

# Red Oaks Primary School

## Inspection report

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<b>Unique Reference Number</b>	131377
<b>Local Authority</b>	Swindon
<b>Inspection number</b>	360266
<b>Inspection dates</b>	6–7 October 2010
<b>Reporting inspector</b>	Anne Wright

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	480
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Elaine Parker
<b>Headteacher</b>	Teresa Menham
<b>Date of previous school inspection</b>	27 March 2008
<b>School address</b>	Redhouse Way Swindon SN25 2AN
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## Introduction

This inspection was carried out by four additional inspectors. Inspectors saw 22 lessons taught by 17 teachers. Meetings were held with representatives of the governing body, members of staff, and with pupils. They observed the school's work, and looked at school documentation, including that relating to safeguarding, the school improvement plan, pupils' work, and information about pupils' progress. They also took into account the views of pupils, staff and 102 parents and carers expressed in their responses to questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- The impact of work being done to improve pupils' progress in Years 3 to 6, in particular in mathematics.
- The effectiveness of provision for vulnerable groups, and the more able.
- How leaders at all levels and the governing body are helping to improve the school even further.

## Information about the school

This is a much larger than average sized primary school. Most pupils come from the local area. The school opened in 2006 and since then has doubled in size. As a consequence of this rapid expansion the school has experienced a very high level of pupil mobility. The proportion of pupils with special educational needs and/or disabilities is average. The majority of these have speech, language and communication needs in Key Stage 1, and specific learning difficulties in Key Stage 2. The proportion of pupils with a statement of special educational needs is high largely because the school has two special provisions, one for deaf pupils, and one for pupils with learning difficulties and disabilities. The school provides before- school care for its pupils through a breakfast club. The school has achieved the Inclusion Quality Mark and the International School Award.

**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: how good is the school?**

**1**

**The school's capacity for sustained improvement**

**1**

## Main findings

Red Oaks is an outstanding primary school. Judged to be good at its previous inspection, it has continued to improve under the inspiring leadership of the headteacher and senior team. At the heart of the school's work are excellent levels of care and support for every child. As a result, there is mutual respect between adults and pupils. Excellent support for deaf pupils enables them to communicate fully with their peers. Pupils feel extremely safe and their behaviour is exemplary. This is recognised by the vast majority of parents and carers who hold the school in high regard. One commented 'The school is a wonderful environment where my child experiences his learning in a way that makes him desperate to go back day after day.'

The school's very creative and highly stimulating curriculum contributes to pupils' enjoyment of their learning. Their experience is enriched through a wide range of clubs and sporting opportunities. The latter contribute to their knowledgeable adoption of healthy lifestyles. Pupils take responsibilities around the school, and even have their own school improvement plan! Pupils respect one another's differences extremely well and their spiritual, moral, social and cultural development is outstanding.

Attainment on entry into the Early Years Foundation Stage is broadly average. Children are given a good start in the Nursery and Reception classes and all children make good progress to reach, and in some cases exceed the goals set for children by the time they leave the Early Years Foundation Stage. They continue to make good progress in Key Stage 1. Those pupils who have received the whole of their education at Red Oaks continue to make good progress at Key Stage 2. The high mobility in Key Stage 2 has meant that many pupils have only been educated at Red Oaks for short periods of time. Although these pupils have made good progress from their starting points, this mobility has had an adverse impact on overall levels of attainment. Consequently, when pupils leave school, attainment in English, mathematics and science is average. Attainment in English is better than that in mathematics, in particular for the more able. As the school has settled there is evidence of accelerating good progress throughout the school, particularly in English in every key stage. Pupils are making good progress because of good teaching. Teachers have excellent relationships with their classes and plan interesting activities, which mostly engage and motivate learners of all abilities. In a few lessons, the match of work to pupils' abilities is not quite right and consequently, it is too easy, particularly for the more able pupils in mathematics. The new marking policy introduced in September 2010, in mathematics in Key Stage 2 is not yet consistently applied. At this point in time therefore, some pupils are not clear about how to improve their work.

The pursuit of excellence is evident at all levels of the school community. Leaders have high expectations of pupils and are driven by a passion to raise levels of attainment for all

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learners. Leaders celebrate the school's strengths and have a clear view of where improvement is needed, based on rigorous and extensive monitoring. This has resulted in improvements in many aspects of the school's work, for example, in community cohesion and the curriculum as well as consolidating its strengths. The governing body is knowledgeable and plays a key role in establishing the strategic direction of the school. It is fully and systematically involved in evaluating the school. Consequently, the school has outstanding capacity to build further on its current strengths.

