

Inspection of Thomas Reade Primary School

Radley Road, Abingdon, Oxfordshire OX14 3RR

Inspection dates: 19 and 20 March 2024

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| Overall effectiveness | Good |
| The quality of education | Good |
| Behaviour and attitudes | Good |
| Personal development | Good |
| Leadership and management | Good |
| Early years provision | Good |
| Previous inspection grade | Outstanding |

This school was last inspected under section 5 of the Education Act 2005 13 years ago and judged 'Outstanding' under a previous inspection framework. This reflected the school's overall effectiveness under the inspection framework in use at the time.

From then until November 2020, the school was exempted by law from routine inspection, so there has been a longer gap than usual between graded inspections under section 5 of the Act. Judgements in this report are based on the current inspection framework and also reflect changes that may have happened at any point since the last graded inspection.

What is it like to attend this school?

Pupils are proud of their school. They are friendly and welcoming, and like to make sure that everyone feels able to do their very best. During social times, pupils help each other by making sure those who wish to play together have someone to play with. Pupils' behaviour towards each other is generally positive, respectful and caring.

Pupils' education is supported by the school's motto and values. Pupils are familiar with these and often use and refer to them. They know how to treat each other well, and that they have a responsibility to each other. In assemblies, pupils participate willingly, and enjoy the shared experience of singing together.

Pupils and their parents and carers recognise that the school provides a wide range of opportunities. They look forward to the school's performances, which involve all year groups. All pupils are helped to take part, whether this is acting, narrating or supporting backstage. Pupils know that it is natural to be nervous beforehand. However, they feel a sense of accomplishment having participated in the production. These help to build pupils' confidence and is typical of the school's approach to developing each pupil's character.

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

Pupils enjoy their learning across the school's ambitious curriculum. Learning is focused on helping pupils develop their understanding over time. As a result, pupils can link their ideas within and across different subjects. The new leadership team has built on the school's existing curriculum strengths and has also identified areas needing improvement. Pupils, parents and staff recognise how the newly identified school values and motto have helped everyone to feel part of 'Team Reade'. This ethos is quickly becoming central to the highly supportive culture and identity of the school.

During lessons, teachers check what pupils know, although in some subjects this is not yet as accurate as leaders would like. This information is used to schedule extra help for pupils where needed. Regular staff training means that teachers are knowledgeable. Teachers' specialist subject knowledge across the curriculum, including in subjects such as physical education, music and French, leads to pupils building their knowledge and confidence steadily. In addition, a focus on vocabulary supports pupils of all ages. This means that they use their prior learning accurately, which helps them to remember and strengthen their understanding.

Many subjects across the school's curriculum are carefully considered. Learning builds from Reception to Year 6 and develops pupils' readiness for their next stage. This can be seen particularly in reading and writing, which the school has prioritised. However, in a small number of other subjects some of the improvements to the taught curriculum have been more recent. These improvements are therefore just

beginning to be embedded. Leaders are aware of this and are supporting staff to ensure that pupils learn well in every subject.

Pupils with special educational needs and/or disabilities (SEND) are supported through well-designed learning and high-quality teaching. Pupils with SEND are well known by all staff. The school ensures that teachers and teaching assistants know precisely how best to help each pupil. Leaders work closely with staff and parents to make sure that pupils with SEND are getting the right help at the right time. As a result, these pupils achieve well.

Reading is a priority. Pupils enjoy using their inviting class reading areas to read a book. They frequently read for pleasure. Books and texts are chosen to develop pupils' love of reading and to deepen their knowledge of lesson topics. Enjoying words and stories starts early, with the Nursery Year children learning many songs and rhymes. As a result, their reading quickly develops once they reach Reception. Pupils who find reading more difficult are supported with extra sessions and targeted support. Because of this consistent and focused work, pupils quickly learn to read and achieve highly in reading standardised tests at both key stages 1 and 2.

A high proportion of children join Reception from the school's nursery provision. The school makes sure that those from elsewhere quickly feel welcome and well supported. Similarly, pupils are well prepared as they move up through the school. They are taught how to treat others and how to keep themselves safe, including online.

Attendance for all pupils is good and is supported by the school's clear expectations. Leaders' regular checking helps identify any issues early, and the school acts to make sure that all families receive the support they need. The school's processes to encourage positive behaviour by pupils are equally strong. Frequent analysis helps to ensure that any patterns of poor behaviour are immediately addressed and that pupils can learn in a positive environment.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders are aware that in a small number of subjects, the curriculum is not yet securely and consistently embedded. This means pupils are not always confident to use and apply what they have already learned. The school should continue to refine the knowledge and expertise of staff to fully embed the ambitious curriculum across all subjects.

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

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| Unique reference number | 123073 |
| Local authority | Oxfordshire |
| Inspection number | 10287937 |
| School category | Community school |
| Age range of pupils | 3 to 11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 204 |
| Appropriate authority | The governing body |
| Chair of governing body | Liz Fraser |
| Headteacher | Lynsey Day |
| Website | www.thomasreadeschool.org |
| Dates of previous inspection | 12 and 13 September 2011 |

Information about this school

- The headteacher joined the school in 2022. There have been other changes in the senior leadership of the school since the last inspection.
- The school provides before- and after-school provision for pupils.
- The school has an on-site nursery which caters for three- and four-year-old children. It is managed by the school.
- The school does not currently use any alternative provision.

Information about this inspection

- The inspectors carried out this graded inspection under section 5 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 of the school since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.

- The inspectors held meetings with the headteacher, the special educational needs and disabilities coordinator, the early years leader, curriculum leaders and other staff.
- The inspectors met with governors, including the chair of governors.
- The inspectors carried out deep dives in these subjects: early reading, mathematics, physical education and history. For each deep dive, the inspectors met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to pupils about their learning and looked at samples of pupils' work. The inspectors listened to a sample of pupils read. The inspectors also discussed the curriculum in some other subjects.
- The inspectors examined a range of documentation provided by the school, including leaders' self-evaluation and improvement plans.
- To evaluate the effectiveness of safeguarding, the 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.
- The inspectors considered the responses to Ofsted's online survey, Ofsted Parent View. They also took into consideration the responses to the confidential staff and pupil surveys.

Ed Mather, lead inspector

His Majesty's Inspector

Lorraine Greco

Ofsted Inspector

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