

# The Reddings Primary School

Bennetts End Road, Hemel Hempstead, Hertfordshire HP3 8DX

## Inspection dates

23–24 May 2019

<b>Overall effectiveness</b>	<b>Good</b>
Effectiveness of leadership and management	<b>Good</b>
Quality of teaching, learning and assessment	<b>Good</b>
Personal development, behaviour and welfare	<b>Good</b>
Outcomes for pupils	<b>Good</b>
Early years provision	<b>Good</b>
Overall effectiveness at previous inspection	Requires improvement

## Summary of key findings for parents and pupils

### This is a good school

- Leaders and governors have a clear vision for the school, 'Success for all.' There is a strong drive for excellence, led by the headteacher. Governance is much improved as governors challenge and support leaders effectively.
  - Leaders have an accurate view of the school's strengths and weaknesses. Middle leaders are growing in confidence and experience. With this increased capacity, the school is improving more rapidly.
  - The special educational needs coordinator (SENCo) demonstrates strong leadership. This is an inclusive school where pupils with special educational needs and/or disabilities (SEND) are supported within lessons to make good progress from their starting points.
  - Teaching assistants are highly skilled in supporting pupils in lessons and leading additional teaching for smaller groups.
  - The quality of teaching, learning and assessment has improved since the last inspection. It is now typically good.
  - Pupils are taught to respect and treat each other equally as they gain an understanding of different religions and cultures. They are well prepared for life in modern Britain.
  - Pupils enjoy learning through topic themes and talking about what they have been studying. This is enriched by first-hand experiences.
- Even so, the curriculum does not provide sufficient opportunities for pupils to deepen their knowledge and understanding in all subjects, particularly history and geography.
- By the time they reach Year 6, pupils produce high-quality writing. Pupils' progression in writing skills from early years and through key stage 1 is not as strong.
  - Attainment in mathematics is rising as pupils are making good progress. However, the most able pupils are not consistently challenged to apply their knowledge, skills and understanding to problem-solving in order to attain the higher standard.
  - Children get off to a good start in the early years. Teachers work closely with parents and carers in building up a strong partnership between home and school.
  - Pupils are provided with good pastoral care, including a range of therapeutic support. This has had a positive effect on improving behaviour and attitudes to learning.
  - Behaviour is good. Attendance continues to improve as good attendance is regularly promoted to both pupils and parents.
  - Safeguarding in the school has a high priority. Pupils trust adults to look after them and keep them safe.

## Full report

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

- Improve the quality of teaching, learning and assessment by ensuring that the most able pupils consistently use and apply their mathematics in a range of different ways so they can excel.
- Improve pupils' achievement by:
  - increasing pupils' attainment and progress in writing from early years through to key stage 1
  - ensuring that the curriculum in history and geography is effectively designed so that pupils deepen their knowledge and understanding to be well prepared for the next stage of their education.

## Inspection judgements

### Effectiveness of leadership and management

Good

- The headteacher is skilled, passionate and determined. She has a clear vision for the school and, since the previous inspection, has built up capacity within the leadership team. This has resulted in improvements in the quality of teaching, learning and assessment and outcomes for pupils. The school is going from strength to strength.
- Self-evaluation by leaders provides an accurate and realistic view of the school. This process has ensured that the school improvement plan is focused on the right priorities to make the school even better. Leaders meticulously check on the effectiveness of actions they take to improve pupils' progress. They take decisive action to amend their plans when improvement is not as rapid as it should be.
- The SENCo demonstrates strong leadership. There are clear processes in place for identifying pupils with SEND and barriers to learning so that reasonable adjustments can be made for these pupils to be fully included in lessons. There are effective systems in place to monitor the progress of all pupils, including pupils with SEND and disadvantaged pupils. There is a clear rationale for how additional funding, including the pupil premium, is used and how the impact is measured. Through pupil progress meetings, leaders are able to quickly identify those pupils who are falling behind or not doing as well as they should, and provide them with support to ensure that they achieve well.
- The local authority has provided considerable support to the school. As the leadership team has become more established, middle leaders have shown good capacity to improve the school even further. At the time of the previous inspection, middle leaders for English and mathematics were new to their roles and responsibilities. As they have grown in confidence and experience, they have taken greater responsibility within their subject areas and are able to demonstrate the impact of their actions for school improvement.
- There are very positive relationships between staff, pupils and parents. Staff are supported to achieve their best. Through close and frequent checks on the quality of teaching, along with appropriate support and training for staff, leaders have ensured that the quality of teaching, learning and assessment is now good. Staff value the professional development opportunities that leaders provide. They are reflective and keen to receive feedback to improve their practice.
- The curriculum contributes well to pupils' spiritual, moral, social and cultural development. Equality and diversity are promoted through lessons and assembly themes. Pupils are encouraged to reflect on their feelings and to learn about and respect people from different faith groups and cultures. They talked enthusiastically about how they learned to dance, sample food and create artwork from different cultures during their recent culture diversity week. The school prepares pupils well for life in modern Britain. However, the curriculum does not provide sufficient opportunities for pupils to deepen their knowledge and understanding in all subjects, particularly history and geography.

