

# Redbridge Primary School

College Gardens, Ilford, IG4 5HW

**Inspection dates** 31 January – 1 February 2013

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Outstanding</b>	<b>1</b>
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

## Summary of key findings for parents and pupils

### This is an outstanding school.

- Pupils' standards of attainment in reading, writing and mathematics have been consistently and significantly above average for several years in all year groups. Higher proportions of 11 year olds achieve exceptionally well in English and mathematics compared to pupils in other schools.
- Outstanding teaching means that all pupils, including disabled pupils, those with special educational needs and those who benefit from additional funding, make excellent progress over time. The high quality of teachers' marking helps pupils to know very precisely how to improve their work. Lessons fully engage pupils and teachers interpret the curriculum in imaginative ways that provide rich experiences to which pupils respond enthusiastically.
- Pupils have very positive attitudes to school and are proud to talk about what they have learned. Behaviour in lessons and around the school is outstanding with pupils showing a high degree of respect and care for each other.
- Pupils feel safe in school and have a good understanding of how to keep themselves safe because activities like e-safety week have made a strong impact on them.
- The school's leaders and governors show a relentless commitment to maintaining high standards. The quality of teaching is monitored frequently and support for its continuous improvement is extensive and effective. The impact on pupils' progress is monitored meticulously so that additional challenge or further support can be provided for pupils when required.
- Visits, visitors and a lively approach to topics that draw upon several subjects contribute to pupils' social and cultural development as well as academic achievement. The extensive range of extra-curricular opportunities offered to pupils promotes their personal development and self-confidence excellently.

## Information about this inspection

- Inspectors spent a total of 14 hours observing 34 lessons or parts of lessons led by 22 teachers. Additional inspection activities included observations of pupils at break times and during whole-school assemblies.
- One lesson was observed jointly with the headteacher. Other senior leaders participated in visits to classrooms to observe how well groups of pupils were learning and in sessions when the inspectors examined the work in pupils' books.
- Meetings were held with groups of pupils, representatives of the governing body, school leaders and subject coordinators. A telephone conference was held with a representative of the local authority.
- Inspectors took account of the 30 responses to the online questionnaire for parents and carers (Parent View) as well as parents' and carers' views communicated through the school's own surveys and through informal discussions during the inspection. They also took account of the views of the staff through meetings and responses to 32 staff questionnaires.
- Inspectors listened to pupils read and scrutinised samples of their workbooks.
- Inspectors looked at the school's own attainment records for the current as well as previous academic years in addition to published information on pupils' achievement. They listened to pupils reading, examined planning and monitoring documents as well as records relating to pupils' safety and welfare, including the school's single central record of checks on staff, the behaviour logs and records of pupils' attendance.

## Inspection team

Patricia MacLachlan, Lead inspector	Additional inspector
Gillian Bosschaert	Additional inspector
Angela Podmore	Additional inspector
Fiona Robinson	Additional inspector
Sharona Semlali	Additional inspector

## Full report

### Information about this school

- This school is much larger than the average size primary school. The Early Years Foundation Stage comprises a Nursery and three Reception classes.
- A below average proportion of pupils are supported by additional funding through the pupil premium, including those known to be eligible for free school meals, although their numbers have risen over the past three years.
- The proportion of pupils from minority ethnic backgrounds, including those whose first language is not English, is significantly greater than the national average. The largest groups in the school are those of Pakistani, Bangladeshi and Indian heritage.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- Lower than average proportions of pupils are supported at school action and school action plus or are disabled or have a statement of special educational needs. Statements or support at school action plus are mostly for physical disabilities or profound and multi-sensory learning difficulties.

### What does the school need to do to improve further?

- Embed the use of information and communication technology (ICT) in history, geography and science lessons in order to enhance and enrich pupils' learning experiences in these subjects.

