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Ms S Cohring
Acting Headteacher
Redriff Primary School
Salter Road
Rotherhithe
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SE16 5LQ

Dear Ms Cohring

Ofsted survey inspection programme – Moving through the system

Thank you for your hospitality and co-operation, and that of your staff, during my visit with Jan Lloyd HMI on 2 July 2008 to look at work on developing the future economic well-being of pupils in your school. We also looked at how well arrangements are made to support pupils during their transition into secondary school.

The visit provided valuable information which will contribute to our national evaluation and reporting. Published reports are likely to list the names of the contributing institutions, but individual institutions will not be identified in the main text without their consent. All feedback letters will be published on the Ofsted website at the end of each half-term.

The evidence used to inform the judgements made included: scrutiny of relevant documentation, observation of two lessons and interviews with staff and pupils.

Overall, your work in developing the future economic well-being of pupils in your school is outstanding. Pupils demonstrate a strongly developing self-confidence by their active involvement in lessons and other activities. They take the initiative and also work constructively with others. They learn well how to deal with change, to be creative in their thinking, take well-judged risks and are rational in their decision-making.

Features of effective practice:

- The quality of teaching observed was outstanding. Teachers' planning is thorough and draws on a good range of teaching strategies and resources. Lesson objectives are pupil friendly, shared and used at other stages of the lesson to focus assessment. Effective starter activities relate well to the main part of the lesson. Lessons observed involved some paired or small group work and pupils collaborate very well. Good quality questioning enables pupils to develop their understanding. There are very useful opportunities for pupils to discuss their thinking with partners. Pupils meet

the teachers' high expectations of their behaviour and have very positive attitudes to learning. Teaching and learning are regularly reviewed and very helpful lesson observation feedback is provided for teachers. The creative use of information and communication technology (ICT) supports teaching and learning. Teachers use interactive whiteboards very effectively.

- The broad and varied curriculum effectively links areas of learning together to ensure relevance for pupils. A comprehensive development of economic well-being for pupils is enhanced by the topic-based approach. For example, pupils learn about financial capability in mini-enterprise activities to raise funds. Year six pupils develop responsibility and teamwork in the family groupings at lunchtime. Pupils have many opportunities to experience a wide range of enrichment activities and to develop decision-making skills.
- The school leadership is innovative and creative with a strong commitment to inclusion within the school. You and the senior leadership team effectively implement well-planned strategies. The core of very well trained and experienced staff offers support to other colleagues in the school.
- Processes for transfer and transition from Key Stage 2 to Key Stage 3 are very good. They ensure staff, parents and pupils understand and are involved in the policy and procedures relating to transition. Liaison with outside agencies and parents is effective. Processes for supporting pupils with learning needs, disabilities and those who are vulnerable are very good. Transition data and information are sent to the receiving secondary schools but it is unclear what use is made of them. The well-planned transition arrangements for pupils support them in preparing for secondary school. Pupils feel well informed and involved in the arrangements.

Areas for further improvement, which we discussed, include:

- encourage the school council to take further responsibility through the management of a budget
- ensure the pupils' transition documents sent to secondary schools include a summary of all intervention programmes pupils have been involved in.

I hope these observations are useful as you continue to develop economic well-being in the school.

As I explained, a copy of this letter will be sent to your local authority and will be published on the Ofsted website. It will also be available to the team for your next institutional inspection.

Yours sincerely

Kekshan Salaria
Her Majesty's Inspector