

Redland Primary School

Address: Brook Street, Chippenham, Wiltshire, SN14 0JE

Unique reference number (URN): 126260

Inspection report: 6 May 2026

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Expected standard

Achievement

Expected standard 

Pupils' attainment in national curriculum tests is typically in line with, and in some cases, above the national average. The progress that pupils make from their relative starting points, is a strength. This is particularly the case in reading and mathematics. Consequently, pupils, including those who are disadvantaged, are well prepared for secondary school.

Pupils generally develop the important basic skills they need in reading, writing and mathematics. Despite a decline in the proportion of pupils reaching the expected standard in the phonics screening check in 2025, current pupils learn and remember new sounds well. While younger pupils adopt a correct pencil grip and form letters correctly, the quality and fluency of some older pupils' handwriting vary between subjects.

In many wider curriculum subjects, pupils' knowledge is secure. In design technology, for example, younger pupils enthusiastically share their understanding of seasonal fruits in the UK. In physical education, older pupils have a clear understanding of the techniques they need to use when striking a cricket ball.

Attendance and behaviour

Expected standard 

Leaders ensure that staff, parents and carers, and pupils understand the importance of regular attendance and positive behaviour. Leaders have put in place clear systems to track patterns of absence, with the most vulnerable pupils being the priority. Leaders act swiftly when any concerns arise, making effective use of external agencies to support pupils and their families. The positive impact these actions are having on pupils is clear. The vast majority of pupils arrive to school on time. Overall attendance is in line with national figures and rates of persistent absence are low.

Across the school, pupils are polite and well-mannered. Pupils behave well and make positive contributions in lessons. This starts in Reception Year where children follow the clear routines that are in place and eagerly share their ideas with adults. Leaders ensure that any form of discrimination, including bullying, are not tolerated. Pupils show a mature understanding as to why this is important. Staff make careful adjustments to support pupils who may struggle to manage their emotions. Social times are harmonious occasions. Pupils enjoy the wide range of opportunities available to them and play and interact very well with one another.

Curriculum and teaching

Expected standard 

Leaders have designed a broad and balanced curriculum that makes clear the precise knowledge and skills that pupils learn, from the early years to Year 6. They have an accurate understanding of the quality of the curriculum and the way in which it is taught.

Staff share leaders' commitment to ensuring that pupils develop the essential skills they need in reading, writing and mathematics. Leaders have taken effective action to improve the delivery of the school's phonics programme. Staff present new sounds clearly and build

pupils' vocabulary well. If pupils fall behind, they receive the support they need to catch up quickly.

The curriculum is typically well taught. In mathematics, for example, teachers use their subject knowledge well to design learning activities that build pupils' knowledge. They make careful adaptations to learning, for example by using objects and number frames, so that pupils with additional needs access the same curriculum as their peers. Staff use strategies, such as 'flash back 4', to address any gaps in learning that exist. Pupils confidently use their knowledge of number when working with fractions.

They develop their mathematical understanding well.

However, in a small number of wider curriculum subjects this is not the case. Staff do not design learning activities that secure or deepen pupils' knowledge. In history for example, some pupils find it difficult to make links between different periods of time. This hinders the progress that some pupils make across the curriculum.

Early years

Expected standard 

Leaders in the early years have high expectations for what children can achieve. They have put in place an ambitious curriculum which makes clear the knowledge and skills that children need to learn and when.

Teachers place a clear emphasis on developing the important skills in early reading, writing and mathematics. They help children to use the correct pencil grip when writing and develop their mathematical skills when counting and grouping sets of numbers. Reading is a priority. As they progress through Reception Year, children build secure phonics knowledge. Staff use their interactions with children to model new words and share a range of stories, rhymes and songs which develop children's vocabulary.

Staff ensure that children with special educational needs and/or disabilities receive the support they need to flourish. For example, staff create activities which enable children with communication and language needs to confidently read words such as 'wooden' and 'chimpanzee'.

Staff work closely with families and local nurseries. This helps them to get to know the children and their individual needs well. Relationships are positive. This helps children to feel safe and cared for.

Children achieve well by the end of the early years. They are increasingly well prepared for Year 1 by the end of Reception Year.

Inclusion

Expected standard 

Leaders have a clear and ambitious vision for pupils with special needs and/or disabilities (SEND). They work proactively with parents and carers, the local authority and other professionals, including social care, to quickly identify any obstacles to learning that pupils face. Together with staff, leaders use this information well to ensure the provision pupils receive meets their individual needs.

