

Inspection of a good school: Redland Primary School

Brook Street, Chippenham, Wiltshire SN14 0JE

Inspection dates: 18 and 19 January 2022

Outcome

Redland Primary School continues to be a good school.

What is it like to attend this school?

Redland Primary School has a welcoming and inclusive environment. Parents are very positive about the school. Many commented on the commitment and kindness of the staff. Pupils said that they enjoy coming to school, and consequently attend well.

Pupils enjoy a broad and varied curriculum. Staff give pupils many rich learning experiences. Leaders have recently invested in the outdoor learning provision for all classes. Pupils are keen to talk about their learning. They are proud of their work.

Staff have high expectations for pupils' behaviour. As a result, pupils' conduct in and out of lessons is good. Pupils benefit from high-quality relationships with staff. They said they feel their teachers care about them.

Pupils are kind and considerate. They know how to have healthy relationships with their peers. Pupils said that incidents of bullying are rare. When they do occur, pupils know to report them to a staff member. Some pupils shared examples of when this has happened. They said that staff dealt with it quickly and sensitively.

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

In recent years, leaders have redeveloped the curriculum. These changes have ensured full coverage of the national curriculum for the mixed-aged classes. The curriculum is well sequenced. Leaders and teachers have secure subject knowledge as a result of the training they have had.

Leaders have recently introduced a new early reading programme. The programme is initially being delivered in the early years foundation stage. Children in this class are gaining the phonic knowledge they need to read accurately and fluently. Any children who fall behind are identified quickly, and given the support they need. Leaders check how well pupils in Years 1 and 2 know and remember their phonic knowledge. Pupils receive additional support when needed. Teachers check pupils' reading skills and knowledge

across the school systematically. As a result, leaders know that some pupils in key stage 2 do not read as well as they should. They have plans to address this by the end of the year.

Reading and writing activities are based on class books that are carefully chosen by leaders. The books help to expand pupils' use of new and interesting words. They are often linked to the wider curriculum topics being studied. For example, pupils in Years 4 and 5 read 'The Boy with the Bronze Axe' when studying the Bronze Age in history.

Teachers use the clearly sequenced curriculum to plan learning activities carefully, so as to build on pupils' knowledge and help them to make links. For example, pupils in Years 3 and 4 study the Second World War, and in Years 5 and 6 pupils study rebuilding Britain. Teachers regularly check that pupils remember their prior learning. As a result, pupils can recall the essential knowledge they are taught, and progress through the curriculum well.

Pupils with special educational needs and/or disabilities (SEND) benefit from the same curriculum as their peers. Pupils with SEND are successful in their learning. They know how the support they receive helps break down the learning into small steps to help them learn new knowledge. For example, Year 6 pupils are shown how to use efficient calculation methods in mathematics to check their working out and final answer.

Staff recognise the importance of promoting pupils' emotional well-being. Pupils benefit from a wide range of activities within the curriculum and beyond. Many pupils were able to give examples of how this extra support had helped them overcome difficulties in school and at home.

Leaders are committed to the school, its pupils and staff. They are mindful of well-being, and consider this to ensure that the staff's workload is manageable. Governors have a good understanding of the school. They meet with leaders regularly, and provide ongoing support and challenge to drive the school forward. However, governors recognise that their monitoring of the quality of the curriculum is underdeveloped.

Safeguarding

The arrangements for safeguarding are effective.

Pupils said that they feel safe. They learn how to keep themselves and others safe. Pupils know what to do and where to seek help if they have any concerns.

Staff understand how to keep children safe. They are well informed as the result of regular training. Staff are aware of the signs of potential abuse or harm.

Leaders have effective systems and processes for reporting and reviewing safeguarding concerns. These systems allow leaders to have clear oversight of concerns and to respond quickly. Leaders escalate concerns to external agencies when necessary, to help families get the help they need. Governors are aware of their safeguarding duties, and carry these out diligently.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some pupils in key stage 2 do not have the skills and knowledge to decode and comprehend what they read well enough. Support for these pupils is not focused and well-sequenced to develop their reading. As a result, these pupils do not catch up quickly. Leaders need to ensure that pupils who need to catch up benefit from high-quality reading teaching and support that meet their individual needs.

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 or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, 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 deem the section 8 inspection as a section 5 inspection immediately.

This is the second section 8 inspection since we judged the school to be good in July 2012.

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.

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	126260
Local authority	Wiltshire
Inspection number	10200108
Type of school	Primary
School category	Maintained
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	297
Appropriate authority	The governing body
Chair of governing body	Gerard Hilderly
Headteacher	Veronika Joy
Website	www.redland.wilts.sch.uk
Date of previous inspection	27 September 2016, under section 8 of the Education Act 2005

Information about this school

- There is a breakfast and after-school club for pupils who attend the school.
- The school does not use alternative provision.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Very occasionally, Ofsted's quality assurance process may suggest gaps in the inspection evidence base, which will cause Ofsted to conclude that the inspection is incomplete. This happened at Redland Primary School. One of Her Majesty's Inspectors returned to the school on 4 February 2022 to gather additional information to secure the evidence base. In such cases, the inspection report is not published until Ofsted is satisfied that the inspection is secure.
- Inspectors met with the headteacher; assistant headteachers; the special educational needs coordinator; subject leaders; groups of teaching and support staff;

representatives from the governing body, including the chair; and the school improvement adviser from the local authority.

- Inspectors conducted deep dives in early reading, mathematics, history and physical education. They discussed the curriculum with subject leaders, staff and pupils, and visited lessons and looked at pupils' work.
- The lead inspector listened to pupils in the early years and key stages 1 and 2 read to an adult.
- Inspectors evaluated the effectiveness of safeguarding. They looked at the school's single central record and records of concerns, and at how staff work to keep pupils safe.
- Inspectors observed pupils' behaviour in lessons and around the school site. In addition, they met with pupils informally and formally to hear their views.
- Inspectors considered 29 responses to the Ofsted online survey, Parent View, including 18 free-text responses. They also looked at 37 responses to the pupil survey and 34 responses to the staff survey.

Inspection team

Jen Gibbs, lead inspector

Her Majesty's Inspector

Marie Thomas

Her Majesty's Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022