## Governance of the school

- Governance is effective. Governance has been strengthened since the previous inspection, following a review of governance. As a result, governors have devised clear areas for improvement and they are providing suitable challenge and support to leaders. There is a positive and transparent relationship between them. Governors have a systematic approach to monitoring, they know the school well and they have an effective understanding of the strengths and ongoing areas for improvement. With greater challenge of leaders, governors are holding leaders to account for pupils' achievement in their relentless drive to improve standards.
- Financial expertise within the governing body ensures efficient use of the school's budget. The funding for pupils with SEND is used effectively to meet pupils' needs. Governors make sure that additional funding, such as the pupil premium and the physical education and sport funding, is used appropriately and has the desired impact on improving pupils' achievement and personal development and on the quality of education.
- Governors have been closely involved in setting the vision and strategic direction of the school. Working with the headteacher, they are continuing to build leadership strength and capacity. Governors are dedicated and committed to providing a good-quality education for pupils at The Reddings.

## Safeguarding

- The arrangements for safeguarding are effective.
- Leaders have established a strong culture for safeguarding – 'Safeguarding first, children are our priority.' School leaders ensure that they fulfil their legal requirements for safeguarding. Safeguarding policies and procedures, including those to meet specific medical needs of pupils, are reviewed regularly and staff are made familiar with them through induction.
- Checks completed on the suitability of staff to work in school are in place. Leaders ensure that all staff receive regular and appropriate training, including on the 'Prevent' duty, so that they understand the school's safety procedures.
- Staff are vigilant for pupils' safety and welfare. They are alert to any signs of abuse or neglect and act swiftly to make sure that pupils are kept safe. There is appropriate liaison with outside agencies to ensure that pupils' needs are met. Leaders have established procedures to systematically log concerns and behaviour through an online system. Records are detailed, of a high quality and can be accessed easily.
- The site is well maintained and secure. There is a clear schedule and procedure for ensuring that health and safety tasks and concerns are completed and addressed in a timely manner.

## Quality of teaching, learning and assessment

**Good**

- The quality of teaching, learning and assessment is now good and continues to improve and develop as teachers share their practice.
- Most teachers have strong subject knowledge. They intervene appropriately in lessons and use questioning to check understanding and rectify any misunderstandings that

pupils have. Pupils are involved in lessons and respond well to questions asked. They access a range of resources to support them in their learning.

- Teachers use high-quality texts linked to topic themes which engage pupils in their learning. For example, Year 2 pupils demonstrated good speaking and listening skills and a developing vocabulary when they acted out a scene from the text 'The Runaway Wok', linked to their topic about China.
- Pupils show a love of books. They read books that are closely matched to their ability. The teaching of phonics is effective as younger pupils use their knowledge of phonics to support them when reading unfamiliar words. The most able pupils read confidently, fluently and with good expression. Year 6 pupils were able to identify the reading skills that they were using when they explained how they used inference skills when looking at propaganda posters in history.
- The teaching of writing is improving, particularly in key stage 2, where learning is sequenced systematically so that pupils build up their skills and then apply them to extended pieces of writing. Pupils in Year 6 relished the challenge to write a speech from Winston Churchill linked to their study of the Second World War. They explained and demonstrated the features of different types of writing. Classroom display boards are used to keep these features fresh in pupils' minds and remind them about important vocabulary, spelling and grammar. Pupils could justify the use of alliteration as a powerful addition to persuasive writing and produced work of a high quality.
- Teachers plan interesting activities through the broader curriculum. This is enriched by first-hand experiences, including visits and themed days. Work in topic books is of a good quality and includes opportunities to write across a range of genres.
- In mathematics, when teaching is sequenced, this builds on pupils' learning. For example, Year 1 pupils showed how they learned systematically about grouping. This meant that they were able to move on to solving meaningful problems, using the method they had been taught. However, the most able pupils do not usually move on to applying their knowledge and skills in a range of different ways to deepen their understanding.
- Pupils understand the process that the school uses where teachers give feedback. They know when they have done well and can demonstrate how they have improved their work.
- Teaching assistants make a good contribution to teaching and learning. They work well with teachers and have good relationships with pupils.

