

Redwood Infant School

Inspection report

Unique Reference Number	112770
Local Authority	Derby
Inspection number	357183
Inspection dates	10–11 May 2011
Reporting inspector	John Horwood

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

Type of school	Infant
School category	Community
Age range of pupils	3–7
Gender of pupils	Mixed
Number of pupils on the school roll	262
Appropriate authority	The governing body
Chair	Tracey Comfort
Headteacher	Sandra Dingle
Date of previous school inspection	13 February 2008
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Introduction

This inspection was carried out by three additional inspectors. They observed 18 lessons taught by eight teachers. Meetings were held with groups of staff, members of the governing body and pupils. Inspectors observed the school's work and looked at documentation including pupils' work, minutes of meetings, progress monitoring records and school policies. The responses to 47 questionnaires from parents and carers were scrutinised.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Why did boys attain better than girls at the end of Year 2 in 2010?
- Have actions taken by leaders to raise attendance been effective?
- Does the quality of the outdoor provision in the Early Years Foundation Stage provide adequate support for learning?
- What are the strengths within the school that enable pupils with English as an additional language to make apparently good progress?

Information about the school

Redwood Infant School is larger than the average primary school. Approximately half of the pupils are from a White British background with an equal number from minority ethnic groups. These are largely of Indian or Pakistani heritage with only a few who speak English as an additional language. There is a lower than average proportion of pupils with special educational needs and/or disabilities and few of these have a statement for their special educational needs. However, within Key Stage 1 the proportion is similar to that of other schools. The percentage of pupils eligible for free school meals is higher than in most schools. The school has achieved Healthy School status and has been awarded the Activemark. It is currently led by the deputy headteacher who is acting headteacher until the school merges with the adjacent junior school to become a primary school.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

Redwood Infants provides a good education. Pupils make good progress as a result of good teaching throughout the school. By the time they leave the school pupils reach broadly average levels of attainment, have good personal skills and are well prepared for the move to junior school. There is sometimes a difference in the attainment of boys and girls which generally reflects the national picture but the difference is reducing. In 2010 the boys outperformed girls but this was specific to the ability range within this cohort - the two groups had different start points and made similar progress. Pupils with special educational needs and/or disabilities as well as those who speak English as an additional language also make good progress because of the extra help they are given.

Pupils say they enjoy the school and that they like their teachers. Relationships throughout the school are excellent and pupils, parents and carers say that the children feel safe. Behaviour both in lessons and around the school is good, as a result of teachers having good classroom management skills and providing interesting activities for the pupils. Teachers plan their lessons in year groups so that both of the classes learn the same things. While this ensures effective learning it sometimes restricts the teaching style of the individual teachers and opportunities to make lessons more stimulating. In a few lessons the period of direct teaching at the start of the lessons is too long and pupils find it difficult to concentrate. The curriculum provides a good platform for learning and adults provide good care, guidance and support. The attendance rates have been low for several years, mainly due to family holidays during term time. Action taken by leaders is having an impact and attendance is now average but this has not been securely established for a sustained period of time. The governing body is closely involved in the planning for the merger, and knows families well. This understanding of the community is not utilised fully to improve attendance.

The inspection questionnaires completed by staff and by parents and carers are overwhelmingly supportive of the school and especially of the leadership. This confirms that the quality of leadership and the provision in the school are being maintained during the changes in leadership. There has been good progress on the areas identified for improvement at the last inspection including making better provision for the more-able pupils. The leaders have a good understanding of the school and their self evaluation is accurate. They are aware that the current programme of lesson observations lacks a systematic way of identifying training needs through planned focused objectives with 'follow up' observations. The good performance in key areas has been maintained since the last inspection. The proposed merger with the junior school is a well planned part of the drive for improvement in primary provision and contributes to the school having a good capacity for sustained improvement.

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What does the school need to do to improve further?

- Raise attainment by improving the effectiveness of teaching by:
 - reviewing the current lesson planning systems to enable teachers to adopt the delivery to suit their individual skills and style
 - ensuring the lesson planning consistently makes the best use of time and enables pupils to have adequate time for independent activities
 - developing a focused observation plan to support teachers in developing their individual skills.
- Improve pupils' attendance, involving members of the governing body in work with parents and carers.

