

Red Oaks Primary School

Redhouse Way, Redhouse, Swindon, SN25 2AN

Inspection dates

7–8 November 2013

Overall effectiveness	Previous inspection:	Outstanding	1
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school

- Pupils of all abilities make good progress from their starting points. They reach standards which are broadly average by the time they leave school.
- Pupils really enjoy coming to school because they are taught in interesting ways.
- Teachers check throughout the lessons that pupils understand what they are learning so that pupils are confident and able to get on with their work independently.
- Disabled pupils and those with special educational needs, including those in the specialist provisions, make good and sometimes outstanding progress. The teaching and support are very well matched to their needs.
- All adults and pupils show great respect for each other. Adults model good relationships and the pupils reflect these values back.
- This is a very inclusive school. There is a strong sense of teamwork and all adults work well together to make sure that all pupils are helped to achieve as well as they can.
- The rich experiences pupils have contribute very well to pupils' spiritual, moral, social and cultural development.
- All leaders, including governors, have a clear understanding of what the school is doing well and what needs to improve. They have high aspirations and are taking the right steps to achieve their goals.

It is not yet an outstanding school because

- There is not enough outstanding teaching to ensure that all pupils make outstanding progress.
- Most pupils know their targets for learning in reading, writing and mathematics. However, not all teachers refer to the targets regularly enough to keep them fresh in pupils' minds, particularly in writing.

Information about this inspection

- Inspectors observed teaching and learning in 28 lessons and parts of lessons.
- Discussions were held with the headteacher, deputy headteacher, other leaders in school, members of the governing body, a representative of the local authority, parents and pupils.
- Inspectors took account of 132 responses to the online questionnaire (Parent View) as well as the views of parents from discussions in the playground.
- Information about how well school leaders know how good the school is and their plans for school improvement, as well as assessment information, minutes of meetings with the governing body, teachers' planning, pupils' work and safeguarding procedures, were examined.
- Inspectors analysed 58 questionnaires completed by staff.

Inspection team

Jeanne Simpson, Lead inspector	Additional inspector
Colin Lee	Additional inspector
Lily Evans	Additional inspector

Full report

Information about this school

- Red Oaks is a much larger than average-sized primary school.
- There is specially resourced provision for pupils with hearing impairment and for those with learning difficulties and disabilities.
- The proportion of pupils known to be eligible for the pupil premium funding (extra government funding for pupils known to be eligible for free school meals, children who are looked after by the local authority and the children of service families) is lower than average.
- The proportion of disabled pupils and those with special educational needs supported through school action is much lower than the national average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is much higher than the national average.
- The school meets the government's current floor standards, which are the minimum standards set for attainment and progress.
- The headteacher and deputy headteacher have both been appointed since the time of the previous inspection.

What does the school need to do to improve further?

- Increase the amount of outstanding teaching by:
 - making sure that more able pupils are always given work which gives them opportunities to challenge themselves at a high level
 - reminding pupils of their personal targets for improvement, particularly for writing, more regularly in lessons.

Inspection judgements

The achievement of pupils

is good

- Pupils of all abilities achieve well from their starting points. By the time they leave, they reach standards which are broadly in line with those expected for their age. Standards in national tests at the end of Key Stage 2 in reading, writing and mathematics have recovered from a dip in 2012 and are all now higher than they were at the time of the previous inspection. There are no significant gaps in standards of different subjects but the average point scores for reading are significantly above national average because of the large percentage of pupils reaching the higher Level 5.
- When children enter the nursery and Reception, their skills and understanding are well below those expected for their age, particularly in communication and language. The good experiences they have during the Early Years Foundation Stage mean that they are helped to catch up and, overall, they reach the levels of development expected for their age by the time they enter Year 1, but their language skills remain below average.
- This means that some pupils have struggled to reach the expected standards in the phonics screening check, which provides information about pupils' understanding of letters and the sounds they make. Over the last year, there has been a focus on improving pupils' skills in this area and this is helping them to catch up well.
- Standards at the end of Key Stage 1 in 2013 were significantly lower than national averages, though the pupils made at least expected progress from their starting points. The extra help they are receiving is helping them to catch up rapidly.
- The progress of pupils who are eligible for the additional funding through the pupil premium has improved and is broadly the same as that of their peers. The numbers of pupils in each year group are too small to make meaningful comparisons with attainment nationally. The school provides targeted support where necessary so that individual pupils achieve well.
- The achievement of disabled pupils and those with special educational needs, including those in the specialist provisions who are deaf or who have learning difficulties or are disabled, is good and sometimes outstanding. This is because there is detailed understanding of their needs and they receive the support they need to help them to learn well.
- Pupils are given good opportunities to talk about their learning and to apply their skills in reading, writing and mathematics across a range of subjects. This helps them to develop their communication skills and prepares them well for the next stage of their education.

The quality of teaching

is good

- Teachers prepare well for lessons using the information they have about pupils' attainment to set work which is mostly not too easy or too hard. Occasionally the work they give to the more able pupils restricts the freedom these pupils have to continue to challenge themselves.
- Pupils with special educational needs, including those in the specialist resource bases, are taught well. Teaching assistants are skilled and work closely with teachers to provide the right kind of support for each child.
- Teachers explain carefully the new learning in lessons and they use questioning very skilfully to make sure that pupils understand before moving on to the next part of the lesson. They continue to challenge pupils by asking follow-up questions which make the pupils think about their answers more deeply. This helps them to learn well.
- Teachers make the learning interesting and they break their explanations up into bite-sized chunks. They keep the pupils engaged by asking them to discuss new ideas with each other. Pupils show high levels of independence and they focus very well on what they have been asked to do.
- Teachers have high expectations of pupils. They make sure that no time is lost when the pupils have to move around the classroom to get into their different groups. The focus is always on

learning, and the pupils know this. As one pupil commented, 'Every time we do something, we do it better!'

