

Reed First School

Address: Jacksons Lane, Reed, Royston, Hertfordshire, SG8 8AB

Unique reference number (URN): 117129

Inspection report: 9 September 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.

Strong standard ●

Attendance and behaviour

Strong standard ●

Pupils are happy, settled and enjoy being part of the school community. Pupils make a smooth transition into school life when they join the school. Staff and pupils provide thoughtful support for those who need additional reassurance, reflecting the school's caring and inclusive ethos. Pupils treat one another with kindness and respect, helping to create a welcoming environment where everyone feels valued. The school's approach to behaviour supports pupils' individual needs and helps them succeed both socially and academically. Staff monitor behaviour carefully, identifying patterns and providing targeted support when required. Pupils benefit from a range of strategies and activities that help them remain focused and engaged in their learning. Bullying is rare. When concerns arise, staff investigate them thoroughly and work closely with families to achieve positive outcomes.

Most pupils attend school regularly because they understand the importance of attending every day. Leaders maintain clear systems and procedures that promote strong attendance. They work closely with parents and carers and provide support when needed. For example, staff may adapt the start of the school day to help pupils settle positively. Regular communication through newsletters and assemblies reinforces leaders' high expectations and contributes to consistently positive attendance over time.

Inclusion

Strong standard ●

Pupils with special educational needs and/or disabilities (SEND), those eligible for pupil premium funding and pupils facing other challenges receive carefully tailored support to overcome barriers to learning and/or wellbeing. Staff identify needs at an early stage and respond swiftly when challenges arise. All staff receive appropriate training to provide effective support and adapt learning deftly to meet individual pupils' needs. Through carefully planned activities, targeted interventions and classroom adaptations, staff help pupils to access the curriculum and learn successfully. They respond quickly and sensitively, within lessons and over time, ensuring that pupils receive the support they need to thrive.

Through close collaboration with parents and carers, staff develop effective approaches that meet pupils' individual needs and promote positive outcomes. They provide practical resources and guidance to support learning beyond the classroom, helping families build pupils' confidence and independence. Regular communication strengthens these partnerships, ensuring consistent support and enabling parents to celebrate achievements and reinforce learning at home. This shared commitment helps pupils succeed and engage fully in school life.

Every pupil can access the full range of opportunities the school offers. These may include educational visits or wellbeing support. As a result, pupils thrive academically and personally and achieve their potential.

Expected standard

Achievement

Expected standard

Pupils develop the knowledge and skills they need for the next stage of their education, including pupils with special educational needs and/or disabilities (SEND) and those who are disadvantaged.

Staff prioritise the development of strong foundations in reading, writing and mathematics. Children begin learning letter sounds as soon as they join the school. Staff build on children's phonics knowledge carefully throughout the early years. This supports pupils to become fluent and confident readers. Pupils who need help with reading, spelling or handwriting keep up with their peers through effective teaching and support.

In lessons, most pupils demonstrate secure knowledge and understanding of previous learning. Staff identify gaps in knowledge and misconceptions quickly and address them effectively. Pupils approach new topics with enthusiasm and enjoy making links between different areas of the curriculum. For example, pupils speak confidently about their learning on the Egyptians and recall previous work on plants.

Curriculum and teaching

Expected standard

The curriculum has been carefully designed for mixed-age teaching and provides pupils with a broad and balanced education. Leaders have ensured that the curriculum is ordered so that it builds pupils' knowledge and skills progressively over time. As a result, pupils develop secure foundations in reading, writing and mathematics.

Leaders review the curriculum regularly to ensure that it remains relevant and meets the needs of the pupils who attend the school. When they identify opportunities for improvement, staff work collaboratively to refine and strengthen provision. For example, staff are currently reviewing the computing curriculum to deepen pupils' understanding of online safety and the responsible use of technology.

Staff use a range of effective strategies to help pupils develop secure knowledge and understanding. They plan activities that revisit and build on previous learning, helping pupils retain key knowledge over time. Staff provide timely support for pupils who need additional guidance, including those with special educational needs and/or disabilities (SEND). This enables pupils to access learning successfully and complete the tasks set. On occasion, the pace of learning slows when staff do not move some pupils onto new learning quickly enough. Leaders recognise this and have already begun implementing strategies to ensure that all pupils remain engaged and challenged throughout lessons.

Early years

Expected standard

Children settle well when they join the early years. They know the start-of-day routines and quickly begin their tasks. If a child forgets a task, a classmate gently reminds them. Children and staff form positive relationships. Children interact well with one another. These

supportive relationships help staff identify children who need additional support, such as children with special educational needs and/or disabilities, and provide it promptly.

Staff have designed the curriculum to ensure clear coverage of all areas of learning while reflecting children's knowledge, understanding and interests. They create an engaging environment that excites children and stimulates conversation. These interactions help children to develop their vocabulary and practise their number skills. Staff ensure that children can access the resources they need throughout the day, which helps them extend their learning independently and confidently. For example, they choose books from reading areas and practise number recognition throughout the environment.

Most children leave the early years well prepared for learning in Year 1. They demonstrate confidence, resilience and curiosity in their learning. Staff nurture these qualities building knowledge, strengthen communication skills and promote independence.

Leadership and governance

Expected standard 

Leaders are clear about the school's strengths and the areas that require further development. They evaluate the impact of their work accurately and use this information to support continuous improvement. As a result, the school continues to develop in a purposeful and measured way.

