

Inspection of a good school: Sileby Redlands Community Primary School

King Street, Sileby, Loughborough, Leicestershire LE12 7LZ

Inspection dates:

4–5 February 2020

Outcome

Sileby Redlands Community Primary School continues to be a good school.

What is it like to attend this school?

Pupils are happy and enjoy coming to this school. They behave well in lessons and enjoy the topics that their teachers plan for them. Pupils say that bullying is rare and are confident that staff would deal with it effectively should it occur.

Pupils get a good education. They are very positive about their learning. They want to do well. They know that staff expect them to try hard in lessons.

Pupils appreciate all that the school has to offer, including clubs such as art, dodgeball and running, and going on residential trips. They are keen to take on roles and responsibilities. The class ambassadors I spoke with were both polite and enthusiastic when explaining what they were currently learning.

Pupils are helped and encouraged to develop life skills such as resilience and respect, which are examples of the 'Redland's 6 Rs'. Pupils wear the associated school badges they have earned with pride.

What does the school do well and what does it need to do better?

Leaders have continued to improve the school since the last inspection. A new behaviour policy has been adopted. It is understood and applied consistently by all staff. Pupils say that it is fair, and both pupils and staff report that it has led to a big improvement in pupils' behaviour. This is confirmed in the school's behaviour logs. I saw pupils consistently attentive and engaged in their learning.

Staff work well together as a close team so that they can meet the needs of all pupils. They say that leaders support them and make their workload manageable.

Pupils achieve well. Staff waste no time in teaching children to read, doing this from the start of Reception. Children learn to recognise sounds and blend them fluently so that they can read words. Pupils in key stage 1 learn to decode well and read simple texts.

Teachers make sure that the books pupils read match the sounds which they know. Older pupils read longer, more challenging texts. Pupils who need help to catch up in reading are supported well. Leaders want pupils to enjoy reading. They provide lots of opportunities for pupils to read and to develop their vocabulary. Teachers read to all pupils regularly. Leaders have made recent improvements to the reading curriculum. They need to ensure that these are fully embedded across the school.

The mathematics curriculum is strong across the school. Leaders and teachers know the knowledge pupils need to have, and lessons build this over time. Young children quickly develop a strong understanding of numbers. Older pupils are given regular opportunities to practise basic arithmetic and to learn their multiplication tables. Pupils tackle lots of problem solving which allows them to use their mathematical skills well. Pupils said that they feel challenged and that they are given help when they find something difficult.

Science is taught through cross-curricular themes, and its ambition matches that of the national curriculum. For example, in Year 4, pupils prepare presentations of how the digestive system works, showing good understanding about teeth and the oesophagus. However, the subject is not planned as effectively as it could be. Lessons are not always delivered in sequences that teach pupils the knowledge they need at the right points. This risks pupils not being able to build on what they have learned before.

Leaders have provided training for teachers to increase their subject knowledge and expertise. Leaders have made good progress in designing a broad and interesting curriculum which pupils enjoy. Pupils' recorded work is detailed and well presented.

Teachers ensure that pupils with special educational needs and/or disabilities (SEND) are supported well in lessons. Time is spent with pupils who need additional support to ensure that they keep up. As a result, pupils with SEND achieve well. Leaders make sure that all pupils can take part in all the activities on offer.

Pupils learn about faiths and cultures that are different to their own. They become class ambassadors. They enjoy taking part in the clubs available to them. They are particularly enthusiastic about the chance to attend several residential visits over different school years.

Safeguarding

The arrangements for safeguarding are effective.

Staff understand their responsibilities to safeguard and care for pupils. Staff receive regular training and are vigilant. Leaders are quick to act on any concerns they receive. They make timely referrals for early help and are tenacious in seeking the right support for pupils. They work well with external agencies and families. Detailed checks take place to make sure that staff and visitors are suitable to work with children.

Pupils are taught to keep safe in a range of situations, including when using the internet or social media. Pupils report they feel safe in school.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The revised curriculum for reading is ensuring that current pupils are achieving well, but the adjustments leaders have made are relatively recent. Leaders should check that the curriculum is securely and consistently embedded in all classes so that pupils continue to gain the knowledge and skills they need.
- The science curriculum is not consistently planned in sequences that build explicitly on what has been previously taught. This risks pupils not knowing and remembering all they need to. Leaders should make sure that lessons are structured so that they deliver and build the necessary knowledge for future learning.

Background

When we have judged a school to be good we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good school or non-exempt outstanding school. We do not give graded judgements on a section 8 inspection. However, if we find some evidence that the school could now be better than good or that standards may be declining, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will convert the section 8 inspection to a section 5 inspection immediately.

This is the first section 8 inspection since we judged Sileby Redlands Community Primary School to be good on 19–20 April 2016.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	140101
Local authority	Leicestershire
Inspection number	10121255
Type of school	Primary
School category	Academy community
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	362
Appropriate authority	Board of trustees
Chair of trust	David Williams
Headteacher	Michelle Tobin
Website	www.redlands.org.uk
Date of previous inspection	19–20 April 2016

Information about this school

- The school is a member of the Discovery Schools Academy Trust.

Information about this inspection

- In order to judge whether the school continues to be good, I focused the inspection on specific subjects of the curriculum. I did deep dives in reading, mathematics and science. This involved meeting with senior and subject leaders, scrutinising curriculum planning, and visiting lessons where pupils were learning these subjects. I met pupils from the lessons and looked at their work in these and in other subjects. I met with teachers about the curriculum they were delivering. I heard pupils read books.
- In addition, I spoke with members of the advisory board, and met pupils and parents. I considered responses to Ofsted Parent View, and the responses from the Ofsted staff questionnaire.
- In order to judge the effectiveness of safeguarding, I read the school's relevant policies, scrutinised the single central record, checked the school's procedures for the safe recruitment of staff and interviewed the designated lead for safeguarding. I also spoke with staff to check details of their safeguarding knowledge and training, that they understood the importance of their responsibility to report any safeguarding concerns without delay, and whether they knew the procedure to do this. I checked

samples of safeguarding records and spoke with parents about their child's safety at the school.

Inspection team

John Savage, lead inspector

Ofsted Inspector

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