Staff benefit from a comprehensive programme of professional learning. This gives them the confidence they need to manage pupils' emotional and sensory needs. In lessons, teachers make helpful adaptations to learning. For example, they make effective use of the practical aids such as resistance bands which help some pupils maintain their focus or use resources which develop pupils' speech and language skills. Pupils with SEND make positive progress from their starting points because of this.

Leaders make effective use of the additional funding the school receives for disadvantaged pupils. They provide the right support, such as access to the before-school club, which impacts positively on pupils' attendance. Disadvantaged pupils benefit from the school's wider offer, which includes music lessons and extra-curricular clubs.

Leaders ensure that alternative provision is used in the best interests of pupils. Their oversight of the support pupils receive is robust. This includes checking attendance, any safeguarding concerns that arise and the progress that pupils make. This impacts positively on pupils' wellbeing and behaviour.

Leadership and governance

Expected standard 

Leaders and governors have a clear and ambitious vision for the school. They have an accurate understanding of the school's strengths and areas for further development. If any areas of the school's work fall short of leaders' expectations, they take prompt and effective action. The recent improvements to the way in which staff deliver the school's phonics programme is an example of this. At all times, leaders make decisions that are in the best interest of pupils, particularly those who are disadvantaged, pupils with special educational needs and/or disabilities (SEND), and those who face barriers to learning and/or wellbeing.

Governors fulfil their statutory duties well. This is particularly the case with the checks they make about the school's safeguarding systems. They make effective use of the support and challenge they receive from the local authority, the visits they make to school and their detailed scrutiny of performance information. This helps them to hold leaders to account.

Staff are proud to work at the school. The vast majority value leaders' consideration of their wellbeing and the understanding they show to their workload. Staff appreciate and benefit from a wide-ranging professional learning programme. This develops their confidence and builds their expertise, particularly around the provision for pupils with SEND.

Leaders and governors foster positive relationship with parents, carers and the community the school serves. Parents value the support that staff provide to pupils and the opportunities pupils have to learn both in and outside the classroom.

Personal development and wellbeing

Expected standard 

Leaders prioritise pupils' personal development and wellbeing. Assemblies, guest speakers and a range of opportunities support the school's wider offer. Together, they broaden pupils' experiences and develop their talents and interests, such as playing a musical instrument or learning about different careers.

The personal, social and health education curriculum is designed to develop pupils' understanding of the modern world they live in. Pupils learn about fundamental British values, such as democracy, when voting for a school councillor. They understand the importance of treating others with respect, recognising the qualities that make them unique. Pupils share their knowledge of different religions and faiths, such as Judaism and Christianity, recognising both the similarities and differences between them. They develop their understanding of taxes and the average wage when learning about money.

Pupils benefit from a carefully-sequenced relationships and sex education, and health education curriculum. Pupils talk with maturity about concepts such as loss and understand that relationships can be different. They know how to stay safe in the real and online world. For example, they understand the importance of consent and making their online profile private.

The school's comprehensive pastoral offer is a strength. Pupils understand that staff are there to help them. Pupils value the time they have to talk to trained staff which enables them to better understand their feelings and emotions or resolve any friendship issues that occur.

Leaders ensure that the personal development programme is accessible to all. They track pupils' participation in extra-curricular clubs carefully and ensure that disadvantaged pupils have access to the same opportunities as their non-disadvantaged peers. Pupils enjoy their school trips to museums and the opportunities to take part in sport and dance festivals. They develop their character well by visiting a local care home or by organising fundraising event, such as a fun run.

What it's like to be a pupil at this school

Pupils enjoy attending this warm and welcoming school. They describe it as a 'great place to learn'. Pupils of all ages understand how the school's expectations to be kind, respectful and responsible help them to be 'a better person'.

Leaders and staff know the pupils for the individuals they are. They diligently consider and remove any barriers that pupils face, including those with special educational needs and/or disabilities, pupils who are disadvantaged and those known to social care. Pupils develop a clear sense of belonging, attend well and feel safe because of this.

Pupils talk eagerly about their favourite subjects and show highly positive attitudes to their learning in lessons. By the end of Year 6, they achieve well in reading, writing and mathematics. Pupils make positive progress across the curriculum from their starting points. They develop the knowledge and skills they need which prepares them well for the next stage of their education.

