

# Redwell Infant School

## Inspection report

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<b>Unique Reference Number</b>	121949
<b>Local Authority</b>	Northamptonshire
<b>Inspection number</b>	363950
<b>Inspection dates</b>	24–25 May 2011
<b>Reporting inspector</b>	Mary Hinds

This inspection was carried out under section 8 of the Education Act 2005 under pilot arrangements; it was also deemed a section 5 inspection under the same Act.

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<b>Type of school</b>	Infant
<b>School category</b>	Community
<b>Age range of pupils</b>	4–7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	180
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Trevor Hill
<b>Headteacher</b>	Anne-Marie Jackson
<b>Date of previous school inspection</b>	31 October 2007
<b>School address</b>	Barnwell Road Wellingborough NN8 5LQ
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## Introduction

This pilot inspection was carried out by three additional inspectors. Inspectors examined different aspects of the school's work including observing approximately eight hours of teaching, with all teachers being observed at least twice. In addition they held discussions with governors, groups of pupils and staff. They looked at the school's work, and evaluated a range of documentation including those relating to safeguarding practices, the school's self evaluation and development planning. They also analysed 84 parent questionnaires, 134 pupil questionnaires and 13 staff questionnaires.

## Information about the school

Redwell Infant school is smaller than other primary schools. Most pupils are of White British heritage, with a small minority of pupils from other ethnic backgrounds. The proportion of pupils who speak English as an additional language is below average. The percentage of pupils known to be eligible for free school meals is low, as is the proportion with special educational needs and/or disabilities. The school has gained Healthy Schools status and Activemark.

**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

<b>Overall effectiveness</b>	<b>1</b>
<b>Achievement</b>	<b>1</b>
<b>Teaching</b>	<b>1</b>
<b>Leadership and management</b>	<b>1</b>
<b>Behaviour and safety</b>	<b>1</b>
Does the school adequately promote the pupils' well-being?	Yes
Does the school adequately promote community cohesion?	Yes
Does the school provide value for money?	Yes

### Key findings

- Redwell is an outstanding school, providing an excellent quality of education and care for its pupils. Staff are adept at nurturing pupils' talents because they have an excellent understanding of individual interests and abilities which are met through a relevant and stimulating curriculum. This is highly personalised because pupils have a significant input to their learning.
- All groups achieve exceptionally well in all subjects, including children in the Early Years Foundation Stage and pupils with special educational needs and/or disabilities. Pupils' attainment by the end of Year 2 is significantly above average. Pupils are independent, inquisitive and determined learners. Their attitudes to learning are exceptionally positive, and they work with great concentration and obvious enjoyment.
- Teaching is at least good with a significant proportion being outstanding. Teachers are passionate about continually improving their performance. They have welcomed all improvement strategies to secure rapid pupil progress through excellent matching of activities to meet and challenge pupils' abilities. This is because pupils are grouped by ability and their progress is regularly checked. However there are some inconsistencies in the way that teachers involve pupils in assessing their success in lessons.
- Pupils love coming to school, as reflected in their excellent levels of attendance. They feel exceptionally safe because the school provides with them with outstanding levels of care, guidance and support. Their behaviour is exemplary. Relationships are exceptionally strong, and as a consequence the school is a harmonious and cohesive community.
- The school's success is a result of the headteacher's pursuit of excellence

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which is shared by leaders, staff and governors. Leadership at all levels is highly effective, and all staff are dedicated to ensuring that pupils achieve what they are capable of. The school continually appraises its work and has a precise understanding of strengths and areas for development.

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

- Ensure that pupils always know what they are learning by:
  - writing learning intentions in language that is easily understood by pupils
  - showing clear steps to success, so that both teachers and pupils can assess what pupils have achieved and what they need to do further
  - indicating through marking whether pupils have achieved the learning intentions and if not, what they need to do to succeed.