- Work is carefully marked and gives pupils information about how well they have done and what they need to do to get even better. Pupils take note of what is written and often respond to the teachers' comments so that they show that they have understood their next steps.
- The quality of teaching of early reading skills, including phonics, has improved. Teachers pronounce the sounds very clearly and they give pupils chance to listen, repeat and apply their learning through writing. These strategies mean that pupils make good progress in lessons and they use the skills from their phonics lessons when they meet unfamiliar words in other subjects.
- Teachers have good subject knowledge and they use this well in lessons. In an outstanding lesson in Year 5, pupils were exploring adverbs of possibility. They made very meaningful links with what they were learning in mathematics and were engaged in high level discussions about the relative frequency implied by words such as definitely, possibly, probably and certainly. They were able to do this because the teacher had led an excellent discussion about the fine meanings of the words at the beginning of the lesson.
- Pupils know what they are learning in lessons because the teachers explain the learning objective in ways which pupils can understand. Pupils also know their personal targets for improvement. However, in lessons, particularly in writing, some teachers miss opportunities to remind pupils of these personal targets as a way of helping them to make even more progress.

The behaviour and safety of pupils are good

- There are high levels of respect which reflect the school's positive ethos and the high expectations the school has of and for pupils. The inclusive nature of the school means that the pupils regularly witness the way in which adults take account of the needs of all pupils and they understand that not everybody can be treated the same. In turn, they show tolerance and understanding.
- In the playground, pupils are lively but fully in control of their behaviour in spite of limited space. There is a wealth of interesting things for them to do, some of which require them to take well-measured risks, particularly the climbing activities.
- In lessons, behaviour is consistently at least good. Pupils have very positive attitudes towards learning, which contributes well to their good progress.
- Pupils feel safe and parents agree. Pupils understand how to keep themselves safe in aspects of life outside school. They know about different forms of bullying and they say that bullying used to happen but that it is now rare and that it is always dealt with. The school has been vigilant in ensuring that pupils have an excellent understanding of internet safety.
- Teachers manage the rare occasions of inappropriate behaviour in a way which ensures that teaching continues and the positive ethos is not affected. For example, in a class in Year 1 when a child used a voice that was too loud, the teacher said, 'Did I hear some shouting then? No. Good – it must have been my funny ears again!'
- Attendance is consistently above average and records show that exclusions are only used as a last resort. There are few recorded incidents for a school of this size and they are decreasing over time. There is very little repetition of incidents, which shows that the action the school takes is effective.

The leadership and management are good

- The headteacher and deputy headteacher have a very clear understanding of what the school does well and how it needs to improve. They take swift action to improve areas of relative weakness and they use information about standards and the progress pupils are making to check that the actions they are taking are the right ones.

- Other leaders in school play a full part in helping the school to improve. They understand their roles and the responsibility they have for raising standards. There is a strong sense of teamwork and a clear desire to make the school the best it can be.
 - Leaders regularly check on what is happening in classrooms. Teachers say that the training they get and the systems for performance management are helping them to improve.
 - Red Oaks is a vibrant place in which to learn. The environment is rich with pupils' art work and there are excellent opportunities for music and sport. The curriculum is exciting and pupils are encouraged to find the answers to 'big questions' such as 'what makes the world go round?' and 'do you have to be a hero to make a difference?' The school is using the government funding for sport to give opportunities for a wider range of activities and leaders now need to make sure that this is making a difference to the standards pupils reach.
 - The school promotes equality of opportunity effectively. Every effort is made to ensure that the needs of individual pupils are met and, as a result, there are almost no groups of pupils who are performing relatively less well than their peers.
 - Pupils' spiritual, moral, social and cultural development is a strength. There are excellent opportunities for pupils to reflect on beliefs and values, they have a clear sense of right and wrong and they are encouraged to develop curiosity and creativity.
 - Parents are encouraged to support their children. There are regular opportunities to visit the school, though these have had varying degrees of success. During the inspection, 37 parents attended a workshop on the new way in which the school is teaching problem solving in mathematics, which is directly linked to a priority on the school's improvement plan.
 - Arrangements for the safeguarding of pupils are secure.
 - The local authority has provided appropriate levels of challenge and support to the school.
 - **The governance of the school:**
 - Governors are very keen to make sure that the school does the very best it can for all pupils. They recognise that, in the past, they have not used information about how well children are achieving to hold leaders to account but this is no longer the case. They know how the pupil premium is being spent and they are starting to use the information they have about progress and attainment to check that it is being effective. They have carried out an audit of their skills and have undertaken training to improve their skills further. They monitor the school's work through regular visits and they share the information they find out with other governors. They know how performance management is used to improve the quality of teaching, including how good teachers are rewarded by progression through the pay scales and how under-performance is tackled.
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What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	131377
Local authority	Swindon
Inspection number	426843

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	541
Appropriate authority	The governing body
Chair	Eileen Parker
Headteacher	Rachel Surch
Date of previous school inspection	6–7 October 2010
Telephone number	01793 493920
Email address	admin@redoaks.swindon.sch.uk

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