

Redbridge Primary School

Inspection report

Unique Reference Number	116123
Local Authority	Southampton
Inspection number	338727
Inspection dates	26–27 January 2010
Reporting inspector	JOHN HORWOOD

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	205
Appropriate authority	The governing body
Chair	John Shaw
Headteacher	Jane Shires
Date of previous school inspection	2 June 2006
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Introduction

This inspection was carried out by three additional inspectors. Over ten hours of inspectors' time was spent looking at learning in the classroom and at the evidence of the progress that pupils were making. Inspectors visited 20 lessons and observed nine teachers. They held meetings with governors, staff and groups of pupils. They observed the school's work and looked at a range of documents, including pupils' work, school policies, progress records, minutes of meetings and the questionnaire responses of 23 parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the school's systems for monitoring pupils' progress
- the provision for the more able pupils
- the key strengths of the care given through the pastoral system
- the opportunities pupils have to develop their cultural understanding.

Information about the school

This is an average-size primary school which very recently moved to a new site. Most pupils are from White British backgrounds. The percentage of pupils eligible for free school meals is above average. The school has an above-average proportion of pupils who have special needs and/or disabilities covering a wide range of needs. Among the awards obtained are the Activemark and Healthy School status. The Early Years Foundation Stage provision is in one Reception class.

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

Redbridge Primary provides its pupils with a good education. By the end of Year 6 attainment is broadly average in all key subjects and this represents good progress from pupils' often lower-than-expected starting points. Teaching is consistently good and pupils say they enjoy their work as a result of very good relationships with teachers and each other. Pastoral care is excellent in the school and the way the school works with specialists in school and with external agencies to support pupils is outstanding. This contributes to pupils' overwhelming view that they are safe in school. The overall outcomes for pupils are good, including their wider personal and social skills, and their behaviour is exemplary. Most pupils attend school regularly and eagerly but a small minority do not. Action taken by the school to improve attendance has been effective and it has improved from low to become average.

All teaching seen during the inspection was good. Teachers plan their lessons well to make them interesting with good quality resources in the new spacious classrooms. In all lessons the work was well matched to pupils' ability so that they could all make the same progress. Strategies such as small group teaching were well used to encourage all groups of pupils, including the more able ones, to make as much progress as they should. Marking of pupils' work is regular and pupils say they get good advice on how to improve. Pupils are not consistently involved in assessing their own progress and do not follow up teachers' written comments by amending their work.

The leadership and management of the school are good and the issues from the previous inspection have been addressed well. Past variations in attainment between subjects have been addressed and the improved systems to monitor progress have enabled teachers to plan their lessons to meet the needs of all pupils. The levels of care and support for pupils are now outstanding and attendance has risen significantly. These outcomes demonstrate that the school has a good capacity for sustained improvement. Leaders' self-evaluation accurately identifies the strengths and areas for development in the school. From this, they have identified that although the school has a good approach to community cohesion, there are missed opportunities for pupils to have direct contact with pupils from a wide variety of different backgrounds, and this is an area for development.

What does the school need to do to improve further?

- Raise standards by
 - consistently involving pupils in assessing their own progress

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- ensuring that pupils have time to follow up the comments made by teachers on marked work.
- Develop more opportunities for pupils to have direct contact with pupils of different cultural backgrounds.
- Work with parents and carers to increase the attendance of the small minority of pupils who do not come to school as often as they should.

Outcomes for individuals and groups of pupils**2**

All pupils make good progress and all year groups are making similar progress over time. Achievement is good, with no significant variations across the areas of the school's work. An example of pupils making good progress was in a Year 2 lesson where the teacher engaged strongly with the pupils during discussions about estimating and predicting answers to mathematical problems to enhance their learning. There are variations in attainment from year-to-year because of variations in pupils' starting points but attainment is broadly average. Pupils with special educational needs and/or disabilities make good progress overall. Many pupils also make very good progress during periods of targeted support. This also applies to the more able pupils, who also benefit from more challenging work in small focus groups. All pupils are satisfactorily prepared for their future well-being because of their secure knowledge of key skills, including information and communication technology, supported by their good personal skills and average attendance. The few who do not attend well enough do make steady progress but poor attendance hampers better attainment and progress.

The overwhelming majority of pupils say they enjoy their learning in all subjects because lessons are fun. They particularly like practical activities and sport. Pupils work very well together and listen to each other's contributions. Their behaviour is outstanding both in and out of lessons, ensuring that all pupils can learn and enjoy school. They say bullying is extremely rare but dealt with effectively by staff. The school's Healthy School status and Activemark award show that pupils adopt healthy lifestyles by eating healthy food and participating well in sport. They make a good contribution to the school community through the school council and by helping in classrooms. They interact well with the local community through joint activities with other local schools and by attending a range of events at the local secondary school. Pupils' overall spiritual, moral, social and cultural development is good. Pupils know about different faiths and cultures but have relatively limited direct contact with a wide range of people from different cultural backgrounds to further extend their understanding in a first-hand way.

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.

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

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	1
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	2
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	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Within the classroom, pupils benefit from consistently good teaching supported by a good curriculum. Teachers demonstrate good subject knowledge and skilful classroom management, and are strongly focused on helping all pupils learn by matching the work to their ability while always providing challenge. Teaching assistants provide good support throughout the school and this support is well directed to where it is most needed. An example was in a literacy lesson where the teaching assistant recorded information about advertising strategies on a display board well to help a group of pupils use exciting vocabulary, which enabled them, like others in the class, to suggest their own good advertising ideas.