**Main report**

Pupils achieve standards that are well above average, in reading, writing and mathematics, in all year groups, including reading skills at the age of six. From their various starting points, which are broadly average when they join the school in the Early Years Foundation Stage, all children progress at rapid rates, which continues throughout Key Stage 1. This is because leaders meticulously track pupils' progress through regular assessments and progress meetings. In this way teachers identify any pupils who are at risk of falling behind and/or pupils who are not making accelerated progress. Both support and challenge are provided through a wide variety of strategies, the most significant contributing factor being the outstanding and focused teaching where pupils are taught in ability groups, enabling teachers to more easily match tasks to pupils' capabilities. As a consequence, any gaps between groups of learners and different subjects have been eliminated.

Pupils with special educational needs and/or disabilities achieve exceptionally well. They now make outstanding progress in all subjects, because support from staff and external expertise is swift and well focused, enabling the school to be highly responsive to individual needs. One parent expressed delight at 'the teachers' response to our concerns, as they simply gave our child other activities that he is able to do and he can choose friends to join him.'

Pupils are highly motivated and collaborative learners because teachers ensure that learning is active and they meticulously plan to ensure there is continuous development of skills, allowing pupils to see important connections in their learning. Both teachers and support staff have high expectations, and use a variety of strategies to meet pupils' learning styles and needs. These include individual, paired and group work; asking key questions to assess pupils' understanding; providing pupils with quality 'think time' followed with probing questions to deepen pupils' understanding. There are also on-going assessments, for example traffic-light coloured cups, which are used by pupils to show how well they think they are doing; this is then followed up by instant feedback from the teachers, which informs future planning.

In a mathematics lesson, pupils were challenged to solve problems relating to

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halving. They were encouraged to think about the problem, discuss it with a partner and then support one another through 'phone a friend'. The teacher skilfully posed questions to challenge all abilities in order to exemplify key concepts, and to provide pupils with pointers on how they were doing. This quality feedback both verbally in lessons and recorded in the pupils' work books is not consistent in all classes. Marking is frequent and supportive, but it does not always provide precise information for pupils to appreciate the progress they have made in their learning. This is sometimes compounded by learning outcomes that are written in work books in language that pupils find hard to read and understand.

Children in the Early Years Foundation Stage are also confident and independent learners, because both the indoor and outdoor environments are well resourced, with clear zones for all six areas of learning. This encourages the children to choose their own activities. There are rigorous systems of assessment, enabling teachers to have precise knowledge of how well pupils are progressing. As a result, teachers are able to plan activities that are closely matched to children's needs and abilities. Early reading, writing and mathematical skills are taught well, and phonics is taught systematically throughout the school. The positive partnership with parents makes a significant contribution to pupils' achievement, particularly through regular homework and the early morning one-to-one reading sessions, where both parents and teachers listen to readers several mornings a week. Almost all parents hold the school in high regard, as one parent says 'My child loves going to school and is very happy at Redwell. He enjoys reading especially'.

The school provides an inclusive and calm environment, where pupils clearly enjoy themselves. The curriculum has recently been reviewed and provides a wide range of exciting activities both in lessons and through enrichment activities. This creative curriculum, strong relationships, and the school's moral code enable pupils to explore, appreciate and respect others, leading to outstanding behaviour. Discussions with staff and governors show that behaviour over time has improved particularly in terms of pupil independence and behaviour at lunchtime. Pupils take great delight in working and helping one another, and they make an excellent contribution to the school through the school council. They respond well to being rewarded for displaying key values. As a consequence, pupils' spiritual, moral, social and cultural development is promoted exceptionally well, although cultural development is not as strong as other aspects.

Pupils say they feel exceptionally safe and they know what they should do if they have any concerns. They have a good understanding of what bullying means, and most feel that there is very little or no bullying in school. The school has zero tolerance to bullying and if this occurs it is dealt with immediately, as one parent explained, 'My child had a recent issue with bullying from a child in a different school. The problem was dealt with promptly with a positive outcome for all. I commend the way the situation was dealt with'. This positive endorsement is reflected in the parents' response in all areas of the survey, and almost all parents judge behaviour to be good.

Leadership and management are outstanding. The headteacher has secured the support from all leaders at all levels. The governing body provide a well balanced

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approach of both support and challenge as they are fully informed and involved in all aspects of school life. They ensure that all statutory requirements are met, including arrangements for safeguarding. The headteacher's uncompromising approach to ensuring that all pupils achieve their full potential is reflected in the setting of extremely ambitious targets for improvement. This has maintained some outstanding outcomes and improved those which have not always been consistently good or better over the last few years. For example, the achievement of pupils with special educational needs and/or disabilities, and girls' achievement in mathematics have both improved. This represents exceptional capacity to continually improve.

