

Redland Primary School

Inspection report

Unique reference number	126260
Local authority	Wiltshire
Inspection number	381199
Inspection dates	10–11 July 2012
Lead inspector	James Henry

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	290
Appropriate authority	The governing body
Chair	Meg Gomersall
Headteacher	Hilary Walton
Date of previous school inspection	17 October 2006
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Age group	4–11
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Introduction

Inspection team

James Henry Additional inspector

Laurie Lewin Additional inspector

Jill Arnold Additional inspector

This inspection was carried out with two days' notice. The inspectors visited 20 lessons and part-lessons and observed 10 teachers. Meetings were held with senior teachers, a group of pupils and a member of the governing body. Inspectors took account of the responses to the on-line Parent View survey in planning the inspection, observed the school's work, and looked at school improvement plans, self-evaluation documents, minutes of governing body meetings, records relating to pupils' behaviour and policies and procedures to safeguard pupils. Inspectors reviewed and analysed pupil and staff questionnaires as well as 177 parent and carer questionnaires.

Information about the school

Redland is slightly larger than the average-sized primary school. The proportion of pupils known to be eligible for free school meals is lower than the national average. The proportion of disabled pupils and those with special educational needs, including those supported by the school or with a statement of special educational needs, is broadly average. The school meets the floor standards set by the government as the minimum requirement for pupils' attainment and progress. Most pupils are from White British heritage and speak English as their first language. There is a nursery on the school site that is not managed by the governing body and was not part of this inspection.

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	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	2
Leadership and management	2

Key findings

- This is a good school. It is not yet outstanding because progress slows for some pupils in Years 3 and 4, especially in mathematics, and subject leaders do not consistently monitor the quality of teaching. There are many strengths, including the outstanding provision in the Early Years Foundation Stage.
- Pupils' achievement is good because pupils make good progress overall across the school and leave with above average attainment. Disabled pupils and those with special educational needs make good progress because they are supported well in lessons by teaching assistants.
- Teaching is good and there are examples of outstanding teaching, especially in the Early Years Foundation Stage. Lessons are planned well with activities that meet the needs of different groups of pupils. However, there are occasions when teaching assistants are not fully utilised by teachers at the beginning of lessons. Opportunities are sometimes missed for more able pupils to begin work quickly in order to learn independently.
- Behaviour is good in lessons and around the school as are attitudes to learning. Relationships between pupils and staff are strong with pupils feeling safe and keen to learn. Behaviour is not outstanding because pupils do not have enough opportunities to develop their self-discipline and become adept at managing their own behaviour.
- The headteacher and senior leaders monitor effectively the quality of teaching and hold staff to account through regular pupil progress meetings. This allows senior leaders to manage the performance of staff and track pupils' progress to identify any who may be falling behind and provide appropriate intervention strategies. While these intervention strategies are effective in mathematics in Key Stage 1 and across the school in reading and writing, they are not fully embedded in mathematics in Key Stage 2. The good curriculum supports the pupils' spiritual, moral, cultural and social development well.

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What does the school need to do to improve further?

- Increase the rate at which pupils learn in mathematics in Years 3 and 4 by:
 - strengthening pupils' understanding of basic number work
 - developing pupils' use and understanding of mathematical vocabulary
 - increasing pupils' ability to apply their practical mathematical skills independently.
- Strengthen the role of subject leaders by:
 - increasing their monitoring of teaching and learning across the school
 - ensuring feedback enables the good practice already in place to be consistently shared with all staff.

Main report

Achievement of pupils

From below expected starting points when they enter school, children make rapid progress across the Early Years Foundation Stage, especially in developing their early reading and language skills. They enter Year 1 with skills and abilities at least in line with that expected. In Key Stage 1 and Key Stage 2 pupils, including disabled pupils and those with special educational needs, make good progress, especially in reading and writing. Consequently, the large majority of groups of pupils leave with above average attainment. However, as identified by the school, there are areas where progress is inconsistent, particularly in mathematics where progress slows for some pupils in Years 3 and 4. This is because some pupils lack the confidence to apply their practical mathematical skills without support, especially the use and understanding of mathematical language and basic number.

