

# Inspection of Battle Primary Academy

Cranbury Road, Reading, Berkshire RG30 2TD

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Inspection dates:	19 and 20 November 2024
The quality of education	<b>Outstanding</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Outstanding</b>
Early years provision	<b>Outstanding</b>
Previous inspection grade	Good

The principal of this school is Louise Burridge. This school is part of The Thames Learning Trust multi-academy trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Richard Kearsey, and overseen by a board of trustees, chaired by Jon Reekie.

## **What is it like to attend this school?**

This is a school that has improved rapidly and continues to do so. Pupils know this. They talk positively about the new things they learn and the new things they do. They know that their teachers expect a lot and are keen to impress in all they do. Their progress through the school's curriculum is strong.

Pupils are not afraid to make mistakes. One telling conversation with a pupil revealed that she feels that staff give her friends 'the confidence to succeed'. Pupils are proud of their work, even when it is not quite perfect 'but nearly'. They know that staff are there to help when learning gets tough. Pupils with special educational needs and/or disabilities (SEND) are also supported well. Because of this, levels of trust are high, and all pupils engage in learning well.

Pupils' attitudes to school are highly positive. They feel that their school is a friendly place. They frown on poor behaviour, though acknowledge this is relatively rare. They feel safe here. The levels of attendance of all pupils are high. Children in early years are equally well provided for. In Nursery and Reception, high expectations go hand in hand with a deep understanding of the wider needs of each individual child.

## **What does the school do well and what does it need to do better?**

Much has changed here in a relatively short period of time. Staff and pupils alike demonstrate boundless energy and great pride in their school. Relationships in classrooms are exceedingly productive. Teachers teach. Pupils learn. There is no time to waste and everyone knows it.

Leaders at all levels have a clear vision for the school. This starts at the top with trustees and executive officers from the multi-academy trust. Plans to improve the school are focused. Expectations for success are high. Pupils come first, though the workload and well-being of staff also have an appropriately high priority.

Classroom visits show that there is a consistent approach to how the curriculum is delivered across all phases of the school. Staff benefit from a focused and well-planned cycle of internal training. External consultants are also used to enhance the knowledge and expertise of staff. Consequently, pupils experience a high-quality education, no matter what their backgrounds or barriers to learning might be.

The curriculum is well thought out. It starts in the early years foundation stage, where children progress well through the curriculum. The very high proportion of pupils with English as an additional language are supported well from the start. The school's programme to teach pupils to read also starts here. High-quality teaching of phonics underpins the school's early reading strategy. A relentless focus on ensuring that pupils can read confidently forms the foundation of learning across early years and into Years 1 and 2. Those who struggle to read are supported well by expert staff. The impact of this is clear to see on pupils, especially those from disadvantaged backgrounds.

Though mathematics and English have a high importance here, the wider curriculum adds great strength to the quality of education the school provides. Sport and the arts have a high profile. Pupils relish their work as historians. Older pupils enjoy their visits to local secondary schools, where they benefit from additional challenges as scientists or as budding computer technicians.

The school's programme to develop pupils' wider interests is noteworthy. High-quality enrichment activities are the norm. They come in many forms, including educational visits and taking part in competitions. These include singing in the glee club at Wembley or as aspiring Olympian rowers. Trips to the beach are equally popular. Pupils remember much about what they learned on their trips to the Science and Natural History Museums.

This is an inclusive school that celebrates its multi-cultural community. Pupils learn about life in modern Britain while honouring the diverse ethnic backgrounds others come from. Older pupils also have a growing understanding of equality and difference. As a result, they are well prepared for their next phase of education.

This is truly a school that sits at the heart of the community it serves. The large majority of parents and carers who talked to inspectors or completed Ofsted Parent View are positive about what the school provides. Pupils thrive here. They enjoy their learning in and outside of the classroom. They know that hard work leads to success. They are motivated to be the best they can be because staff care, and the school really does strive for excellence for all.

## **Safeguarding**

The arrangements for safeguarding are effective.

## **How can I feed back my views?**

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

## **Further information**

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years,

looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	139066
<b>Local authority</b>	Reading
<b>Inspection number</b>	10341732
<b>Type of school</b>	Primary
<b>School category</b>	Academy sponsor-led
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	452
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Jon Reekie
<b>CEO of the trust</b>	Richard Kearsley
<b>Principal</b>	Louise Burridge
<b>Website</b>	<a href="http://www.battleprimary.co.uk">www.battleprimary.co.uk</a>
<b>Dates of previous inspection</b>	30 April and 1 May 2019

## Information about this school

- Since the last inspection, the school has joined The Thames Learning Trust as a sponsor-led academy.
- A new principal has joined the school since the last inspection.
- The school does not currently use alternative provision.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school’s education provision.
- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors held a wide range of meetings with leaders at all levels, as well as teaching and support staff. The lead inspector held two separate meetings with executive officers and trustees of the multi-academy trust.
- Inspectors carried out deep dives in these subjects: reading, mathematics, history and physical education. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils’ work. Inspectors also discussed the curriculum in some other subjects with leaders.
- To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record; took account of the views of parents, leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils’ interests first.
- Pupils were talked to throughout the inspection to gain their views about the school. Inspectors also talked formally to two representative groups of pupils.
- Inspectors considered the views of parents submitted through Ofsted Parent View. An inspector talked to parents at the start of the first day of the inspection. The views of staff were also considered through Ofsted’s staff survey.

### **Inspection team**

Clive Close, lead inspector	His Majesty’s Inspector
Andy Yeoman	Ofsted Inspector
Martin Dyer	Ofsted Inspector

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