The headteacher ensures that all staff receive well targeted and relevant professional development which has strengthened the leadership team. Leading by example and investing her expertise by coaching other senior leaders and subject leaders to rigorously monitor and evaluate their areas of responsibility through enquiry days, have sharpened self evaluation.

Through a variety of focused activities, from lesson observations, pupil discussions, scrutiny of pupils' work books, teachers' planning and data analysis, leaders have an accurate picture of strengths and areas for development. The latter inform well subsequent improvement planning. Leaders also mentor and coach their colleague's performance, and this professional development has secured consistently high quality teaching, outstanding pupil outcomes, including pupils' personal development and well-being.

The promotion of equality is central to the school's work and recent work to eliminate any gaps between groups has been highly successful because of the rigour of tracking pupil progress, and the exemplary partnerships with specialist expertise and transition arrangements with feeder schools. The school has been exceptionally successful in enabling all pupils to access the best possible opportunities in all aspects of school life. As a result, they are very well prepared to continue their primary education.

## Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Redwell 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 12 statements about the school.

The inspection team received 84 completed questionnaires by the end of the on-site inspection. In total, there are 180 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
Q1 My child is happy at school	56	67	26	31	1	1	0	0
Q2 My child feels safe at school	63	75	21	25	0	0	0	0
Q3 The school helps my child to achieve as well as they can	49	58	32	38	2	2	1	1
Q4 The school meets my child’s particular needs	46	55	34	40	3	4	0	0
Q5 The school ensures my child is well looked after	61	73	21	25	1	1	1	1
Q6 Teaching at this school is good	53	63	27	32	2	2	0	0
Q7 There is a good standard of behaviour at this school	35	42	46	55	1	1	1	1
Q8 Lessons are not disrupted by bad behaviour	24	29	49	58	3	4	0	0
Q9 The school deals with any cases of bullying well	33	39	33	39	1	1	1	1
Q10 The school helps me to support my child’s learning	45	54	34	40	5	6	0	0
Q11 The school responds to my concerns and keeps me well informed	44	52	31	37	6	7	2	2
Q12 The school is well led and managed	53	63	27	32	0	0	2	2

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](http://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"> <li>■ The achievement of all pupils.</li> <li>■ Behaviour and safety.</li> <li>■ The quality of teaching.</li> <li>■ The effectiveness of leadership and management.</li> </ul> <p>and taking into consideration</p> <ul style="list-style-type: none"> <li>■ how well the school promotes pupils' spiritual, moral, social and cultural development.</li> </ul>
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.**



26 May 2011

Dear Pupils

### **Inspection of Redwell Infant School, Wellingborough, NN8 5LQ**

Thank you for making us so welcome when we visited your school. We really enjoyed talking to you and what you told us has been a very important aspect of this inspection to find out how good your school is. You told us that you really like the 'pebble' reward system, and you enjoy sitting at the 'top table' for lunch. Almost all of your parents think that your school is excellent and we agree. We thoroughly enjoyed seeing you working together, how hard you try and how well you succeed. The reasons for your school being judged as outstanding are:

- You thoroughly enjoy all the activities and you concentrate very well.
- Adults look after you exceptionally well and keep you safe.
- Your headteacher makes sure that learning is fun and that you have the best teaching and help from all adults, who know how to help you to learn.
- Your parents work well with your teachers and help you to learn even more.
- You behave exceptionally well and you have an excellent understanding of very important values. When we visited you were learning all about self-belief. It was so impressive to see how confident you are.
- This means that you all make outstanding progress in your learning.

Your headteacher and the other adults want your school to be even better. I have asked them to make sure that all of you know exactly what you are learning and how well you have done, by telling you what steps you have made in your learning and by marking your work so that it is clear how successful you have been. You can help by continuing to behave well, keep coming to school every day and trying your best at everything you do. Good luck for the future.

Yours sincerely

Mary Hinds  
Lead inspector

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