Following a period of change, governors have established clearer structures, roles and expectations. The introduction of a governor charter has improved transparency and clarified the governing body's purpose. Governors have also reviewed and streamlined their ways of working to improve efficiency and strengthen their impact. However, these systems remain relatively new.

Staff express confidence in the vision and direction of the school. Leaders are approachable and highly supportive of staff, both professionally and personally. They place a clear emphasis on professional development and maintain a clear focus on securing the best possible outcomes for pupils. Leaders value staff views and involve them meaningfully in decision-making. Consequently, morale remains positive and leaders balance workload and wellbeing effectively. This enables staff to manage their responsibilities in ways that reflect their individual circumstances while maintaining high expectations for pupils.

Parents and carers speak positively about the school and value the care and support that staff provide. They report that their children enjoy attending school and feel safe and well cared for. The school actively engages parents in their children's learning through initiatives such as phonics workshops, which help parents support learning at home.

Personal development and wellbeing

Expected standard 

Leaders have carefully considered pupils' personal development to ensure that they gain the knowledge, skills and experiences they need for later life. A well-planned personal development curriculum, alongside a broad range of enrichment opportunities, supports pupils' personal growth and prepares them well for life beyond the school. Staff make effective use of the school's mixed-age structure. They maximise learning opportunities, which are available for all pupils, to equip them with the confidence and skills needed for

future success. They identify and address barriers to learning quickly, ensuring that pupils who require additional support can access the curriculum fully and achieve well.

Pupils know and understand the school's values of independence, resilience, respect and aspiration. Staff encourage pupils to demonstrate these values in lessons and throughout school life. Pupils receive recognition when they do so and staff help them understand how their actions reflect the school's values. As a result, pupils take pride in their achievements and contribute positively to the school community and their house teams.

Through the relationships and health curriculum, pupils learn how to keep themselves safe and healthy. External visitors, such as emergency services and mental health professionals, enhance this learning and provide valuable real-life contexts. Pupils understand how to stay safe online and know how to seek help when concerns arise. Parents/carers understand what pupils are learning and can support discussions at home, helping pupils build on their understanding over time.

The school's nurturing and inclusive culture helps pupils develop a strong understanding of diversity and difference. Pupils learn about different families, disabilities and cultures. Events such as Europe Day and Beyond Europe Day broaden pupils' understanding of the wider world while celebrating the backgrounds represented within the school community. Staff also provide timely support for pupils facing personal challenges, including bereavement and changes in family circumstances. This helps pupils feel cared for, supported and ready to engage fully in school life.

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

Pupils are happy, confident and enthusiastic members of the school community, who enjoy coming to school each day. Staff provide a warm and friendly welcome each morning, helping pupils settle quickly and feel ready to learn. Positive relationships between pupils and adults create a nurturing environment where pupils feel safe, valued and supported. Pupils consistently demonstrate kindness, politeness and respect towards one another and staff.

Playtimes are one of highlights of the day, offering opportunities for pupils to socialise, play a range of games and build friendships. Pupils of all ages mix well, with older pupils taking pride in supporting younger children and encouraging them to join activities. This inclusive culture promotes friendship and belonging across the school. Pupils trust adults and know where to seek help, guidance or reassurance when needed. As a result, incidents of bullying are rare. Pupils are confident that any concerns will be dealt with effectively. Their positive attitudes and strong attendance reflect the pride they take in being part of the school.

Pupils enjoy learning. They approach their lessons with enthusiasm and curiosity. Many pupils look forward to the exciting topics they will explore over the course of the year. Pupils engage with their learning well. They answer questions thoughtfully, ask insightful questions and contribute confidently to discussions. Pupils tackle activities with determination. They take pride in producing accurate, high-quality work. Pupils receive timely support if they need extra help. This may include additional academic support, helping pupils develop a positive mindset for learning or providing pastoral support during times of crisis. As a result,

pupils build confidence, resilience and the skills they need to succeed in the next stage of their education. Pupils have high aspirations. They embrace new challenges with confidence, ambition and a belief in their ability to achieve their goals.

Next steps

- Governors should implement and evaluate their strategic plans so that they can provide even more challenge and support for leaders.
 - Leaders should ensure that all teaching challenges and supports pupils consistently so that all pupils make the maximum progress of which they are capable.
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About this inspection

The chair of the board of governors in this school is Charlotte Eeles.

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.

Inspection activities:

Inspectors spoke with the headteacher, teachers, support staff and parents during the inspection. They also spoke to representatives from the governing body and local authority.

Inspectors confirmed the following information about the school:

The school makes use of no alternative provisions.

The school also, under the same registration, runs a nursery.

Headteacher: Victoria Wittich

Lead inspector:

Katie Devenport, His Majesty's Inspector

Team inspector:

Cathy Barr, His Majesty's Inspector

Facts and figures used on inspection

This was the data available at the time of the full inspection, taken from [different sources](#). More recent data may have been published since the full inspection took place.

 The inspector(s) used this data during the full inspection on 9 September 2026

School and pupil context

Total pupils

64

Well below 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: 268

School capacity

60

Well below 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)

9.26%

Well below average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last 6 years.

National average: 26.5%

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

6.25%

Above 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: 4.1%

Pupils with special educational needs (SEN) support

3.13%

Well below average

What does this mean?

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

National average: 15%

Location deprivation

Below 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).

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)	3.2%	5.2%	Below
2023/24 (3 term)	3.8%	5.5%	Below
2022/23 (3 term)	3.5%	5.9%	Below

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)	0.0%	13.0%	Below
2023/24 (3 term)	2.6%	14.6%	Below
2022/23 (3 term)	0.0%	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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

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