

Redlands Primary School

Redman's Road, Stepney, London, E1 3QA

Inspection dates 23–24 September 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a good school.

- The early years provision gives children a good start to school life.
- Pupils' achievement over time is good. They make good progress at Redlands and attainment in reading, writing and mathematics is rising year on year.
- Any gaps in the attainment of different groups of pupils are closing.
- Pupils' behaviour around the school is exemplary. They feel safe and are well cared for.
- Pupils have positive attitudes to learning and enjoy coming to school. Attendance levels are good.
- A wide range of clubs, special events and experiences add richness to pupils' learning.
- Much of the teaching is good. Teachers have high expectations that pupils will behave well and work hard.
- The headteacher and senior staff set high expectations of the whole school community.
- Leaders track pupils' progress in English and mathematics very carefully, arranging specific programmes of support when required.
- Governors are well informed, and challenge the school's leaders about all areas of the school's performance.
- The school works effectively with parents in encouraging them to support their children's learning.

It is not yet an outstanding school because

- In subjects other than English and mathematics, pupils' depth of learning is more variable and their progress is not as well tracked.
- There is some variability in the way that teachers develop pupils' speaking skills and specific vocabulary for different subjects.

Information about this inspection

- Inspectors observed the school’s work and looked at a number of documents, including information on pupils’ current progress, school improvement planning, the use of additional funding, checks carried out by leaders on teaching, and records relating to behaviour, attendance and safeguarding.
- Inspectors visited 18 lessons to observe pupils’ learning, including eight that were observed jointly with senior leaders. They made short visits to several other lessons.
- Inspectors observed break times, lunch times, and the start of the school day as well as attending several assemblies.
- Inspectors met with four groups of pupils and talked to them about their work. They heard pupils read.
- Inspectors met senior and middle leaders, other staff with particular responsibilities, the Vice Chair of the Governing Body, and a representative from the local authority.
- There were not enough responses to the online questionnaire, Parent View, but inspectors looked at the parental questionnaire sent out by the school which was completed by 111 parents. Inspectors analysed the response to the questionnaire completed by 50 staff members.

Inspection team

Jane Wotherspoon , Lead inspector

Her Majesty’s Inspector

Alastair McMecken

Additional Inspector

Sandra Teacher

Additional Inspector

Full report

Information about this school

- The school is larger than average.
- Almost all pupils come from ethnic minority backgrounds and the vast majority (90%) are of Bangladeshi heritage. Almost all pupils speak English as an additional language. Most children start Nursery at the early stages of learning English.
- The proportion of disabled pupils and those who have special educational needs who need some extra support, is low. The proportion of pupils who need more extra help or with a statement of special educational needs, is above average.
- Over half the pupils are known to be eligible for additional government funding, known as the pupil premium. This is higher than the national average.
- The school met the government's current floor standard, which sets the minimum expectations for pupils' attainment and progress.
- There have been some periods of instability in staffing since the previous inspection. During the previous academic year, five staff took maternity leave. Several returned to work at the start of this academic year and six teachers are new or relatively new to the teaching profession. Two members of the senior leadership team are currently absent on maternity leave.

What does the school need to do to improve further?

- Strengthen the depth of pupils' learning across the subjects of the curriculum by:
 - implementing plans for 'curriculum 14' and associated systems for assessing pupils' progress in subjects other than English and mathematics
 - ensuring teachers consistently plan opportunities to extend pupils' speaking skills, and develop and broaden their subject specific vocabulary.

