

# Inspection of Sileby Redlands Community Primary School

King Street, Sileby, Loughborough, Leicestershire LE12 7LZ

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Inspection dates:	12 and 13 November 2024
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Good

The headteacher of this school is Michelle Rosenitsch. This school is part of Discovery Schools Academy Trust, which means that other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Paul Stone, and overseen by a board of trustees, chaired by Paul Bettsworth.

## **What is it like to attend this school?**

Pupils love their school. They speak enthusiastically about their lessons and their teachers. They strive to live out the 'Redland Rs' that identify the characteristics the school wants pupils to develop. Pupils are diligent, confident and respectful. They are optimistic about their future. They say that they want to be fashion designers, psychiatrists, actors and kickboxing teachers.

The school is ambitious that all pupils will achieve well. Pupils meet these expectations. This ambition extends well beyond academic success. The school's vision is that every pupil will be well prepared for later life. Pupils' personal development is a great strength of the school.

Pupils learn to behave well. This good work begins in the early years, where children quickly learn school routines and how to get on well with each other. Across the school, pupils trust their teachers will always be there to help them if they have a problem.

The school is a close-knit community. It has built positive relationships with pupils and their families. Parents value the support their children receive. Many comment about the kindness and approachability of staff. Pupils, parents and staff agree the school is a safe and happy place.

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

The school's curriculum is broad and ambitious. It has been designed with pupils' needs and the school's context in mind. For example, in history pupils study key events and important people from the past, as well as learning about the impact of industry on their local area.

The school has recently reviewed many of the subjects within the wider curriculum. These set out precisely what pupils will learn, and when. In each subject, the curriculum begins in the early years and is designed so that knowledge builds up over time. In some subjects, the impact of this recent work to develop the curriculum is not as evident. It is not yet clear what pupils know and remember in these subjects.

Teachers receive significant time and support to ensure they are knowledgeable and have the skills they need to deliver the curriculum well. They provide pupils with learning activities that help them to acquire the intended knowledge. Sometimes, in the early years, children do not have enough time to practise their independent learning tasks. At other times, they are asked to wait too long before moving on to new learning.

The school is committed to ensuring that every pupil can access the curriculum. Reading is at the heart of this work. Children begin to learn phonics as soon as they start in the Reception Year. Staff are reading experts. They check that every pupil is keeping up as new sounds are introduced. Pupils who struggle are given swift and targeted support. As a result, pupils become increasingly confident and fluent readers. They recommend a wide range of book titles and authors they enjoy.

The school identifies pupils with special educational needs and/or disabilities (SEND) without delay. Pupils' needs are met because teachers make appropriate adaptations that help pupils to learn as well as they can. The school works tirelessly to ensure they remove any barriers that may prevent pupils with SEND from learning the same curriculum as their peers.

The school's approach to managing behaviour motivates pupils to behave well. Pupils are keen to receive a badge to show they have exhibited one of the 'Redland Rs' or have their name added to 'the golden book'. They also understand the consequences when their behaviour does not live up to the school's high expectations. As a result, the school is a calm and orderly place. Most pupils attend school well.

The school's personal development offer is exceptional. It has been designed with meticulous care. All pupils benefit from a vast array of clubs, visits and opportunities, which add significantly to the curriculum. Every possible chance is taken to extend pupils' learning. For example, pupils visit a local canal as part of their history topic and at the same time learn how to stay safe around water. Pupils demonstrate a genuine empathy for others. They understand that everyone is different and that discrimination is never acceptable. Pupils are the best possible advocates for the school.

The local advisory board are active in the life of the school. They ask the right questions to ensure the school is making the right decisions for all pupils. The trust provides effective support. Staff enjoy their roles in school and work together well. They appreciate that leaders consider their workload and well-being.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

### **(Information for the school and appropriate authority)**

- The school has recently reviewed a number of subjects in the wider curriculum. While these set out what pupils will learn, more time is needed for leaders to assure themselves that pupils are benefitting from the changes that have been made in some subjects. The school should ensure that each new curriculum is successfully embedded and implemented well to help pupils know and remember more of the intended curriculum.
- Sometimes, the independent tasks that children are given in the early years do not effectively support the intended learning. Children do not consistently have the opportunity to sufficiently practise and rehearse their learning. At times, they complete tasks and are not directed to move on to new learning quickly enough. The school should ensure that the tasks given to children in the early years maximise their learning potential and allow them sufficient time to practise.

## 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 information from Ofsted Parent View 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.

## Further information

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

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	140101
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	10347579
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	388
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Richard Bettsworth
<b>CEO of the trust</b>	Paul Stone
<b>Headteacher</b>	Michelle Rosenitsch
<b>Website</b>	<a href="http://www.redlands.org.uk">www.redlands.org.uk</a>
<b>Dates of previous inspection</b>	4 and 5 February 2020, under section 8 of the Education Act 2005

## Information about this school

- The school is part of Discovery Schools Academy Trust.
- The deputy headteacher and assistant headteacher, who is also the special educational needs coordinator, were appointed in September 2024.
- The school runs its own before- and after-school clubs.
- The school does not use alternative provision.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form

provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher and other members of the senior leadership team. The lead inspector met with a representative of the trust and the chair of the local advisory board.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, computing and history. For each deep dive, inspectors met with subject leaders, considered curriculum plans, visited lessons, spoke to teachers and pupils and looked at samples of pupils' work. Further curriculum plans, schemes of work and examples of pupils' work in these subjects were reviewed. The lead inspector listened to pupils reading to a familiar adult.
- To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors observed pupils' behaviour in lessons and around the school site. In addition, they met with pupils, formally and informally, to hear their views.
- Inspectors considered the responses to Ofsted Parent View, including the free-text responses and met with parents at the school gate. They also took into consideration the responses to the Ofsted online surveys for pupils and staff.

## **Inspection team**

Caroline Poole, lead inspector

His Majesty's Inspector

Ian Toon

Ofsted Inspector

Chrissie Barrington

Ofsted Inspector

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Piccadilly Gate  
Store Street  
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