



# Redland Primary School, Chippenham

Inspection report

Unique Reference Number 126260  
Local Authority Wiltshire  
Inspection number 293503  
Inspection dates 17-18 October 2006  
Reporting inspector F H Mikdadi

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

|                                    |                    |                  |                   |
|------------------------------------|--------------------|------------------|-------------------|
| Type of school                     | Primary            | School address   | Brook Street      |
| School category                    | Community          |                  | Chippenham        |
| Age range of pupils                | 4-11               |                  | Wiltshire         |
|                                    |                    |                  | SN14 0JE          |
| Gender of pupils                   | Mixed              | Telephone number | 01249 651623      |
| Number on roll (school)            | 282                | Fax number       | 01249 651623      |
| Appropriate authority              | The governing body | Chair            | Mrs Jane Smith    |
|                                    |                    | Headteacher      | Mrs Hilary Walton |
| Date of previous school inspection | 5-8 February 2001  |                  |                   |

| Age group | Inspection date(s) | Inspection no. |
|-----------|--------------------|----------------|
| 4-11      | 17-18 October 2006 | 293503         |

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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

Redland is an average sized school. Pupils are mostly White British with a very small number from minority ethnic backgrounds. The number of children who join the school after the Reception Year is high.

## Key for inspection grades

|         |              |
|---------|--------------|
| Grade 1 | Outstanding  |
| Grade 2 | Good         |
| Grade 3 | Satisfactory |
| Grade 4 | Inadequate   |

## **Overall effectiveness of the school**      **Grade: 2**

Redland is a good school. It provides pupils with good quality education. Parents speak very highly of the provision made. One parent summed things up by saying, 'Our children have always enjoyed going to school – which says it all.' Another supports this view by saying that, 'As soon as you enter you realise how happy the children are to be here'.

The school is well led and managed. Its main strength is the headteacher's leadership supported by staff and governors sharing her vision for continued improvement. Senior managers and governors have been particularly effective in creating a successful monitoring and evaluating system. All those involved have succeeded in creating a happy, secure, safe and supportive learning environment, where pupils receive good care, guidance and support. The result has been continued improvement since the last inspection, creating a school that knows what it needs to do next to improve. The current focus on literacy is just beginning to pay off in improving writing skills across the school. There is scope for more to be done to improve accuracy and to help pupils write at some length.

Pupils enjoy their school a lot. They list a variety of reasons for this. They like taking part in class assemblies, enrichment activities and eating healthy foods. One pupil reflected her friends' views when she said that in Redland children 'learn rather than do work'. Pupils say they feel very safe, are well cared for, and are listened to. They take up many of the opportunities to contribute to their community, for example they cook special healthy meals for visitors as well as for each other. Personal development is helped with pupils preparing well for their future. For example, a highly successful careers week allows pupils to discuss what they would like to do when they grow up, with visitors who include representatives of many professions and the armed forces, the local Member of Parliament and many others.

The quality of teaching and the curriculum, including the provision for children in the Reception, are good. As a result of the dip in test results for Year 6 in 2005, the school increased the number of teaching assistants, who give effective support to pupils. This contributed to an improvement in standards, which are now once more above average, rising as pupils move through the school. In all years, standards in writing, although beginning to improve, are not yet as high as in the other work they do. Nevertheless, pupils' progress across school, taking all things into account, is good.

Because of the effective strategies for monitoring and evaluating the school's work, the headteacher's leadership, the commitment of the staff and the effective work done by governors, the school's good capacity for improvement is good.

## What the school should do to improve further

- Raise standards and achievement in writing by helping pupils to write more accurately and at some length.

## Achievement and standards

### Grade: 2

Pupils achieve well across the school. This is because of the good teaching, the interesting things they have to do and the strength of monitoring and tracking procedures. Any weaknesses are identified quickly and dealt with effectively. Attainment on entry is below average. Most pupils reach the goals expected of them by the time they enter Year 1. By the age of seven, pupils reach average standards in reading and mathematics, although they do not do so well in writing. By Year 6 standards are above average. The results of those at age 11 in 2005 dipped significantly, mainly because the Year 6 group in that year was less able overall than in previous years. The efforts to boost pupils' attainments enabled the school's targets to be met, even though results were lower than average. The strong improvement in Year 6 results in 2006, when targets were exceeded, was partly due to the year group being more able but also reflected the school's strategies to raise standards. Current pupils in both Years 2 and 6 are on course to do well next summer.

