

# Inspection of a good school: Red Oaks Primary School

Redhouse Way, Swindon, Wiltshire SN25 2AN

---

Inspection dates:

24 and 25 January 2024

## Outcome

There has been no change to this school's overall judgement of good as a result of this ungraded (section 8) inspection. However, the evidence gathered suggests that the inspection grade might be outstanding if a graded (section 5) inspection were carried out now. The school's next inspection will be a graded inspection.

The headteacher of this school is Emily Maxfield. This school is part of The Park Academies Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, James Nicholson, and overseen by a board of trustees, chaired by Matthew Dixon.

## What is it like to attend this school?

Red Oaks Primary School is an inclusive, welcoming place to learn. The school's values, 'aspire, achieve, grow', are a fundamental part of the school day for every pupil. Parents appreciate the positive experiences the school provides. Many comment on the attention, care and nurture staff show towards pupils. Parents are overwhelmingly positive.

The school has high expectations for everyone, including pupils with special educational needs and/or disabilities (SEND). Staff form supportive relationships with pupils and their families. Older pupils act as excellent role models for others. As a result, pupils become articulate learners who are thoughtful and kind to one another. Pupils feel safe. They behave exceptionally well, both in and outside the classroom. Consequently, the school is a purposeful and calm place to learn.

Pupils thrive on the wealth of experiences and opportunities the school provides to support their development. The curriculum is broad and ambitious. Pupils learn to be reflective and empathetic. The school encourages pupils to have a voice through the leadership opportunities on offer. Pupils say these roles help them to make a difference to the school and community. Pupils enjoy the wide range of clubs on offer, such as music, sport and art.

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

The school has the highest ambitions for all its pupils. Leaders and staff are persistent in their drive to improve all areas of the school. The curriculum is coherent and well sequenced. It is designed exceptionally well. Leaders have considered carefully what pupils will learn and by when. As a result, pupils are excelling in all aspects of their education. Pupils recall their mathematical knowledge effectively in their 'maths MOT' sessions. This ensures that pupils' previous learning is secure and that their understanding deepens over time.

Learning to read is a high priority. Children in Reception begin learning phonics as soon as they start school. They learn and remember sounds well. Pupils read widely and frequently to adults. The checks staff make are effective. This means pupils who fall behind receive the support they need to enable them to catch up quickly. The books pupils read match the sounds they learn. This means pupils practise the sounds they know so they become fluent readers. Pupils enjoy listening to a wide range of stories, including those from different cultures. This helps them to become confident readers.

The school is ambitious for what pupils with SEND can achieve. Staff expertly identify pupils' additional needs. Staff understand pupils well and ensure they receive the support to follow the same wide-ranging curriculum as their peers.

The school ensures that teachers have the expert subject knowledge they need to teach the curriculum well. From the early years onwards, teachers build on pupils' understanding over time. This helps pupils deepen their knowledge as they move through the school. For example, in music, children in Reception use the term 'pitch' when playing drums and in rhymes and songs. Pupils in Year 2 know about famous composers and the changes to pitch when they sing. Older pupils share their extensive knowledge of musical notation and make links to different musical styles. Staff use assessment well to help pupils learn and remember the curriculum.

The school manages pupils' behaviour exceptionally well. Children settle into the early years happily and quickly. They learn to take turns, share and listen. Well-established classroom routines and expectations are taught throughout the school. The school has high expectations for pupils' conduct. This means pupils behaviour is exemplary. Effective support is place for those pupils with specific behavioural and emotional needs. As a result, pupils have exemplary attitudes to learning.

The school weaves a rich range of experiences through daily life and the curriculum. For example, pupils debate issues of importance to them through the eco-council. Pupils have many opportunities to take part in cultural or other fulfilling activities. They have a mature understanding of diversity, tolerance and respect for other cultures and traditions. Pupils flourish in a range of leadership roles, acting as peer mentors or young inspectors, for example. Pupils develop a secure understanding of right and wrong. Pupils are prepared well for life in modern Britain.

The academy board and the trust provide a highly effective oversight of the school's work. They share the school's aspirational culture. All staff are proud to work at the school.

They agree that leaders, including the trust and academy board, support their well-being and workload.

## Safeguarding

The arrangements for safeguarding are effective.

## 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 an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the predecessor school, Red Oaks Primary School, to be good in November 2017.

## 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>             | 146150   |
| <b>Local authority</b>                     | Swindon  |
| <b>Inspection number</b>                   | 10315628   |
| <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> | 455  |
| <b>Appropriate authority</b>               | Board of trustees                                    |
| <b>Chair of trust</b>                      | Matthew Dixon  |
| <b>Headteacher</b>                         | Emily Maxfield                                       |
| <b>Website</b>                             | <a href="http://www.redoaks.org">www.redoaks.org</a> |
| <b>Date of previous inspection</b>         | Not previously inspected                             |

## Information about this school

- The school has a Nursery.
- The school has a specially resourced provision for pupils with SEND.
- There is a breakfast club and after-school club for pupils who attend the school.
- The school does not use any alternative provision.

## Information about this inspection

The inspector carried out this ungraded inspection under section 8 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in his evaluation of the school.

- The inspector met with senior and middle leaders, teaching and administrative staff, the local academy board, chair of trustees and leaders from the trust, including the chief executive officer.
- The inspector carried out deep dives in these subjects: early reading, mathematics and music. The inspector looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to pupils about their learning and looked at samples of work.
- The inspector observed pupils' behaviour at various times of the day, including breaktime and lunchtime.
- The inspector also looked at curriculum plans and spoke to leaders about the curriculum in some other subjects.
- The inspector listened to pupils in Years 1 to 3 read to an adult.
- The inspector reviewed the school's safeguarding documentation, including safeguarding checks carried out on staff working at the school. The inspector considered how well the designated safeguarding leader acts on concerns about pupils' welfare and safety. The inspector talked to pupils, staff and governors about safe working practices.
- The inspector considered responses to the online survey, Ofsted Parent View, including free-text responses, and responses to the staff and pupil survey.

### **Inspection team**

Richard Vaughan, lead inspector

Ofsted 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](mailto: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/](http://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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2024