Outcomes for individuals and groups of pupils

2

Pupils enter the Early Years Foundation Stage with skills and understanding that are well below the levels expected for their age, and make good progress to leave Year 2 with average attainment. This represents good achievement. There are no significant or consistent differences in the progress made by any group of pupils or between subjects. Pupils with special educational needs and/or disabilities make good progress because their needs are identified early and teaching assistants provide good support and guidance throughout all parts of the lesson. Teaching assistants offer a good level of challenge as well as simplification and explanation of work. Pupils who speak English as an additional language are helped to develop their literacy skills by support from a dedicated bilingual teaching assistant who provides individual and small group support.

Pupils enjoy their learning and mathematics is a popular subject. In a Year 2 mathematics lesson the topic of division was made relevant and exciting by using seeds split into packets to link to their gardening project. Pupils are very confident and sensible in lessons and join in discussion with enthusiasm. In a Year 2 mathematics lesson the lesson was made fun and interactive by the teacher making 'planned mistakes' which the pupils quickly spotted. A similar strategy was seen in a Year 2 English lesson where pupils joined in a very purposeful discussion to review an example of a report which contained deliberate mistakes.

Attendance is currently average having been low for several years. The number of persistent absentees has fallen this year but the issue of holidays in term time remains. Pupils are very aware of what constitutes a healthy diet and the importance of exercise. They say there are good opportunities for exercise including the daily exercise session at the end of lunchtime. They make a good contribution to both the school and the local community. Within the school pupils say the school council influences daily life and they are enthusiastic about other responsibilities such as 'playground pals'. They contribute to more distant communities through charity fund raising. Their spiritual, moral, social and cultural development is good. Within this multi-cultural school they gain a good understanding of other cultures which is enhanced through curriculum activities. Personal, social and health issues are well taught in the school as was seen in Year 1 lessons where pupils were actively involved in discussions about feelings.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

Both the school's observations and the inspection evidence agree that teaching is good. Teachers have good subject knowledge. They plan lessons well to match the curriculum and use links between subjects to make the lessons interesting. They use data well to match the work to pupils' abilities for the group work. In a few lessons the whole class teaching is too long and the time for group activities limited. This can limit the pupils' independent learning. Monitoring systems are used well to analyse and track the progress pupils make and pupils are very aware of their targets and how to improve. Every class has a teaching assistant and all pupils are well supported during all parts of the lesson. The curriculum provides termly cross-curricular topics that are extended through a programme of linked visits, for example to Pickford House and the Space Centre as well as by visitors to the school. There are also good links to local industry through Young Enterprise and a developing link with another Derbyshire school where pupils have a very different background.

Pupils are well cared for, supported and supervised throughout the day. Health and safety requirements are all met. Pupils are well known to all the adults in school and the good relationships ensure that they are comfortable to talk about any problems. There are close links with the local children's centre and the family support workers based there.

Arrangements to ensure pupils are prepared for moving to the junior school are good including many opportunities for Year 2 pupils to visit the junior school and the Year 3

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teachers visiting the infant school. Procedures to promote good behaviour are effective. Care for pupils is extended beyond the school day by a well-organised breakfast club which provides both healthy food and good exercise.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The school is well led and all staff recognise the leadership qualities of the acting headteacher. She has a clear drive and ambition and this is well supported by other leaders and the members of the governing body. They are all working well together to ensure a smooth transition to becoming a primary school. Records of lesson observations within the school show that the leaders' judgements on teaching are accurate and that within the overall judgement of good teaching there have been improvements. The effectiveness with which the school promotes equal opportunities and tackles discrimination is good. There is no sign of discrimination within the school and every pupil has the same opportunities within class and other school activities. As a result, there are no significant variations in the levels of progress made by the various groups of pupils and attainment is average.

Governance is good. The governing body fulfils its legal requirements while supporting and challenging the school leaders. Its members are experienced and determined and have a very good understanding of the school's strengths and areas which need developing. They are very involved in the merging of the two schools and have formal systems in place to oversee this. Many safeguarding arrangements are good with good site security. Records of the suitability of all staff to work in the school are all up to date. Risk assessments are all in place. There are good records of meetings with external agencies to support pupils whose circumstances make them potentially vulnerable. While the care aspects of safeguarding are good the record keeping of some aspects are relatively weak and there is limited monitoring or evaluation of the provision. The actions to support community cohesion are based on a secure knowledge of the community. Within the school, cohesion is excellent and the partnership with parents and carers as well as the local community is good. Links with schools beyond the local community are planned but at an early stage of development.