Staff have high expectations for pupils' behaviour and conduct. Pupils meet these expectations. They greet visitors and adults warmly, showing high levels of respect. Children in the early years listen carefully, take turns and play well with one another. Staff take time to forge positive relationships with pupils. Pupils trust adults to listen to them and help with any

worries or concerns that arise. Bullying is rare. If it does occur, staff deal with it quickly. The atmosphere, both in the classroom and outside, is calm and purposeful.

Pupils enjoy a wide range of clubs, such as football and computing, trips to London, and residential visits. They particularly value the opportunities they have to learn outside the classroom which builds their confidence, independence and teaches them new life skills. Pupils take pride in their leadership roles, including school council, 'buddies', and 'opal leaders'. They say these roles help them to improve their school and set a positive example to others.

Next steps

- Leaders should ensure that staff design and select learning activities that help pupils to consistently develop the depth of knowledge they need across the curriculum.
 - Leaders should continue to ensure that the school's approach to handwriting is implemented consistently well so that pupils develop accurate and fluent letter formation over time.
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About this inspection

The co-chairs of the board of governors in this school are Luke Cummings and Cathy Oliver.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMI) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the headteacher, assistant headteachers, special educational needs and disabilities coordinator, staff and pupils. The lead inspector met with members of the governing board, including the co-chairs. They also spoke to a representative from the local authority.

The inspectors confirmed the following information about the school:

The school makes use of one unregistered alternative provision.

Headteacher: Mrs Veronika Joy

Lead inspector:

Ben Jordan, His Majesty's Inspector

Team inspectors:

Julie Fox, Ofsted Inspector

Claire Mirams, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 6 May 2026

School and pupil context

Total pupils

285

Close to average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

315

Close to average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

21.40%

Close to average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

1.75%

Below average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

14.39%

Close to average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

Location deprivation

Close to average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	62%	61%	Close to average
2024/25 (final)	68%	62%	Close to average
2023/24 (final)	61%	61%	Close to average
2022/23 (final)	59%	60%	Close to average

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	80%	74%	Above
2024/25 (final)	84%	75%	Above
2023/24 (final)	88%	74%	Above
2022/23 (final)	70%	73%	Close to average

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	77%	72%	Close to average
2024/25 (final)	71%	72%	Close to average
2023/24 (final)	83%	72%	Above
2022/23 (final)	75%	71%	Close to average

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	76%	73%	Close to average
2024/25 (final)	87%	74%	Above
2023/24 (final)	68%	73%	Close to average
2022/23 (final)	75%	73%	Close to average

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	45%	46%	Close to average
2024/25 (final)	63%	47%	Above

Year	This school	National average	Compared with national average
2023/24 (final)	36%	46%	Close to average
2022/23 (final)	42%	44%	Close to average

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	77%	62%	Above
2024/25 (final)	88%	63%	Above
2023/24 (final)	91%	62%	Above
2022/23 (final)	58%	60%	Close to average

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	65%	59%	Close to average
2024/25 (final)	63%	59%	Close to average
2023/24 (final)	73%	58%	Above
2022/23 (final)	58%	58%	Close to average

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	55%	60%	Close to average
2024/25 (final)	88%	61%	Above
2023/24 (final)	36%	59%	Below
2022/23 (final)	50%	59%	Close to average

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	45%	68%	-22 pp
2024/25 (final)	63%	69%	-7 pp
2023/24 (final)	36%	67%	-31 pp
2022/23 (final)	42%	66%	-25 pp

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	77%	80%	-2 pp
2024/25 (final)	88%	81%	7 pp
2023/24 (final)	91%	80%	11 pp
2022/23 (final)	58%	78%	-20 pp

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	65%	78%	-13 pp
2024/25 (final)	63%	78%	-16 pp
2023/24 (final)	73%	78%	-5 pp
2022/23 (final)	58%	77%	-19 pp

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	55%	80%	-25 pp
2024/25 (final)	88%	81%	7 pp
2023/24 (final)	36%	79%	-43 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	50%	79%	-29 pp

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (3 term)	5.1%	5.2%	Close to average
2023/24 (3 term)	5.7%	5.5%	Close to average
2022/23 (3 term)	5.4%	5.9%	Close to average

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (3 term)	11.2%	13.0%	Close to average
2023/24 (3 term)	14.6%	14.6%	Close to average
2022/23 (3 term)	11.5%	16.2%	Below

Our grades explained

Exceptional 

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard 

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard 

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention ●

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement ●

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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