## Inspection judgements

### The achievement of pupils

### is outstanding

- Children enter the Early Years Foundation Stage with skills broadly as expected for their age but a sizeable minority are below their chronological age in their personal and language development. Thanks to outstanding teaching, children quickly learn to cooperate happily with each other and develop the ability to write short sentences with well-formed letters in Reception classes.
- As pupils move through the school this rapid pace of learning is sustained because teaching is consistently strong. As a result, pupils' progress in reading, writing and mathematics exceeds national averages in all year groups.
- Younger pupils read by recognising sounds and letters (known as using phonics) extremely competently because teaching meets their needs very effectively. They attend weekly book clubs with their parents and carers. Pupils of all ages enjoy reading and one pupil reflected the views of nearly all when he commented, 'I like reading a lot and will read my favourite books at home.'
- Pupils make exceptional progress in Key Stage 2 because teaching is very precisely planned to develop pupils' knowledge and understanding, especially in English and mathematics. Teachers often use engaging contexts to aid learning, for example, the creation of a polar museum to house writing about explorers. By Year 6, pupils' standards of attainment are significantly higher than the national average in English and mathematics.
- Discrimination of any type is not tolerated and all pupils have equal opportunities to succeed. This includes pupils of different ethnic heritage, disabled pupils, pupils with special educational needs and those who are supported through additional funding (the pupil premium). Careful monitoring of individual pupils' work ensures that all pupils make equally strong progress. Those who are supported through the pupil premium are achieving average point scores in Years 2 and 3 that actually exceed those of their classmates.
- Pupils enjoy applying their reading, writing and mathematics skills to different topics that draw upon several subjects. However, the use of ICT to enhance and enrich pupils' learning experiences in subjects such as history, geography and science still needs to be developed.

### The quality of teaching

### is outstanding

- Teachers plan interesting lessons with appropriate levels of challenge for pupils of different abilities. Tasks are set in meaningful contexts and draw on teachers' strong subject knowledge. For example, Year 4 pupils were challenged to use graphs to provide replacement charts for a careless meteorologist. Pupils were soon discussing negative numbers and trends confidently because their teacher questioned them so skilfully.
- Marking, especially in English and mathematics, is of a remarkably high quality and consistency. It gives pupils the constructive feedback that they need to make the rapid progress seen in their workbooks. Teachers' suggestions for improvement are meticulous and always help pupils to improve their work.
- Teachers use assessment information very effectively to plan tasks which are very well matched to pupils' different abilities. In the best lessons pupils choose their own success criteria according to the level at which they are working. They then evaluate their work and give evidence of their own progress.
- A wide repertoire of resources and techniques is used to engage pupils in writing. In a 1 Year 2 lesson, music and a fire dance were used very successfully to set the scene for writing about the Great Fire of London. In a Year 6 lesson, the brisk pace of the teacher's probing 'interviews' of groups playing the role of passengers on the Titanic helped pupils to enrich the vocabulary for their stories.
- All adults enthusiastically contribute to the very positive learning environment in the school. A

teaching assistant, for example, accompanied a small group of pupils into 'Lifeboat 14' and elicited, with skilful questioning, the liveliest adverbs and metaphors for their story of the sinking of the Titanic. In a Year 5 session, another teaching assistant dressed in a toga and sandals to be interviewed by pupils during a lesson on ancient Rome and this really fired their imaginations.

- Teachers develop excellent relationships with pupils. 'In lessons, if I don't understand something, there is always a teacher who will help me', was a common refrain by pupils.