The curriculum caters for all pupils, including those with special educational needs and/or disabilities. At present the use of cross-curricular links in teaching is still being developed. There is a good focus on encouraging healthy lifestyles. The curriculum is supported by visitors, for example from other cultures and faiths. There is a very good range of extra-curricular clubs and visits. Pupils described with excitement the residential trip to Home Farm as well as local opportunities such as visiting the library. Good procedures are in place to encourage high standards of behaviour. Transition arrangements with the play groups and the secondary schools are very effective. Pupils say they are given good information and feel confident about moving to secondary education. The pastoral care in the school is a real strength, with all staff strongly committed to the concepts of equal opportunities and that every child matters. All aspects of care, and health and safety are addressed well.

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

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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 provides excellent leadership and is well supported in her vision by staff at all levels. This was clearly demonstrated by the speed and efficiency with which staff worked together to prepare the new school building for pupils to ensure that it was an immediate vibrant learning environment where pupils would feel safe and happy. All levels of management are involved in monitoring pupil progress and identifying where additional support is needed. Resources are well managed and good value for money is demonstrated by the outcomes for pupils.

The school's good work to promote equal opportunities and avoid discrimination ensures there is no significant underachievement by any groups of pupils. Leaders are helping to make sure that attendance is rising to aid equal opportunities but there is still more to do on this for a few pupils.

Governors have a wide range of skills and provide good support and challenge. Some governors are very active within the school and all come into school together for one day to observe all aspects of the school's work. They understand what needs to be done in the school and have an effective partnership with the leadership team.

The effectiveness with which the school promotes community cohesion is good. Based on an initial audit, senior leaders have a good understanding of the local community and have identified what needs to be done to increase pupils' understanding of the world around them. Their action plan is monitored and already demonstrates an impact within the local community. There are some international links in place, including a partnership with a school in Africa. The planned links to give pupils more contact with pupils from different backgrounds are not fully developed. Safeguarding procedures are well developed. All the required checks on adults who work in school have been made and diligently recorded.

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

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 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	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
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

Good leadership ensure that the provision is developing well and that strong relationships exist with staff, parents and carers, children and local play groups. Standards on entry to the Early Years Foundation Stage are well below those expected, especially in social development and literacy, and children make good progress to enter Year 1 with standards below average. Currently, the leader teaches Year 1 children and this really aids the transition between the Reception and Year 1 classes. Progress, which is regularly monitored, is good as a result of skilled teaching. Children benefit from an exciting range of resources, although there is no covered outdoor area, which means that children cannot always enjoy outside activities in all weather conditions. Learning in the classroom is linked to that experienced outdoors to reinforce the children's understanding. Adults provide a broad range of activities to promote all areas of learning. Planning takes good account of children's differing needs. There is a good balance of adult-directed activities and those that children choose for themselves. Assessment information is used well to modify plans to meet individual needs. Behaviour is exceptionally good. All groups of children are happy and they play and learn well together in a safe and caring environment. Their social skills are developing well. Staff know the children well, are aware of any specific needs and all procedures to support the welfare of children are fully in place.

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	2

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

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Views of parents and carers

Only a few parents and carers expressed their views but the vast majority of these were very happy with all aspects of the school. A few parents and carers wrote individual supportive comments such as how it was a very good and friendly school. A very few had individual concerns which were considered as part of the inspection process. A very few thought that pupils were not always prepared well for their next class but inspectors' evidence found that they were.

Responses from parents and carers to Ofsted's questionnaire

The inspection team received 23 completed questionnaires by the end of the on-site inspection. In total, there are 205 pupils registered at the school.

Ofsted invited all the registered parents and carers of pupils registered at Redbridge 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	13	59	8	36	1	5	0	0
The school keeps my child safe	15	68	7	35	0	0	0	0
The school informs me about my child's progress	11	50	11	50	0	0	0	0
My child is making enough progress at this school	12	55	9	41	1	5	0	0
The teaching is good at this school	12	55	8	36	0	0	0	0
The school helps me to support my child's learning	11	50	10	45	0	0	0	0
The school helps my child to have a healthy lifestyle	12	55	10	45	0	0	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)	10	45	7	32	3	14	0	0
The school meets my child's particular needs	12	55	9	41	1	5	0	0
The school deals effectively with unacceptable behaviour	12	55	8	36	2	9	0	0
The school takes account of my suggestions and concerns	9	41	9	41	2	9	0	0
The school is led and managed effectively	12	55	7	32	0	0	0	0
Overall, I am happy with my child's experience at this school	14	64	7	32	1	5	0	0

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 inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

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 were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

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.



28 January 2010

Dear Pupils

Inspection of Redbridge Primary School, Redbridge SO16 9BB

Thank you for welcoming us and helping us when we came to your school. We really enjoyed visiting you in your brand new school and seeing you learning and playing together. Your school is giving you a good education. You are making good progress in your work and are able to do the things that we usually expect by the time you are in Year 6.

There are many things we admired about your school and these are a few of them:

- your behaviour is excellent
- adults look after you exceptionally well and you feel extremely safe
- you have very good relationships with your teachers and with each other
- you have a good understanding of how to keep fit and healthy
- school leaders work extremely well with other specialists to support your learning and care.

There are a few things we have asked the school to do to make it better. They are:

- involve you more in assessing your own work
- ensure that you follow up suggestions made when teachers mark your work.
- provide more opportunities for you to meet pupils from different cultural backgrounds
- work with parents and carers of those of you with poor attendance records to ensure that everyone attends school as often as possible.

You can help by carrying on working hard and helping your teachers.

Yours sincerely

John Horwood

Lead Inspector

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