

Little Reddings Primary School

Inspection report

Unique Reference Number	117568
Local Authority	Hertfordshire
Inspection number	339034
Inspection dates	19–20 January 2010
Reporting inspector	Clive Lewis

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

Type of school	Primary
School category	Foundation
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	328
Appropriate authority	The governing body
Chair	Simon Kinna
Headteacher	Heather Maddox
Date of previous school inspection	7 June 2007
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Introduction

This inspection was carried out by three additional inspectors. The inspectors spent one third of their time looking directly at learning in 18 lessons. They analysed documentation including the school's development plan and held meetings with governors, staff, groups of pupils and parents. They observed the school's work, analysed the responses to questionnaires from 123 parents, 56 pupils and 17 staff and looked at samples of pupils' work in books.

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

- the effectiveness of the Early Years Foundation Stage, particularly children's typical attainment on entry and provision for the outdoor curriculum
- the quality and consistency of teaching across the school
- the accuracy and rigour of the school's assessment and tracking systems
- the school's inclusion systems and procedures.

Information about the school

Little Reddings is a larger than average Foundation Primary school. About two thirds of the pupils are from a White British background and there is an above average and increasing proportion from other minority ethnic groups. The school has a higher than average number of pupils that move in and out of the school during the school year and a significant proportion of new arrivals speak limited or no English. The proportion of pupils with learning difficulties and/or disabilities is average. The school has been awarded Healthy Schools status, the Activemark and the Sportsmark.

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

This is a good school which has improved since the last inspection. It continues to do so under the strong leadership of the headteacher who, together with the excellent support of the deputy headteacher, provides a clear sense of purpose and direction, closely linked to school improvement. Parents are very supportive of the school. They like the positive family atmosphere and one parent wrote: 'My children all enjoy going to Little Reddings and have since their Nursery days and this is, I believe, due to a highly motivated and enthusiastic group of teachers.'

Pupils achieve well. The youngest children enter the school with overall levels of attainment broadly equivalent to those usually found but with communication and language skills below typical levels. Children get off to a good start in the Nursery and make good progress in the Early Years Foundation Stage because of the good teaching. However, although planning, provision and resourcing for the youngest children are good, opportunities for the Reception children to participate in the outdoor curriculum are currently limited.

Throughout the school all groups of pupils, including those with special educational needs and/or disabilities, and those with English as an additional language make good and often outstanding progress. Standards in the latest national tests were significantly above average at Year 2 and at Year 6. Arrangements for the evaluation and monitoring of teaching and learning are good and the quality of teaching is good overall as a result. Although a number of outstanding lessons were observed, in a small minority of lessons teachers did not plan and provide suitably challenging work for the range of ability groups within each class so that more able pupils were not always sufficiently challenged at the start of lessons.

Parents say their children enjoy coming to school and pupils agree, as one pupil wrote, 'I'm proud of my school and I'm very happy to be here'. However, although the majority of pupils attend school regularly and enthusiastically, attendance is only satisfactory due to a small number whose attendance is low. The school is working diligently, and with some success, to improve the attendance and punctuality of these pupils. Pupils have well-developed personal skills. They have a good understanding of how to keep safe and of the need for healthy lifestyles. A strong moral code is implicit within the school's ethos, and as a result, the school has an orderly, purposeful and caring atmosphere. This is reflected in pupils' outstanding behaviour and this, in turn, has a very positive effect on the good progress they make in lessons. Pupils are well-mannered and care for each other. Throughout the

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school, they work hard and conscientiously, without the need for constant adult intervention, both independently and cooperatively. Pupils have a wide range of responsibilities in the school and, through the work of the school council, they make a good contribution to the school community. Spiritual, moral, social and cultural development is good. Pupils develop effective workplace and social skills that will contribute well to their future economic well-being.

Little Reddings has very good links with other local schools, which it uses successfully to promote a broader range of curriculum and sporting activities for the pupils. Pupils particularly enjoy the good range of after-school activities and clubs, including physical activities. Pastoral care and safeguarding of pupils is good. Pupils' progress is tracked very carefully and their attainment is assessed accurately. Marking in most cases is up to date and supportive and gives pupils useful guidance on how well they have done and what they need to do next.