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These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children enter the Early Years Foundation Stage with skills well below those typical for their ages. They make good progress, particularly in their personal and literacy skills, but are still below average levels when they enter Year 1. This attainment is, however, showing an upward trend. There are good induction procedures for children and they soon settle into the daily routines. The highly skilled staff ensure that children feel safe and can learn quickly. The classrooms are well organised to give children experiences in all areas of learning. The outdoor area has developed greatly since the last inspection and learning in the Nursery transfers seamlessly from indoors to outdoors. Staff take every opportunity outdoors to extend pupils' skills, as was seen in a role-play activity about a supermarket. In this session the teacher challenged children's numeracy skills by questioning whether she had enough money for shopping and asking them to count it for her. Boys' interests were captured by aligning 'tricky words' with superheroes in an outdoor wordsearch. Pupils in Reception are unable to move freely between the indoor and outdoor areas because with over 120 children it is unrealistic to have a continuous flow from inside to outside. However some imaginative alternatives to outdoor play have been developed for the older children such as parachute playground activities and team games. The school is aware that further improvement is needed in the outdoor area for Reception to increase curriculum opportunities to meet children's needs.

Adults observe children's learning and development carefully and use their observations well to plan future activities. Adults encourage children to take responsibility for taking care of themselves and teach them how to stay safe and live healthily. Children work in a secure but stimulating environment and are supported well by adults who know their individual needs very well. They learn the rules quickly and behave well. The provision is led and managed well with a strong sense of teamwork and good communication between

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the classes. The leaders have a good knowledge of the strength of the provision and have a clear vision of how to develop it further.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

Parents and carers are overwhelmingly supportive of all aspects in the school. Although the response rate was lower than in most schools there were no significant areas of concern identified. The most pleasing aspects of the school were that the school keeps pupils safe, children enjoy school and the school is led and managed effectively. Typical written comments included 'Nothing but good to say of the school', 'Very pleased as my child took to your fantastic nursery', 'My child is always learning something new and has progressed very well' and 'Our son thoroughly enjoys school'. A very few parents and carers had individual concerns which were considered as part of the inspection process.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Redwood Infant school to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 47 completed questionnaires by the end of the on-site inspection. In total, there are 262 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	33	70	13	28	0	0	0	0
The school keeps my child safe	26	55	21	45	0	0	0	0
My school informs me about my child's progress	29	62	16	34	2	4	0	0
My child is making enough progress at this school	26	55	19	40	1	2	1	2
The teaching is good at this school	31	66	14	30	1	2	0	0
The school helps me to support my child's learning	27	57	19	40	1	2	0	0
The school helps my child to have a healthy lifestyle	24	51	21	45	2	4	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	20	43	22	47	3	6	0	0
The school meets my child's particular needs	24	51	20	43	3	6	0	0
The school deals effectively with unacceptable behaviour	21	45	24	51	1	2	1	2
The school takes account of my suggestions and concerns	20	43	25	53	2	4	0	0
The school is led and managed effectively	23	49	23	49	0	0	0	0
Overall, I am happy with my child's experience at this school	33	70	13	28	1	2	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



12 May 2011

Dear Pupils,

Inspection of Redwood Infant School, Derby, DE24 9PG

Thank you for making us so welcome when we came to your school. We really enjoyed talking to you and looking at the work you do. Your school is giving you a good education.

There are many things we admire about your school, and these are a few of them.

You tell us that you feel very safe in the school and staff look after you well.

You enjoy school and behaviour is good.

You make good progress as a result of good teaching.

You say that teachers make lessons fun.

You have lots of opportunities to do exercise to help you stay healthy.

You all get on well together.

These are the things we have asked the school to do to make it even better:

- ensure that your lessons give you sufficient time for your group activities and that the introductory part is not too long
- ensure that teachers can have greater choice in how they teach the lessons
- review the programme for lesson observations
- work with parents and carers to make sure you all come to school every day unless you are really ill.

All of you can help by carrying on working hard.

Yours sincerely

John Horwood

Lead inspector

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