## Personal development, behaviour and welfare

**Good**

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pastoral care is a strength within the school, particularly for vulnerable pupils and those with SEND. The school delivers in-house support for pupils through mentoring and drawing and talking therapy, as well as bespoke well-being packages. As a result, learners are becoming more resilient.

- Pupils describe the inclusive nature of the school by saying that 'If you are new, you have a friendly welcome.' Another pupil described how 'You learn new things every day and, if you have a talent, teachers encourage you to learn more about it.'
- Pupils say that they feel safe in school. They have a good understanding of the different forms of bullying and learn how to keep themselves safe and healthy. They say that there is always an adult they can talk to, whether the problem is big or small, knowing that it will be quickly resolved. Parents are happy to discuss any concerns about their children with staff. The vast majority of parents are confident that their children are happy, feel safe and are looked after well in school.
- The school supports pupils in understanding how to be safe when using the internet. Pupils have created their own posters to remind others how to keep safe.
- Relationships between adults and pupils are very positive. The headteacher leads by example and this is modelled by all adults. Pupils recognise their differences and celebrate their different cultures.
- Assemblies make a significant contribution. Pupils celebrate enthusiastically with others who achieve well. They sit respectfully, participate well and sing with gusto. They are proud of their achievements and their school.
- There is a wide range of extra-curricular clubs, before school, at lunchtime and after school. Pupils enjoy taking part in sports festivals and residential visits. They also learn how to be independent and take responsibility when acting as sports crew or leading their own clubs for younger pupils at lunchtimes.
- The breakfast club provides a safe and nurturing environment that supports pupils' social development.

## **Behaviour**

- The behaviour of pupils is good.
- Pupils are expected to behave well in lessons. They understand the golden behaviour rules and the rewards and consequences that link to them. Pupils are polite and respectful to adults and each other. Inspectors found pupils to be friendly, interested in their learning and interesting to talk to. Pupils listen carefully to their teachers and get on with the work they are given. However, pupils do not always take sufficient pride in their work and the way in which it is presented.
- There is a clear system for recording, tracking and reporting bullying, racism and other behaviour incidents to governors so that they can hold leaders to account for behaviour within the school.
- Leaders continuously promote the importance of regular attendance to pupils and parents. Effective systems are in place to monitor attendance and follow up any unexplained absences. This year, attendance is in line with the national average and is continuing to improve. Vulnerable families are supported well to help pupils attend more often. There are many examples to show where increased attendance has resulted in better progress.
- Fixed-period exclusions have declined over time. This is because leaders have trained staff in a more positive and therapeutic approach, which is proving very successful.

- Parents speak positively about the impact of the therapy on their children and how it has supported them in understanding the impact of their behaviour on themselves and others. This is having a positive impact on the school environment, with the reduction of incidents where pupils exhibit extreme behaviour.

## Outcomes for pupils

**Good**

- At the end of key stage 1, attainment in reading has been in line with the national average for the past two years. Standards in writing and mathematics are improving. The most able disadvantaged pupils achieve well in both reading and writing but not as effectively in mathematics.
- Pupils' work in key stage 1 shows that there is a greater focus on the development of basic skills to secure good progress. Where pupils are not making good progress, leaders have already identified this through their own information, with support strategies in place to enable these pupils to catch up with their peers. A progression of skills in writing from early years through to the end of key stage 1 is less evident. There are some gaps in learning when pupils enter key stage 2.
- At the end of key stage 2, attainment in reading is improving as all pupils, including those who are disadvantaged, are making stronger progress. Although pupils are making good progress in writing, attainment remains below average in 2018. Standards in the use of punctuation, grammar and spelling are improving as pupils reach the end of key stage 2. Pupils make good progress in mathematics and attainment is rising. However, over time, fewer pupils have attained the higher standard.
- In key stage 2, pupils' work shows that they are developing their writing skills effectively. Pupils use subject-specific vocabulary to explain their work and can show how they have used sophisticated vocabulary when writing. Work in mathematics books shows that pupils are making good progress.
- Pupils enjoy their learning across the curriculum and can talk knowledgeably about the subjects and topics they have been learning about. There are good opportunities for pupils to write across a range of genres in key stage 2 and work is of a high quality. However, work in history and geography lessons is not of the same standard as the tasks do not inspire pupils
- There are clear processes in place to identify pupils with SEND and provide them with the support they need to address barriers to learning. This results in them making good progress from their starting points. Disadvantaged pupils are making good progress in line with other pupils nationally. Where progress is less secure, leaders can explain why.

