

Redlands Primary School

Inspection report

Unique Reference Number	100917
Local Authority	Tower Hamlets
Inspection number	335623
Inspection dates	15–16 June 2010
Reporting inspector	Joanna Toulson

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	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	460
Appropriate authority	The governing body
Chair	Deborah Dalgelish
Headteacher	A O'Reilly
Date of previous school inspection	11 July 2007
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Introduction

This inspection was carried out by four additional inspectors. The inspection team reviewed many aspects of the school's work. The inspectors visited 21 lessons, observed 16 teachers and held meetings with governors, staff and groups of pupils. They observed the school's work and looked at the school improvement plan, governing body minutes, a variety of policies and risk assessments, documentation relating to pupils' progress and safeguarding, lesson plans and pupils' work. The questionnaires returned by 95 parents and carers and 48 members of staff were also scrutinised.

The inspection team looked in detail at the following.

- Whether teaching is providing the right opportunities for more able pupils to make the progress they should.
- How well leaders at all levels are tackling weaknesses and securing improvement.
- How effectively the school is tackling fluctuations in standards.

Information about the school

This primary school is larger than most and has a nursery. The proportion of pupils eligible for free school meals is much larger than average. Nearly all pupils are from a Bangladeshi heritage. Nearly all pupils speak English as an additional language and currently 37 pupils are at an early stage of learning English. The number of pupils with special educational needs and/or disabilities is higher than average. These difficulties mainly relate to speech, language and communication difficulties and behavioural, emotional and social difficulties. The school has received a number of awards, including the Inclusion Quality Mark, the Bronze Eco School Award and the Activemark.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

Redlands Primary School provides a good education for all its pupils and an outstanding level of care, guidance and support. Pupils feel safe in the well cared for and welcoming environment. The school has developed strong well-organised pastoral systems and effective partnerships with a wide range of agencies. These make a positive contribution to pupils' good personal development and well-being, helping them to overcome significant barriers to learning. While many pupils respond well to the school's good health promotion strategies, there are still weaknesses in, for example, dental health. The imaginative curriculum, taught by committed teachers and effective support staff, includes a creative range of enrichment activities that pupils enjoy. Parents and carers are very supportive of the school and receive good information about school life and how they can help their child to learn

Pupils start school with levels of skills and knowledge that are well below those expected for their age. By the time they leave Year 6, pupils' attainment is broadly average. This means that overall, pupils' achievement is good when taking into consideration their low starting points. However, progress is uneven in Key Stage 2 because teaching is stronger in Years 5 and 6 than in Years 3 and 4.

Senior leaders monitor pupils' progress very carefully and act swiftly to provide extra support for pupils who need it. This is why pupils at the early stages of learning English and those with special educational needs and/or disabilities make good progress. All leaders are involved in monitoring the quality of teaching and learning and good practice has been shared to bring about a steady improvement since the last inspection so that teaching is now mostly good. Good and outstanding teaching engages pupils and the pace of learning is lively. Where teaching is less effective, pupils sit for too long on the carpet and activities are the same for all ability groups. Assessment is well used in most lessons but marking of pupils' work does not consistently tell pupils how they can improve their work.

The school has an accurate picture of its strengths, and appropriate plans are in place to support improvement. The school has carried out an extremely thorough analysis of its context and has taken effective action to promote community cohesion both with regard to the local community and further afield. The headteacher, together with her deputy, lead a strong team who, together with committed and effective governors, lead and manage the school well. The improvements since the last inspection, particularly in the quality of teaching and learning and in the quality of care, guidance and support, provide evidence that the school has a good capacity for further improvement.

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What does the school need to do to improve further?

- Raise attainment in English, mathematics and science by:
 - ensuring marking gives pupils feedback on their learning and precise guidance on how to improve their work
 - improving the consistency of teaching so that progress is good in all year groups by ensuring activities are well matched to pupils' abilities and that all, both boys and girls, are actively involved in their learning.

Outcomes for individuals and groups of pupils

2

Attainment at the end of Year 6 has fluctuated over the last few years but has been broadly average for the last two years, as the quality of teaching and learning in the school has improved. While progress is mostly good, the slower progress for some pupils in lower Key Stage 2 is a limiting factor. Teaching is usually well matched to meet the needs of the more able pupils in mathematics but this is less evident in literacy lessons, where sometimes expectations are the same for all pupils. Pupils who need additional help with mathematics or literacy benefit from good support and so make good progress. It is clear from the lessons observed that pupils enjoy their learning and most are developing good attitudes. Some girls, however, are reluctant to volunteer answers or to join in class discussion. The school's focus on developing oracy is usually evident in lessons but sometimes the teacher talks too much and then opportunities are lost for pupils, especially girls, to become actively involved

Due to the determination of the headteacher and her senior leaders, and the consistency of approach to behaviour management, behaviour is now good. The development of cultural understanding is good, with many opportunities for pupils to learn about the beliefs and traditions of other pupils. Pupils respect the feelings of others and have a clear sense of right and wrong. They understand how to keep themselves safe. The wide range of opportunities to promote pupils' personal development, including, for example, a 'sleepover' at the Science Museum and residential visits in Years 5 and 6, are key to pupils' good spiritual, moral, social and cultural development. Pupils contribute well to the community and enjoy taking on responsibilities such as being on the school council, the Eco Group or being 'Redlands Bankers'. Initiatives, for example trips to the cinema for the class with the best attendance and inviting the mayor to present certificates in assembly, have proved successful in promoting good attendance.