The school has a good understanding of how well it is doing and what it needs to do to improve, and this good self-evaluation contributes to the school's good capacity to maintain and sustain improvement.

What does the school need to do to improve further?

- Provide more opportunities for children in the Early Years Foundation Stage to develop their independent learning skills by improving provision for outdoor play in all weathers.
- Improve all teaching to the level of the best by ensuring teachers make better use of school tracking data when planning lessons so that the work given to more able pupils is sufficiently challenging.

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

From broadly average levels of attainment on entry, pupils make consistently good progress as they move through the school. Results in national tests at Year 2 and Year 6 show that pupils, across the range of abilities, are achieving well. Lesson observations confirm pupils' excellent behaviour and this ensures good relationships and a high level of attention and motivation in most lessons and the quality of learning and progress across the school, as a result, is good. Pupils with special educational needs and/or disabilities and those who speak English as an additional language make good and sometimes excellent progress because of the effective support provided by class teachers, teaching assistants and outside agencies. Late entrants to the school settle in really quickly and make good progress due to the school's excellent inclusion strategies.

Pupils understand what constitutes an unsafe situation and are confident that issues they raise will be dealt with promptly and effectively by the school. They behave considerately towards each other and respond quickly to any additional guidance

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from staff about how to conduct themselves. They work well together and individually without the need for constant reminders. Pupils are interested in the school's health promotion strategies and understand the main threats to their health and how they can be avoided. They are very proud of their school community. Pupils are given plenty of opportunities to practise leadership and to contribute to the local community and they willingly take on this responsibility. Pupils respect each others' needs and interests and are curious about the world around them, embracing new experiences enthusiastically. They are well-equipped for the future with their well-developed academic and social skills.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	2
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	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	2
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Teachers have strong subject knowledge which enthuses and challenges pupils and contributes to their good progress. All lessons are characterised by good relationships between pupils and adults and there is a positive atmosphere for learning across the school. Particularly good use is made of resources, including new technology, to motivate pupils and enhance their learning. Support by teaching assistants is well focused and makes a significant contribution to the quality of learning in most lessons. As a result of the school's good assessment procedures, in most cases, teachers plan well to meet the needs of the very wide range of age and ability of pupils in each class. However, a small number of lessons were observed where teachers' planning did not take sufficient account of the range of ability within the class so that, initially, work was too easy for the more able pupils. Teachers listen to, observe and question groups of pupils during lessons in order to improve

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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learning.

The curriculum is adjusted effectively to meet the needs of different ages and ability groups and a range of pupils with highly specific needs within the school. Extra-curricular enrichment opportunities are wide and varied and are much enjoyed by pupils. Pupils receive a good variety of exciting activities and experiences through visits, residential stays and visitors to school and the school works with a variety of partners to provide a good range of sporting activities.

The school's good and well-organised arrangements for the care of all pupils, including those with special educational needs and/or disabilities, contribute significantly to their good development and well-being and support their learning well. Individual education plans to support these pupils are child-friendly and appropriate. Pupils who speak English as an additional language and those who arrive from other schools benefit from excellent induction arrangements which support their learning very well.

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	2

How effective are leadership and management?

The strong and effective team of headteacher and deputy headteacher communicate high expectations to staff about securing improvement. They make good use of a range of rigorous monitoring activities. Performance management targets drawn from the outcomes of regular monitoring have resulted in consistently good teaching. Senior leaders have tackled key areas of weakness systematically and have secured significant improvement since the last inspection in tracking and assessment. Particularly impressive improvements have been made in the school's inclusion strategies under the excellent leadership of the deputy headteacher. All staff are strongly motivated and the school has a clear sense of direction including a strong commitment to improving provision even further. Subject coordinators are very enthusiastic about their developing roles. Teamwork is promoted strongly and is reflected in the school's well-focused improvement plan.