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

- Raise attainment to consistently above average levels, and accelerate progress in mathematics through:
  - ensuring all pupils are appropriately challenged, particularly the more able
  - embedding the Key Stage 2 marking policy to ensure it helps all pupils to know their next steps for improvement

## Outcomes for individuals and groups of pupils

**1**

Pupils enjoy their education and this is reflected in almost all lessons where they fully engage with their learning and remain focused on their tasks. They take personal pride in their work and are keen to do well. They cooperate and collaborate effectively in pairs and groups. Deaf pupils are fully integrated into lessons. Pupils particularly enjoy practical learning, for example in a Year 1 lesson pupils were keen to measure the length of one another's arm to develop their understanding of measurement. In recent years some pupils have not been making as much progress as they should in mathematics. A renewed focus in this area is showing evidence of improvement in particular in Years 3 to 6.

More able pupils are given additional teaching in small groups and consequently, their progress has accelerated.

Pupils with special educational needs and/or disabilities are given excellent support which helps them to develop positive attitudes to learning. Deaf pupils, and those who attend the learning difficulties and disabilities specialist provision, make good progress and are able to play a full part in school life.

Pupils feel proud of their school. They also feel exceptionally safe because they have confidence in the adults around them and know that if they do have problems they are taken seriously. They have a very good understanding of the value of a healthy diet and are proud of the school environment. Pupils make a strong contribution to the school community, through for example, helping to support their peers to be aware of the importance of e-safety, and have raised significant funds to support the global community, such as, the Pakistan flood relief and Sports Relief. Pupils' good attendance and positive attitudes to learning together with their good basic skills mean they are well prepared for secondary school and the world of work.

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*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>1</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>1</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>1</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

## How effective is the provision?

The curriculum is exciting and innovative. Pupils' experience is enhanced by a number of visits and visitors to the school. Indeed during the course of the inspection, Year 3 and Year 4 pupils attended a performance of *Oliver* in London. The focus on enquiry-based learning provides pupils with memorable experiences. Cross-curricular themes are evident in all lessons which enable pupils to see the relevance of their learning. The school's provision is responsive to pupils' needs and thoroughly planned. There are a range of strategies and intervention programmes to support those who are in danger of falling behind, and for those more able who need to be stretched and challenged. There are some examples of outstanding practice where pupils are continually challenged to improve. In a high ability literacy group in Year 5, pupils were very motivated to do well through the probing and carefully planned questioning of the teacher. A few lessons do not engage pupils in quite the same way, because activities are not sufficiently challenging. Teachers use a wide variety of strategies to assess pupils' progress and there are good examples of pupils commenting on their own work and on the work of others. Nearly all pupils know their targets but not all are confident in how to achieve them in mathematics. This is because the new marking policy in KS2 has yet to be embedded.

The school's outstanding care of its pupils is evident in its support for pupils who are vulnerable in many ways, for example staff work in close partnership with parents and carers and an extensive range of outside agencies to meet their needs. Deaf pupils and

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those with special educational needs and/or disabilities receive well targeted support which allows them to become confident learners and to make good progress. The ability of many staff and pupils, to use British Sign Language to communicate with deaf children reflects the excellent inclusive practice within the school. Very thorough transition arrangements support pupils when they are joining or leaving the school. The popular and good quality breakfast club illustrates the school's extended care.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>1</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

The successful leadership of the headteacher has resulted in a clear, shared vision for the school. This is based on high expectations and continuous improvement. Morale is very high. The headteacher, supported by senior leaders, instils a sense of drive and vibrant energy throughout the school. The monitoring of the school's provision is thorough, and as a result, the quality of teaching is consistently good or better. Leaders provide regular professional development opportunities to allow all staff to improve the quality of teaching. The school works exceptionally well in partnerships to promote the learning and well-being of pupils, in particular of vulnerable groups. Consequently, pupils' achievement is good and most of the personal development outcomes are outstanding.

