

In September 2016 the school was judged by Ofsted to be 'Good'. The school still considers itself to be good for the following reasons:

**The Effectiveness of Leadership and Management is evaluated as 'good'**

The quality of management and succession planning is a strong feature of the school. The senior leadership team has been structured to ensure continuity and to sustain the successes of the school. Senior leaders are held in high regard by staff, pupils and parents; they lead by example and are self-reflective. They have a very clear vision and ambition for what sort of place the school should be and have established a shared culture of high expectations, both in terms of what pupils can and should achieve and how they should behave. Since the last inspection, the leadership team has been restructured. From September 2018, a new Head has been appointed (the previous Acting Headteacher), and two Assistant Heads (previous Middle Leaders). We have a non-teaching SENCo who works four days a week.

**The Quality of Teaching, Learning and Assessment is evaluated as 'good'**

Our children enjoy learning, and are engaged in a rich curriculum. Effective teaching ensures good outcomes for pupils. Subject leaders monitor the quality of teaching in core subjects, through joint observations and professional dialogues. Subsequently all teachers have a shared understanding of what makes teaching effective and what impacts on learning. Teachers are reflective about their own and others' practice, and strengths are consistent across the school.

**Personal Development, Behaviour and Welfare is evaluated as 'good'**

We are very proud of our pupils at Redland School. They are confident learners and act as ambassadors for the school ethos and what the school represents. We are fully committed to providing a safe and secure environment for all our pupils and staff. Pupils in the school are courteous, well-mannered and display positive behaviours.

**Outcomes for pupils are evaluated as 'good'**

Outcomes for pupils at Redland School are consistently good, as reflected in KS1 and KS2 results. As a school we encourage good learning attitudes for all our pupils. Assessment information is effectively used to monitor attainment and progress for all pupils. We identify groups and individuals for targeted intervention and additional support, in order to maintain the good and accelerated rates of progress, and to raise the overall attainment of all groups to meet our high expectations of pupil achievement.

**The Effectiveness of the Early Years Provision is evaluated as 'good'**

Children in Early Years start their school journey through well managed induction and transition from their pre-school settings. The engagement with parents is focused on the children's learning and development, and this is quickly established from the start of the school year. In line with the ethos of the school, there is a focus on providing a rich and creative curriculum, and developing good learning attitudes coupled with high expectations of progress and attainment. Children are well prepared for their transition into KS1.

**The school is committed to the safeguarding of all its pupils and its policies and procedures are such that safeguarding is effective.**

**There is good provision for pupils' spiritual, moral, social and cultural development.**