The governors fulfil their roles well and have a good overview of the school's work and future priorities. The school has a very positive relationship with parents and regularly asks for their views and acts on the responses. This effective liaison with parents and carers contributes to improvements in pupils' achievement, well-being and development. Effective partnerships with local schools and community

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organisations allow pupils to enjoy a range of experiences the school cannot provide. This fully inclusive school ensures that all pupils have equal opportunities. All pupils in the school are treated as equals and the progress and attainment of the many different groups in the school are tracked regularly and rigorously. The school has good procedures for safeguarding pupils which meet recommended good practice across all areas of its work and are in line with government requirements. The school has strong and developing links with schools and organisations both locally and overseas and pupils have collected funds which have provided a new roof for a school in Zambia. However, the school realises there is a need to contribute to community cohesion further afield in the United Kingdom and has good plans in place to do so.

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
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

Children in the Early Years Foundation Stage clearly enjoy school and have settled into the routines well, playing happily together and individually. They undertake a variety of whole class and group activities and, in most cases, cooperate well when working with others. They delight in learning and seeing new things and make good progress in developing their skills and knowledge across a wide range of areas. Their overall achievement is good. There are very good relationships with parents and carers through daily contact at the start and end of each day. Pastoral care and welfare arrangements are effective. Consequently, children are safe, well cared-for and aware of how to be healthy. Children with special educational needs and/or disabilities are identified quickly, are well-supported and are integrated well into all activities. A strong emphasis is placed on developing children's language and communication skills at every opportunity.

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Provision for the outdoor curriculum is good in the Nursery where children have free access to a large, secure outdoor area with a good range of free-choice and adult-led activities. This allows children to explore things with purpose and challenge. However, provision for the outdoor curriculum is more limited in the two Reception classes. This restricts children’s free-choice and limits the development of their independent learning skills. Leadership of the Early Years Foundation Stage is effective and provides clear direction for the team. Adults have a good knowledge of the learning, development and welfare requirements for the Early Years Foundation Stage. There are good systems for the long-term assessment and tracking of children's progress and planning builds securely on teachers' accurate assessments of children's needs. All staff monitor and record children's progress on a day to day basis effectively and observations and achievements are recorded in individual pupil profiles.

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

Views of parents and carers

Almost all parents who responded to the questionnaire are extremely satisfied with the school, a response which reflects the school's strong links with parents. All but one parent believe that teaching is good at the school and are happy with their child's experience at the school. In all other aspects, more than 95% of parents responding had positive views.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Little Reddings 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.

The inspection team received 123 completed questionnaires by the end of the on-site inspection. In total, there are 328 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	86	70	34	28	3	2	0	0
The school keeps my child safe	97	79	26	21	0	0	0	0
The school informs me about my child's progress	84	68	37	30	1	1	1	1
My child is making enough progress at this school	79	64	39	32	4	3	0	0
The teaching is good at this school	87	71	33	27	1	1	0	0
The school helps me to support my child's learning	71	58	44	36	4	3	0	0
The school helps my child to have a healthy lifestyle	67	54	53	43	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)	63	51	53	43	0	0	0	0
The school meets my child's particular needs	71	58	45	37	4	3	1	1
The school deals effectively with unacceptable behaviour	74	60	47	38	0	0	1	1
The school takes account of my suggestions and concerns	61	50	54	44	1	1	1	1
The school is led and managed effectively	84	68	34	28	0	0	1	1
Overall, I am happy with my child's experience at this school	93	76	29	24	1	1	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 all 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 pupils' 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.



21 January 2010

Dear Pupils

Inspection of Little Reddings Primary School, Bushey WD23 3PR

I would like to thank you for your help during the recent inspection of your school. My colleagues and I very much enjoyed our visit. We enjoyed watching lessons and talking to some of you. You attend a good school that is a very happy and friendly place. It is like that because your headteacher and staff are leading the school well. They care for you very well and give you good support to enable you to learn and enjoy your lessons. They make sure that you understand how to look after yourselves and keep safe and you do this well. You told us that you really like your school and there are lots of things to do and enjoy. We agree with you. Your behaviour is excellent. You work hard and try to succeed in all that you do. Well done!

We have asked your school to do two things that we feel will help to improve the school:

- provide more chances for the Reception children to play outside in all weathers
- ensure teachers make better use of their knowledge of what each of you can do to plan work to match your abilities and in particular to make sure that work is not too easy.

I wish you well in your future education.

Yours sincerely

Clive Lewis
Lead Inspector

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