The school has worked hard to improve the quality of writing but it remains weaker than most other elements of pupils' work, especially in their ability to write extended pieces and to maintain grammatical accuracy. In mathematics, they tackle complex work confidently. Pupils with learning difficulties and disabilities make good progress because their teachers know what they need to learn and plan well for them to do so.

## Personal development and well-being

### Grade: 2

Pupils' personal development and well-being are good, as is their spiritual, moral, social and cultural development. Pupils have positive attitudes to learning. They much enjoy coming to school and attendance is good. Social skills are very well developed through a wide range of sporting, musical and other extra-curricular activities. A residential visit to Lee Abbey develops teamwork skills and pupils' confidence through challenging activities such as abseiling and rock climbing. Pupils support a wide range of successful fund raising activities which benefit the community. School council representatives take their responsibility seriously and influence what happens in school.

Pupils are polite, well behaved and friendly. They say that they feel very safe and receive very good support if they have any problems. Bullying is rare and dealt with effectively if it happens. Pupils have a very good understanding of

healthy eating and know what a healthy lunch box should contain. One parent wrote in specifically stating that the school's healthy eating tradition has had a strong impact on her family's eating habits. Children can make balanced meals, for example for the Redlands luncheon club. They know that exercise is important and almost half take part in voluntary sporting activities. Pupils understand the dangers of smoking and solvent and drug abuse. Standards achieved in literacy, numeracy and information technology prepare pupils well for the next stage of their education, as does their well developed understanding of the world of work. The school works hard to give pupils opportunities to work independently although the impact of this is still to be seen.

## **Quality of provision**

### **Teaching and learning**

### **Grade: 2**

Teaching is good throughout the school and this enables pupils of all abilities to achieve well and make good progress. From the Foundation Stage, due emphasis is placed on promoting confidence and encouraging personal and social development. Children engage in a good range of purposeful activities both inside and outside the classroom. Use of well focused assessment and clear targets for learning help pupils to understand how well they are doing and how they can improve. Teachers' marking also helps. Teachers have high expectations and create an atmosphere in classrooms where shared learning is encouraged, helping pupils to learn well and take pride in and enjoy their work. Teachers and teaching assistants work well together for the benefit of all pupils, particularly pupils with learning difficulties and disabilities. There is good co-ordination of advice and support for pupils in helping them to improve their performance. The school's management team has a clear view of areas for development in teaching and learning and takes active steps to address any problems when they arise. An example is the current focus on improving the teaching of writing, although there still needs to be a continued focus on the use and development of pupils' writing so that teachers can help pupils write accurately and at length.

### **Curriculum and other activities**

### **Grade: 2**

The curriculum is good. It meets the needs of all pupils. Children in Reception engage in a variety of activities. These enhance their social skills and prepare them well for entry into Year 1. There are many opportunities for reading, using computers, applying mathematics and investigating. Enrichment activities are varied and plentiful. Pupils say that they enjoy these activities. During the inspection, pupils put on an excellent performance of the impact of evacuation in the Second World War, showing that they had done a great deal of research, preparation and many other activities that enhanced their understanding,

personal development and communication skills. Links with other schools and other local organisations are good. There are insufficient opportunities for pupils to enhance their writing skills.

## **Care, guidance and support**

**Grade: 2**

The welfare of pupils is central to the work of the school. A very caring and supportive ethos results in happy pupils who clearly love their school. Parents speak highly of the school's care, guidance and support, with comments such as, 'We are delighted with the support that our children receive' and 'Redland provides a very happy environment for the children.' Rigorous procedures are in place to ensure the safety, security and health of the pupils. Child protection procedures are robust. Risk assessments are correctly undertaken and fire practices are frequent. Pupils with learning difficulties and disabilities receive very good support. Pupils say, 'Teachers and teaching assistants are very helpful and kind.' They know that they will get support if they have problems. Pupils receive good guidance on how to improve their work and know their learning targets. They are also given many opportunities to stand on their own two feet but more could be done to develop their confidence in working independently. Good liaison arrangements ensure a smooth transition from the Nursery and into the secondary schools.

## **Leadership and management**

**Grade: 2**

Leadership and management are good. The headteacher provides very good leadership and she has been instrumental in improving monitoring and evaluation so that the school is able to plan for further improvements. Parents are highly satisfied with her work as shown by one typical comment: 'The headteacher's open door policy has been shown to be exactly that and we have every confidence in her proven ability to create a happy and nurturing environment in which our children can flourish, both socially and academically.' Because of the headteacher's leadership, teachers, teaching assistants, governors and other adults in the school share a clear vision of the school's strengths and weaknesses. Consequently, planning is effective in causing improvements to be made. Subject co-ordinators make a major contribution to the school's self-evaluation. Over the last year, a successful focus has been on improving test results, which paid off in the summer of 2006. The current strong focus on literacy is aimed at improving standards, especially in writing, which is beginning to show through.