Inspection judgements

The leadership and management are good

- Members of the senior team work together effectively, and flexibly. This is demonstrated most successfully in the way that the team has improved pupils' achievement despite many disruptions to staffing. Staff are fully behind the leadership team. Morale is high and commitment to the school's ethos and values are strong.
- The impact of middle leaders is yet to be fully realised because many are new to their roles. Nonetheless, senior leaders do much to provide development opportunities for potential leaders and professional development for all staff, regardless of the stage of their career.
- Improving the quality of teaching is at the heart of team leaders' work. Structures to support individual training needs are good. Processes for managing staff performance and setting targets for teachers are consistent and well established. Targets are linked appropriately to school improvement objectives and to improving pupils' achievement. Staff and leaders check pupils' progress very carefully so that individuals can receive appropriate support and/or challenge to reach their potential.
- Systems and processes for checking what is working well in the school and what needs to improve are well-established and effective. Planning for future improvements is linked closely to improving outcomes for pupils. In developing plans, leaders share ideas with governors and take account of the views of parents and the wider community.
- Leaders have an outward looking approach to sharing best practice, and to learning from other schools and external advisers. A range of local partnerships within the local authority benefit the school's staff and provide interesting opportunities to enhance and extend pupils' learning.
- The funding to develop physical education and sport has been used effectively. It is having a positive impact on learning and supports extra-curricular sports, including a coach who comes to breakfast club. Teachers say they feel more confident as a result of the support from specialist teachers. In addition the number of pupils participating in sports clubs over the last academic year has increased significantly.
- The broad curriculum prepares pupils well for their future lives in modern Britain. It has a global dimension which provides opportunities to explore different viewpoints and moral issues. The school invests strongly in offering pupils an extensive range of stimulating experiences outside of school which widens their horizons. This features a range of visits, including residential visits.
- The strong focus on English and mathematics means that evidence of pupils' learning in other subjects is more limited. The school has reviewed its curriculum and planned changes for 'Curriculum 14', are well in hand. The study of themed half-termly topics allows pupils to learn and practise basic skills through other subjects.
- Wider provision for pupils' spiritual, moral, social and cultural development is a significant strength. Pupils have many opportunities to develop a strong identity in their own culture and develop a growing respect and tolerance for other beliefs.
- The home school liaison team works effectively to encourage parents to take part in events in the school community. Increasing participation in activities over time reflects parents' confidence in the school. Family learning, including family homework, is popular and helps parents to support their children's learning.
- The school identifies safeguarding concerns quickly and effectively. Procedures are robust and parents have confidence in the school to follow up concerns. The school does a good job of promoting safety. Leaders ensure staff are trained extensively in safeguarding pupils.
- **The governance of the school:**
 - Governors have a wide range of skills and networks which help them promote the school in the wider community and communicate their role to parents. They are well informed about all areas of the school's performance and receive detailed information on the performance of pupils. However, they do not simply accept this information but actively seek to check it out by asking for more clarity. Governors make appropriate decisions about pay progression and performance management based on a wide range of evidence. They are clear about plans to spend funding intended for disadvantaged pupils and check closely that it is having the intended impact on helping pupils make progress and raising attainment. Governors challenge school leaders robustly; for example they asked many questions about proposals for the new curriculum. They are rigorous in asking probing questions about the wider life of the school.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. They are courteous and well mannered. Relationships between pupils are strong. They are especially polite to visitors.
- The Redlands code of behaviour is displayed prominently in every room and well understood by pupils. The school's records show only a small number of reported incidents of misbehaviour. This is because, in the main, systems for warnings and reflection are generally sufficient to manage pupils' behaviour.
- Pupils' behaviour in the playground is friendly. Here, the good divisions of space support well-ordered break times. Movement around the complex school building, with its many stairs, is impressive.
- Pupils' attitudes to learning and to school are almost always good and sometimes outstanding. They know their teachers expect them to work hard. Pupils' active involvement in learning is more prominent in the early years and the upper end of the school.
- The school's work to keep pupils safe and secure is good. Pupils say they feel safe. They can explain how they have been taught to keep themselves safe in a variety of situations, including when using computers.
- Pupils know about different forms of bullying but are confident that it is rare at Redlands. There have been no reported incidents of racist behaviour. Older pupils say they are capable of sorting out their own difficulties because they have been taught effective strategies to do so. One pupil reported that. 'teachers help us to be confident'.
- Attendance continues to improve and is above the national average. Systems for monitoring attendance and following up absence are rigorous. School staff work relentlessly to support families to ensure their children attend regularly. Such efforts have reduced the number of pupils who frequently miss school.