The governing body is very effective in ensuring that the school meets its statutory obligations, for example with regard to the safeguarding of children. Arrangements in this respect are extremely robust. Procedures are constantly updated to reflect developing technologies and the school's collaborative working with other key agencies is exemplary. The governing body challenges and holds the school to account. However its understanding of the difference between the school's attainment and the school's progress is not always sharp enough to challenge leaders to improve attainment even further. The school is very inclusive and has achieved the Inclusion Quality Mark in recognition of its successful practices. It promotes equality of opportunity exceptionally well. Consequently, the school is a happy, dynamic place for pupils to play and learn together. There is no evidence of discrimination and all pupils achieve well, irrespective of gender, ethnicity or ability. The effectiveness with which the school promotes community cohesion is outstanding. The school has completed a detailed analysis of its context and has a clear strategic plan to promote community cohesion within the school and beyond. It works effectively with other local schools and other pupils. It evaluates its work rigorously and uses the superb school website as a means of communication within Swindon and the wider community. Its links with schools in other countries have been recognised by the achievement of the International School Award.

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*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>1</b>
Taking into account: The leadership and management of teaching and learning	1
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>1</b>
<b>The effectiveness of safeguarding procedures</b>	<b>1</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>1</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>1</b>

## Early Years Foundation Stage

Most, but not all children start school with skills and abilities that are in line with national expectations. The attainment of children who attend the school's Nursery class is above average. All children, including the deaf, and those with special educational needs, make good progress across all areas of learning. This is because of good or better quality teaching centred on the individual needs of the child. Trusting and supportive relationships are quickly made between the school, the children and their parents and carers. Consequently children feel safe and secure.

The leader of the Early Years Foundation Stage is new to the role but is effectively engendering a good team spirit. ♦

The learning environment is welcoming, both inside and outside, and activities are carefully thought through to engage and support children's learning. Exciting topics are pursued linked to class themes. For example, during the inspection the 'police station' was at the centre of activities. Children in both the Nursery and Reception classes enjoyed investigating some missing coins and shapes and tracking them down around the school. Some children were designing wanted posters while others were making patterns with fingerprints.

Detailed assessments result in teachers developing a comprehensive understanding of children's strengths and next steps in learning.

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*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

The vast majority of parental responses as shown in the parental questionnaires were positive, and almost all indicated that their children are happy at school and that they are happy with their children's experiences. Where they added comments these tended to praise the warm and welcoming atmosphere of the school and the approachability of staff. A very few were critical of communication in the school, particularly about their children's progress. A few others did not feel their children are challenged enough. Inspectors found that systems to communicate with parents and carers, through the website, the texting service, and weekly newsletters are outstanding. The school operates an open door policy. Parents and carers are welcomed into school whenever they have a concern. Pupils of all abilities are currently making good progress although this is an area for improvement in mathematics.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Red Oaks Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received completed 102 questionnaires by the end of the on-site inspection. In total, there are 484 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	70	69	28	27	4	4	0	0
The school keeps my child safe	73	72	28	27	0	0	1	1
My school informs me about my child's progress	46	45	45	44	5	5	2	2
My child is making enough progress at this school	49	48	43	42	5	5	2	2
The teaching is good at this school	63	62	34	33	0	0	2	2
The school helps me to support my child's learning	53	52	36	35	5	5	2	2
The school helps my child to have a healthy lifestyle	63	62	36	35	1	1	1	1
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	45	44	43	42	3	3	1	1
The school meets my child's particular needs	56	55	35	34	7	7	1	1
The school deals effectively with unacceptable behaviour	43	42	45	44	2	2	2	2
The school takes account of my suggestions and concerns	43	42	49	48	2	2	2	2
The school is led and managed effectively	57	56	40	39	0	0	2	2
Overall, I am happy with my child's experience at this school	69	68	25	25	2	2	2	2

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## 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	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the 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:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.

**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.**



8 October 2010

Dear Pupils

**Inspection of Red Oaks Primary School, Swindon SN25 2AN**

Thank you for the warm welcome that you gave to the inspectors when we recently visited your school. We are pleased that you are happy in school.

You, and many of your parents and carers, are right to be proud of your school because it gives you an outstanding education. Teachers and other adults work hard to provide you with very interesting things to do, both inside the classroom and through additional activities such as clubs and visits. I know that those pupils who went to see a performance of *Oliver* had a wonderful time. As a result of these opportunities you really enjoy school and make progress. Those of you who find learning a bit more difficult get lots of extra help. We were very impressed by your behaviour. You are a credit to the school.

Your headteacher leads the school extremely well and she gets good support from all the other staff. Even though the school is outstanding they are keen to make it even better for you. We have asked teachers to do two things which we think will help.

- To make sure that learning is always challenging enough, especially for those of you who find the work in mathematics a little too easy.
- To make sure that marking in mathematics helps you more to improve your work.

Yours sincerely

Anne Wright

Lead Inspector

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