The school is closing the gap between different groups of pupils, including those known to be eligible for free school meals, and pupils nationally, especially in English. This is partly due to the school identifying and providing extra support for pupils who underachieve, especially in reading and writing. Extra support for pupils in mathematics in Years 1 and 2 is particularly effective in increasing the rate at which they learn, but this is not embedded across Key Stage 2. Pupils' attainment in reading is above the national average by the end of Year 2 and by the time pupils leave the school at the end of Year 6.

Almost all the parents and carers who responded to the questionnaire felt that their child was making good progress. This is an accurate perception because pupils enjoy their learning and make good progress in lessons. One pupil commented, 'We have lots of opportunities to do fancy learning things!' For example, older pupils were developing their language and writing skills by discussing and then re-writing a text from a different perspective. They were involved in deciding the factors that would be needed to produce a successful piece of writing. Pupils are consistently given opportunities in lessons to learn from each other. In a mathematics lesson, pupils

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used the Olympic symbol to put numbers into the different rings to make a given total. This not only challenged pupils' reasoning skills but also developed their ability to cooperate, discuss and agree a solution.

Quality of teaching

Teaching is good. Almost all the parents and carers who responded to the questionnaire felt that their child was taught well. This is an accurate point of view because, while teaching is typically good, there are a few examples of outstanding teaching, especially in the Early Years Foundation Stage. Lessons are planned well to meet the needs of different groups, including disabled pupils and those with special educational needs, with teachers assessing pupils' learning to provide challenging activities. For example, pupils in a mixed Years 2 and 3 class were given tasks, appropriate for their age and ability, to find patterns when adding numbers. Pupils of all abilities were challenged and learned at a fast pace, especially in developing their reasoning and number skills. However, in some lessons, opportunities are missed to allow more able pupils to quickly settle to learn independently rather than listen to teachers explain other activities to the rest of the class. This slows the pace of their learning. Disabled pupils and those with special educational needs are fully involved in lessons because they are supported well in their learning by teaching assistants. While teachers' planning identifies where teaching assistants are to be used to support pupils' learning, there are occasions when they are not fully utilised during the introduction to lessons.

Teachers know their pupils well and monitor their progress through regular assessments and formal tests. This information is used to identify any pupil's underperformance and to provide appropriate support when necessary. Pupils' work is marked well with comments to help pupils improve. In particular, older pupils are given the opportunity to respond and practise the recommended suggestions in future work.

Reading is taught well with pupils heard reading on a regular basis. Consequently, pupils are confident in breaking down sounds and at attempting to read unfamiliar words. They show a genuine interest and enthusiasm for reading and can confidently re-tell their favourite stories.

Pupils cooperate well with staff and each other. Teachers provide good role models for pupils and give them ample opportunities to work and learn from each other. As a result, teaching is effective in promoting pupils' spiritual, moral, social and cultural development as well as raising their academic achievement.

Behaviour and safety of pupils

Behaviour is good. The overwhelming majority of parents and carers who returned the questionnaire felt that the school kept their child safe, that behaviour is good and the very large majority thought that the school dealt effectively with different forms of bullying. This is supported by pupils' views because almost all of the pupils replied

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in their questionnaire that they felt safe, were happy to come to school and that the school dealt well with any bullying. This reflects the findings of the inspection. Behaviour is typically good, with very little disruption to learning in lessons. Pupils are eager to learn and show respect and courtesy to each other and all the staff in school. Pupils had a good understanding of the meaning of bullying, said that bullying of any kind was very rare and they had every confidence in staff to deal with any problems. They said that, while some pupils occasionally played rough games, usually, 'Everyone gets on well together.' Teachers have high expectations of pupils. As well as strong pastoral care, staff are consistent in managing pupils' behaviour, with a focus on promoting good behaviour through using whole-school systems, such as Star of the Week. This allows all groups of pupils to feel valued members of the school community.