The quality of teaching

is good

- Teaching over time is effective at ensuring pupils make good progress and achieve well during their time at Redlands.
- Without exception, teachers create a positive climate for learning. They have high expectations of pupils' behaviour and foster good relationships between adults and pupils and between pupils themselves.
- Teaching in intervention groups is highly effective. During one-to-one sessions in reading and mathematics, pupils' individual needs are extremely well catered for by carefully targeted, precise teaching. Teaching in small groups is equally strong. The supportive environment enables pupils to work at a slower pace, have time to offer answers and gain confidence to 'have a go'.
- Teaching is stronger where staff are more experienced or well-established in the school. A number of teaching staff are less skilled at questioning pupils and reshaping tasks. In the best lessons, teachers make good use of time and teaching assistants to allow pupils to discuss their ideas and thinking.
- Teachers make sensible links between subjects when planning activities for pupils. In particular opportunities for reading and writing through the curriculum have been well thought out. Opportunities for extending pupils' speaking and listening skills, and broadening pupils' vocabulary, are not so strong and more variable through the school.
- Teachers' marking in mathematics and writing is consistent and helpful in pointing out how pupils can improve their work. Older pupils talk enthusiastically about the opportunity to assess their own work before the teacher marks it and say that they get time to respond to the marking. Younger pupils are less certain about how to respond to their teachers' comments. Marking and assessment of pupils' work in other subjects is less detailed.
- Teachers usually have high expectations of pupils which ensure that pupils, especially the most able, are challenged at an appropriate level. In guided reading sessions, the quality of learning dips when pupils working on their own are not challenged sufficiently or when expectations are not made clear enough.

The achievement of pupils

is good

- Pupils' achievement over time is good. Attainment is rising year on year and any gaps in the attainment of different groups of pupils are closing. The attainment of disadvantaged pupils is similar to that of their peers and close to or above the national figures. Pupils make good progress over time, with no significant differences in the progress made by different groups of pupils.
- Many children join the nursery with skills and knowledge that are lower than typical for their age. The weakest area is speaking because many do not speak English as their first language. Although they make good progress overall, a proportion starts Year 1 with much ground to make up, particularly in literacy and mathematical development.
- Pupils make good progress to reach attainment in reading, writing and mathematics at the end of Year 2

which is broadly average. The dip in attainment in 2013 has been halted. The results of checks on pupils' knowledge of phonics (the link between letters and the sounds they represent) in Year 1 have improved considerably; almost nine out of ten pupils reached the expected standard in 2014.

- At the end of Year 6, results in 2013 were weaker in writing than in mathematics and reading, especially at Level 5. Figures for 2014 have improved in writing. The proportion of pupils reaching Level 4 in all three aspects is higher than the national figures.
- Disadvantaged pupils do well at Redlands. They make progress that is at least in line with their peers in most cases. In 2013 the gap in attainment between disadvantaged pupils and other pupils in England was about a term or less in reading and mathematics and two terms in writing. However, the gap was wider between disadvantaged pupils and other pupils in the school. This year, 2014, the gap has closed to less than a term in school and is similarly close in each year group. In some year groups, disadvantaged pupils are now outperforming their peers.
- The most able pupils achieve well, as can be seen by the increasing proportion that attains Level 5 or 6 by the end of Key Stage 2. This includes disadvantaged pupils.
- Disabled pupils and those with special educational needs make good progress. However, the attainment of those with the greatest needs remains lower than their peers.
- Achievement in physical education is improving. The wide range of opportunities available to pupils through clubs has increased the level of participation in sport.
- Achievement in art is a strength. Specialist teaching and facilities ensure that pupils learn skills in a systematic way. Art makes a strong contribution to other subjects of the curriculum and to the visual presentation of the school.

The early years provision

is good

- All children make at least typical progress and most make good progress. Many children start school without the skills and knowledge that are typical for their age. However, staff are alert to the fact that some children start nursery with well-developed skills and experiences, and therefore need more challenge.
- Outcomes at the end of reception are below the national figures but are improving year on year. Disadvantaged children are achieving well and do better than their peers.
- Parents are involved effectively in the school's assessment of their children as they start school. Each child's needs are identified at an early stage and this helps them to make a good start. Provision for children's personal, social and emotional development is especially strong. New children have settled quickly.
- A broad range of activities ensures that children have opportunities to develop learning across all areas. Provision is stronger in the nursery than in the reception classes. Nonetheless, reception children are making a good start on learning letters and sounds and developing their reading skills.
- The outdoor provision is particularly strong. Excellent resources include challenging climbing equipment that enables children to take risks in a safe environment. Children make good progress in their physical development.
- The early years leader is supporting new staff effectively. She has identified appropriate areas for improvement, including extending children's answers and providing a good model of spoken English. Assessment is regular and accurate. The way that staff record evidence of the breadth of children's learning is another area for development.

What inspection judgements mean

School	Grade	Judgement	Description
	Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
	Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
	Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
	Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	100917
Local authority	Tower Hamlets
Inspection number	448204

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	467
Appropriate authority	The governing body
Chair	Anna Gouge
Headteacher	Ann O'Reilly
Date of previous school inspection	June 2010
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