## Early years provision

**Good**

- Children join the school in the Nursery and Reception classes with skills, knowledge and understanding below those typically found in children of their ages. A significant number of children have specific needs. However, there is early identification of need and children are

supported effectively to make good progress from their starting points. Support for disadvantaged children is well targeted and gives them a positive start to school.

- The early years leader makes regular checks on the quality of teaching and learning. She reviews the records of children's progress to ensure that the provision within early years meets the needs of all children.
- Children get off to a good start in the Nursery class. Children clearly enjoyed reading 'Goldilocks and the Three Bears' and making their own suggestions as to how Mr Bear was going to get his shoes back. They were observed engaging in a wide range of activities linked to the story to develop their dexterity and early literacy and numeracy skills.
- In the Reception class, there are many opportunities for children to use their basic skills of reading, writing and mathematics in the activities that teachers plan for them. Teaching and learning are planned around themes, taking into account the interests of the children. Children were observed being highly engaged in role play at the 'police station'. Although there are opportunities for children to make marks with various tools, these activities sometimes lack purpose in supporting children to develop and practise their fine muscle control and pencil grip in writing. Letter formation is not reinforced well enough and children are not encouraged to present their writing well. This results in poor habits being formed.
- Phonics is taught well in early years. During the phonics session, all children have the opportunity to work on sounds, writing and reading in groups that have been chosen to improve their progress. Children show good concentration and are keen to learn through well-established routines.
- Children have the opportunity to take part in a wide range of activities in the outside area across the areas of learning. They are encouraged to explore and follow their interests. Children show good concentration and the ability to see activities through. They work together cooperatively by taking turns and sharing. They accept each other's differences.
- Children follow instructions and respond well to adult questions and when interacting with each other. Adults intervene appropriately and model language effectively to extend children's speaking skills. Children learn to take risks safely and adults encourage independence.
- Safeguarding is effective and arrangements for children's welfare meet requirements.
- Children are well prepared to make the transition into Year 1. The children's learning journeys are readily available for parents to follow their children's progress. Parents value the partnership between home and school.

## School details

Unique reference number	117234
Local authority	Hertfordshire
Inspection number	10088656

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 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	204
Appropriate authority	The governing body
Chair	Gill Knibbs
Headteacher	Tracy Prickett
Telephone number	01442 406 500
Website	<a href="http://www.reddings.herts.sch.uk/">www.reddings.herts.sch.uk/</a>
Email address	<a href="mailto:head@reddings.herts.sch.uk">head@reddings.herts.sch.uk</a>
Date of previous inspection	1–2 February 2017

## Information about this school

- The Reddings Primary School is smaller than the average-sized primary school, with an integrated nursery.
- Since the previous inspection, the leadership team has been restructured to include three assistant headteachers. A new chair of the governing body has been appointed. Four new governors have joined the governing body.
- The proportion of pupils from minority ethnic groups is above the national average. About a third of pupils speak English as an additional language.
- The proportions of disadvantaged pupils and pupils with SEND are higher than the national averages.
- The school provides a breakfast club. The school liaises with another provider in offering after-school care on another school site.

## Information about this inspection

- The inspectors observed pupils' learning in all classrooms, including observations carried out jointly with the headteacher. In addition, inspectors made short visits to observe learning at other times to review the teaching of phonics and the broader curriculum. Inspectors reviewed provision for pupils attending the school's breakfast club.
- Inspectors spoke to pupils about their learning and looked at their work across a range of subjects. Meetings were held with pupils to gather their views about the school, behaviour and safety. The inspectors listened to pupils read in Years 1, 3 and 6, and discussed their enjoyment of reading with them.
- Meetings were held with the headteacher and other members of staff with leadership responsibility, including the SENCo. The lead inspector spoke to a representative from the local authority who has provided support for the school.
- Inspectors looked at a wide range of documents, including: the school's self-evaluation summary; the school improvement plan; the school's own information about pupils' progress and attainment; records of visits made by external advisers; a range of school policies; monitoring; and the school's own checks on the quality of teaching.
- Inspectors reviewed documents relating to the work of the governing body, including minutes of their meetings.
- Inspectors reviewed safeguarding policies and procedures, including records of checks on the suitability of staff and adults, and behaviour and attendance records.
- Inspectors took account of the 24 responses to Ofsted's online questionnaire, Parent View, considered seven free-text responses and spoke to parents at the start of the inspection. In addition, inspectors took account of the 14 responses to a questionnaire for members of staff.

## Inspection team

Pauline MacMillan, lead inspector

Ofsted Inspector

Kim Hall

Her Majesty's Inspector

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