## **The behaviour and safety of pupils** are outstanding

- Pupils' attitudes to learning are exemplary because they are so engaged in their lessons and this is reflected in their above average rate of attendance. 'We love this school because learning is fun', one pupil commented. They are keen to discuss and record their own progress in special target books.
- Pupils are extremely proud of their school ethos. They use sign language in assemblies so that all pupils, including those with hearing impairments, feel included. Year 6 drummers enthralled the younger children in their assembly and awards for good work and attendance are valued. Older pupils have opportunities to become 'pupil advocates'. They are selected after a rigorous interview process and wear their special blazers with pride.
- Behaviour is outstanding and this is reflected in the way that pupils listen respectfully to each other and make positive suggestions to their partners for improving their work. Similarly, in the playground it is the pupil advocates and pupils who act as buddies who defuse potential disagreements calmly and effectively.
- Children in the Early Years Foundation Stage move freely and sensibly in the outdoor learning area to select their own activities, talking confidently about them. This is because staff consistently plan interesting tasks.
- Pupils behave with the utmost courtesy towards adults. Visitors are made to feel very welcome by the extremely effective pupil advocates who also act as leaders in ensuring calm, purposeful movement by pupils at break times.
- Pupils say that they feel safe and very valued as individuals by school staff. Their parents and carers agree. Pupils' understanding of how to keep themselves safe is frequently reinforced through assemblies and whole-school activities such as e-safety week.
- There is little or no bullying according to pupils, who are confident that if any bullying ever takes place it is dealt with quickly and effectively. There have been no exclusions in the history of the school and the whole-school focus is on rewarding positive behaviour.

## **The leadership and management** are outstanding

- The exceptional headteacher and her highly able leadership team has led the school very effectively. The school's capacity for further improvement is reflected in the way that the school's leadership has ensured that it has developed and sustained high-quality teaching since the previous inspection. This has ensured that all pupils now thrive. All staff feel extremely well supported by the school's leaders and managers and were unanimous in expressing their pride in being members of the successful school team.
- Well-established monitoring procedures of teaching work extremely well because teachers benefit from insightful feedback. They are supported in making further improvements to their teaching skills not only by talented subject leaders but also by senior leaders working alongside them in their classrooms. There is a continuous drive for self-improvement. Teachers are happy,

for example, to share videos of their lessons with colleagues to elicit ideas for increasing their impact on pupils' progress.

- The school has developed a strong partnership with parents and carers who hold it in high regard. Workshops offered to help parents and carers to support their children's reading and mathematical development are valued and working parents and carers have begun to ask for additional sessions.
- The curriculum promotes pupils' spiritual, moral, social and cultural development exceptionally well. Assemblies and curriculum topics incorporate different cultures and faiths. Visits and visitors contribute to widening pupils' horizons. Authors, athletes and actors have all visited the school and stimulated keen responses. Class visits to, for example, the Tower of London and Anne Frank's house in Amsterdam, bring history to life. All older pupils have lessons in how to play musical instruments. These are funded by the school and performing for others boosts pupils' self-esteem. The stunning corridor displays, with reconstructions of the Titanic cabins for example, inspire high-quality writing.
- Confident of the school's remarkable leadership, the local authority maintains a light touch with an annual check of pupils' outcomes and the external reviews commissioned by the school. Training for newly qualified teachers and subject leaders is provided by the authority and the school has been asked to offer guidance for other schools in the borough.

■ **The governance of the school:**

The governing body knows the standards of achievement and teaching in the school well because the headteacher provides focused and frequent reports. Governors are determined that the school will not rest on its laurels. They make termly monitoring visits to the school and prepare formal reports on their designated curriculum or managerial areas. Governors carefully monitor the school's improvement planning, based on an accurate understanding of how pupils are performing compared with national standards. The school's appraisal policy includes a clear link between performance management, teachers' pay progression and the progress of the pupils they are accountable for. Frequent checks are made to ensure that pupil premium funding is spent on the intended groups and governors regularly receive reports from the headteacher concerning the impact made by the funds. Governors monitor procedures for safeguarding pupils very well. A training programme equips governors to monitor pupils' performance and set school targets. Governors are involved in developing home-school links, for example weekly attendance at homework meetings, to encourage parents and carers to read with and support their children.

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## 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

<b>Unique reference number</b>	127046
<b>Local authority</b>	Redbridge
<b>Inspection number</b>	403610

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	713
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Peter Jolly
<b>Headteacher</b>	Carel Buxton
<b>Date of previous school inspection</b>	18–19 March 2008
<b>Telephone number</b>	020 8551 7429
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