The school helps pupils understand the importance of keeping themselves safe. For example, e-safety is taught through the information and communication technology curriculum. Pupils are involved in developing the school rules in assembly at the beginning of a school year. While pupils behave very well, they are not given sufficient opportunities to develop their ability to become adept at consistently managing their own behaviour. Attendance is above average for all groups of pupils.

Leadership and management

High expectations for all aspects of the school's work are shared by leaders at all levels, including the governing body. Senior leaders, led by the headteacher, effectively monitor the quality of teaching and pupils' achievement. This ensures that the good and, on occasions, better quality of teaching is maintained consistently, resulting in pupils making good progress over a sustained period of time. While the role of senior leaders is embedded, subject leaders are not fully involved in monitoring the quality of teaching. As a result, opportunities are missed to identify and share the best practice in teaching that exists in the school. There is an effective whole-school approach to tracking pupils' progress that senior leaders use to hold teachers to account for their performance through pupil progress meetings. Consequently, teachers identify and support pupils who may be falling behind. The school has a positive drive to ensure teachers and other staff develop their skills through appropriate training. For example, several teachers have completed leadership training with the National College for School Leadership. This builds the leadership capacity in the school. Teaching assistants have received training on different aspects of special educational needs and this has a positive impact on their ability to support pupils in lessons.

The governing body visits the school on a regular basis to review lessons and has a wide range of skills that is used to provide challenge, as well as support, for senior leaders about the performance of the school. There are effective arrangements to safeguard pupils and the school's safeguarding procedures meet all requirements. There are clear roles and responsibilities regarding safeguarding with a designated child protection officer. Staff receive appropriate training to recognise possible child protection issues. Members of the governing body have undertaken Safer

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Recruitment, placing safeguarding as a priority when employing staff.

The good curriculum is based on a two-year cycle and is broad and balanced to meet the needs of different groups of pupils. Extensive extracurricular creative and sporting activities, links with different organisations and schools abroad, as well as activities such as *Mind Movers* that develop pupils' personal confidence, enhance the curriculum and effectively promote pupils' spiritual, moral, social and emotional development. The school's commitment to promote equality and tackle discrimination is clearly shown by disabled pupils and those with special educational needs being effectively supported in their learning and by being valued and fully integrated in all school activities.

The school has the capacity to improve further because senior leaders monitor effectively the quality of teaching so that it continues to be good, with some examples of outstanding teaching. Pupil achievement has been maintained over a sustained period of time and the gap between different groups of pupils, especially those known to be eligible for free school meals, is closing, particularly in English.

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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Floor standards	the national minimum expectation of attainment and progression measures.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.



12 July 2012

Dear Pupils

Inspection of Redland Primary School, Chippenham SN14 0EJ

Thank you for welcoming us when we visited your school. We enjoyed meeting and talking to you and watching you learn in lessons. Your school gives you a good standard of education. You told us that you enjoyed school because you felt safe, that bullying was very rare and you had confidence in all the adults to help with any worries or problems. Here are some of the other things we found out about your school:

- You make good progress in reading, writing and mathematics, although when pupils reach Year 3 and Year 4 their progress, especially in mathematics, slows down.
- Teaching is good with some outstanding teaching, especially in the Early Years Foundation Stage.
- You enjoy school, behave well and are keen to learn.
- While the headteacher and other senior teachers check to make sure teaching is good, other teachers who are in charge of different subjects do not and then opportunities for teachers to share good ideas are missed.

To help your school get even better we have asked teachers and other adults to:

- make sure that when pupils get to Year 3 and Year 4 they all make good progress in mathematics by helping them to become more confident in using their number skills in lessons.
- make sure teachers who look after different subjects check that teaching is good in their subjects and then share any good ideas that they see.

You can help by continuing to work hard and helping each other to learn in lessons.

Yours sincerely

James Henry
Lead inspector

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