These are the grades for pupils' outcomes

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	3
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Due to the outstanding pastoral care, with adults providing excellent role models, pupils are polite and respectful to adults and each other. Transition from class to class is excellent as is the management of the move of Year 6 pupils to their secondary schools. Excellent provision for pupils with special educational needs and/or disabilities supports the development of good self-esteem as well as good academic progress. As a parent said, 'Redlands has helped my children become more confident in their learning.'

Teachers generally have good subject knowledge and use questioning well to assess pupils' learning during the lesson and reshape their teaching accordingly. For example, in an outstanding art lesson linked with science, the teacher made skilled use of questioning to ensure pupils were specific about what changes the seeds had undergone and why. Information and communication technology (ICT) is also used well to support learning. An example of this was seen in an outstanding mathematics lesson when pupils were shown clearly on the interactive whiteboard how to use a protractor. Excellent relationships between adults and pupils are due to most teachers knowing their pupils very well. Good examples were seen of teachers modelling the language and checking that pupils understand key vocabulary. This is helping all pupils, and especially those who speak English as an additional language, to make good progress. In lessons where teaching is only satisfactory, progress is slower when the teacher talks for too long, which limits opportunities for all pupils to contribute to the lesson.

The good curriculum has effective cross-curricular links. There is very good enrichment of the curriculum, with a focus on developing pupils' understanding of their environment and the opportunities that living in London provide through, for example, visits to 'The

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Lion King' and trips to local places of interest such as Shadwell Basin.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The headteacher, ably supported by an effective senior team, has been instrumental in driving school improvement since the last inspection. The focus on supporting teachers to improve their practice has raised the quality of teaching and learning and the school recognises that this needs to continue to be the main thrust of school improvement. The improvements in the quality of care, guidance and support reflect the determination of the school to ensure that all pupils have equal opportunity to do their best and that no pupil is subject to any form of discrimination. Newly appointed middle leaders feel well supported in their role and work alongside senior staff to monitor standards. All leaders are involved in self-evaluation, but plans for improvement sometimes lack clear criteria by which progress towards achieving the school's aims can be measured. Governors are very supportive of the school but also ensure they hold leaders to account for its work. They are effective, for example, in ensuring safeguarding procedures are in place. The school is a very cohesive community, with parents and carers encouraged to participate in school life. For example, fathers and male carers come into school each week to play with their child before school.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate Please turn to the glossary for a description of the grades and inspection terms	
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

The leadership and management of the Early Years Foundation Stage are outstanding and this is resulting in good and rapidly improving provision. Providing more opportunities for writing and developing the role of key workers are areas which have been identified as 'next steps' in the continuing development of this phase. Comprehensive induction arrangements, including several opportunities for parents and carers to visit with their children before they start school, ensure that children settle quickly into the very safe and welcoming Nursery. Most children enter the school with knowledge, understanding and skill levels that are well below those typical for their age, especially in their levels of independence and language. Adults have a thorough knowledge of how children learn and develop. There is a good balance between adult-led and child-initiated activities, all of which are informed by systematic assessment of each child's progress. Children clearly have fun learning and are encouraged to ask questions of the world around them. For example, children were happily eating strawberries and tomatoes and asking about where they come from. The quality of interaction between adults and children is very good and this supports good progress by all children in the different areas of learning.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	1

Views of parents and carers

Most parents and carers who responded to the inspection questionnaire are supportive of the school and say their child enjoys school and is kept safe. A very small minority of the parents and carers who returned the form felt that the school did not take account of their suggestions and concerns. A few parents and carers felt that the school does not deal effectively with unacceptable behaviour. Inspectors found that the school engages well with parents and carers and takes account of their views. Inspectors also found that the behaviour of pupils is good and strategies to deal with unacceptable behaviour are appropriate.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Redlands Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	52	55	42	44	1	1	0	0
The school keeps my child safe	43	45	47	49	2	2	1	1
The school informs me about my child's progress	41	43	51	54	2	2	0	0
My child is making enough progress at this school	31	33	57	60	6	6	0	0
The teaching is good at this school	33	35	58	61	1	1	0	0
The school helps me to support my child's learning	44	46	48	51	3	3	0	0
The school helps my child to have a healthy lifestyle	34	36	58	61	1	1	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	30	32	55	58	6	6	0	0
The school meets my child's particular needs	26	27	57	60	6	6	0	0
The school deals effectively with unacceptable behaviour	30	32	48	51	10	11	3	3
The school takes account of my suggestions and concerns	33	35	47	49	10	11	0	0
The school is led and managed effectively	30	32	55	58	4	4	1	1
Overall, I am happy with my child's experience at this school	38	40	52	55	3	3	1	1

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



17 June 2010

Dear Pupils

Inspection of Redlands Primary School London E1 3AQ

Thank you for your very friendly welcome when I visited your school recently. The other inspectors and I really enjoyed meeting you and seeing you working so well in your lessons. We were impressed with your behaviour and how kind you are to each other. All the staff care a great deal about how well you are doing. You told us you enjoy school and are proud of it.

To improve your education even further, we have asked your school to:

- help you to do even better in your work by making sure teachers mark your work and tell you what you need to learn next
- make sure that all your lessons support you in making at least good progress, by ensuring that both boys and girls are actively involved in lessons on tasks that are just right for them, neither too easy nor too hard.

The school is doing a great deal to encourage you to lead a healthy lifestyle. You can help by taking the good advice about keeping your teeth clean, eating healthily and taking part in as many sporting activities after school as possible.

Enjoy the last part of the school year and have a wonderful summer break. Perhaps you can visit again some of the places in London that you have seen with your class.

Thank you again for welcoming us to your school

Yours sincerely

Joanna Toulson

Lead Inspector

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