are good. The headteacher provides good leadership which has established a vision based on continuing improvement and a commitment to the welfare of the pupils. As a result, pupils are confident, thoroughly enjoy school and have a belief in their own abilities. The leadership team has a positive impact on the school's provision and standards because they focus well on important matters relating to school improvement. The school's accurate evaluations of its work draw on a wide range of information. This has enabled the school to choose the right priorities and to take effective action. Staff now have a good understanding of provision in their areas of responsibility and contribute well to the school's effectiveness. In the last two years there has been a good focus on strengthening the role of subject leaders, but not all subject leaders are directly involved in overseeing pupils' progress.

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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
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	1
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	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?	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	1
The attendance of learners	2
How well learners enjoy their education	2
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	2
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?	2
How well are learners cared for, guided and supported?	2

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?	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

11 June 2007

Dear Pupils

Little Reddings Primary School, Bushey, Hertfordshire WD23 3PR

I really enjoyed visiting your school. Thank you very much for the friendly way you welcomed me and for your help in finding out about the school.

Both you and your parents told me that you love coming to school and that you feel safe and well cared for. I am not surprised. Yours is a good school and everybody who works there tries hard to help you to do well. Your teachers work hard to make sure that lessons are made interesting and exciting. Your headteacher has done a good job in making sure that you all work and play together in such a friendly way and in making the school so successful. I was very impressed with your behaviour, which is excellent and helps the teachers to help you learn, and also in the way you make sure that everyone feels part of the family of your school.

You work hard in lessons so that you learn lots of new things. Your progress is good and you attain above average standards in English, mathematics and science.

I have asked your teachers to do two things. First, to make sure that your work in science is improved by making sure that there are lots of chances for you to do practical work and that their plans are good in all classes. Second, to make sure that all lessons are as good as the best ones by making sure that the activities stretch those of you who find learning easy.

You can help by working hard to meet your targets. Thank you once again for being so helpful to me.

With very best wishes for your future

Keith Sadler (Lead Inspector)