The school has made effective links with other local schools and with parents, who speak well of being consulted and listened to. Governors know the school's strengths and weaknesses well. They support as well as challenge senior managers. Consequently, governance is good.

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## Inspection Judgements

|   |                       |
|---|-----------------------|
| <b>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate.</b> | <b>School Overall</b> |
|---|-----------------------|

### Overall effectiveness

|  |            |
|--|------------|
| <b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b> | <b>2</b>   |
| How well does the school work in partnership with others to promote learners' well-being?  | <b>2</b>   |
| The quality and standards in the Foundation Stage  | <b>2</b>   |
| The effectiveness and efficiency of boarding provision   | <b>N/A</b> |
| The effectiveness of the school's self-evaluation  | <b>2</b>   |
| The capacity to make any necessary improvements  | <b>2</b>   |
| Effective steps have been taken to promote improvement since the last inspection   | <b>Yes</b> |

### Achievement and standards

|  |          |
|--|----------|
| <b>How well do learners achieve?</b>   | <b>2</b> |
| The standards <sup>1</sup> reached by learners   | <b>2</b> |
| How well learners make progress, taking account of any significant variations between groups of learners | <b>2</b> |
| How well learners with learning difficulties and disabilities make progress                              | <b>2</b> |

### Personal development and well-being

|   |          |
|---|----------|
| <b>How good is the overall personal development and well-being of the learners?</b>                           | <b>2</b> |
| The extent of learners' spiritual, moral, social and cultural development                                     | <b>2</b> |
| The behaviour of learners   | <b>2</b> |
| The attendance of learners  | <b>2</b> |
| How well learners enjoy their education   | <b>2</b> |
| The extent to which learners adopt safe practices   | <b>2</b> |
| The extent to which learners adopt healthy lifestyles   | <b>2</b> |
| The extent to which learners make a positive contribution to the community                                    | <b>2</b> |
| How well learners develop workplace and other skills that will contribute to their future economic well-being | <b>2</b> |

### The quality of provision

|   |          |
|---|----------|
| <b>How effective are teaching and learning in meeting the full range of learners' needs?</b>              | <b>2</b> |
| <b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b> | <b>2</b> |
| <b>How well are learners cared for, guided and supported?</b>   | <b>2</b> |

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Leadership and management

|  |            |
|--|------------|
| <b>How effective are leadership and management in raising achievement and supporting all learners?</b>                                       | <b>2</b>   |
| How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education | <b>2</b>   |
| How effectively performance is monitored, evaluated and improved to meet challenging targets   | <b>2</b>   |
| How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can                     | <b>2</b>   |
| How effectively and efficiently resources, including staff, are deployed to achieve value for money  | <b>2</b>   |
| The extent to which governors and other supervisory boards discharge their responsibilities  | <b>2</b>   |
| Do procedures for safeguarding learners meet current government requirements?  | <b>Yes</b> |
| Does this school require special measures?   | <b>No</b>  |
| Does this school require a notice to improve?  | <b>No</b>  |



18 October 2006

Dear Pupils

Redland Primary School, Brook Street, Chippenham, Wiltshire SN14 0JE

Thank you so much for being so friendly, helpful and welcoming when we visited your school. Thanks also to all of you who talked to us about your work. Both you and your parents think a lot of your school and we agree with you.

We really enjoyed our visit. We particularly liked your school assembly on the evacuation in the Second World War and the lovely lunch that you cooked for your special visitors on Tuesday. Thank you for that.

Your school is a good school. These are some of the good things about it:

- Your progress is good and the standards of your work are above average.
- You do well in developing your personal qualities and you behave well around the school and in the classroom. You are friendly and kind towards each other.
- You like your teachers and enjoy coming to the school.
- You are well taught and your teachers and other grown-ups listen to you and give you lots of interesting things to do.
- We agree with you when you say that you feel well looked after and cared for and that you feel very safe in the school.
- Your headteacher and others who lead the school do so well and work very hard to make your school even better.
- Your teachers work well with your parents who said that they are happy with your work.

We have asked your school to carry on with helping you improve your writing so that you make fewer mistakes and can write longer pieces.

Once again, thank you so much for all your help. Good luck with the future.

F H Mikdadi  
Lead inspector