

Redwood Primary School

Redwood Road, Sinfin, Derby, DE24 9PG

Inspection dates 22 - 23 January 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Teaching is mainly good. Some is outstanding and none is inadequate.
- Teaching is improving quickly as leaders make sure that planning, teaching methods and marking are more consistent across all age groups.
- From low starting points, pupils make good progress to reach standards in Year 6 that are in line with those in most primary schools.
- Pupils have very good attitudes to their work and their attendance is much improved.
- The behaviour of pupils is good, both in classrooms and around the school and playgrounds. Inspection evidence indicates that this is normally the case.
- Pupils feel safe and the school has strong systems in place to ensure that they are. Bullying is rare, and dealt with promptly by adults.
- Parents overwhelmingly agree that pupils are happy, feel safe and enjoy learning at the school.
- The school is well managed. The school has made a lot of progress in the four terms since it expanded to become an all-age primary school.
- There is a growing sense of teamwork amongst the staff.
- The headteacher and governors are ambitious to make the school even better in the future, and are already making marked improvements.

It is not yet an outstanding school because

- Not all teaching is good or outstanding.
- There is still some inconsistency in teaching approaches. Not all pupils are clear about what their targets are or how they can achieve them.
- The successful method of teaching phonics (linking sounds and letters) as part of literacy has not yet worked through to pupils in Years 5 and 6.
- Marking is not as good in other subjects as it is in literacy and English.

Information about this inspection

- Inspectors observed 20 longer parts of lessons taught by 18 different members of staff. They also made shorter visits to many classrooms and also observed pupils working in small groups with teaching assistants.
- Inspectors heard pupils read. This included reading that took place as part of literacy and other lessons. They also heard some individual pupils read and talked with them about their reading at school and at home.
- Meetings were held with members of the senior leadership team and other members of staff, members of the governing body, a group of pupils, and local authority officers. Inspectors had many discussions with pupils in classrooms and around the school, and met many parents at the start of the school day.
- Inspectors looked at a wide range of documentation. This included: school development planning and self-assessment; records of pupils' progress, attendance and behaviour incidents; lesson and curriculum planning; minutes of meetings including governors' meetings; safeguarding and risk assessment documentation. They also looked at a selection of pupils' work in books.
- Responses to Parent View on the Ofsted website were received from 13 parents by the end of the inspection. The school has conducted a similar survey amongst parents, with 171 parents responding.
- During this inspection, inspectors asked additional questions designed to ascertain the school's view of the impact and effectiveness of local authority services to support school improvement. This information will contribute to work being carried out by Ofsted to assess the use, quality and impact of those services.

Inspection team

David Martin, Lead inspector

Her Majesty's Inspector

Rosemary Barnfield

Additional Inspector

Malcolm Johnstone

Additional Inspector

Full report

Information about this school

- Redwood Junior school closed in July 2011 and the predecessor Infants school expanded to become an all-through primary school in September 2011, when the current headteacher was appointed. Pupil numbers are rising, with mixed-aged classes created to cater for growing numbers on roll. The school is larger than most primary schools.
- The proportion of pupils known to be eligible for the support provided by pupil premium funding is significantly higher than average. The school serves an area of considerable economic disadvantage. The school does not presently have any looked after children on roll.
- Around half of the pupils are from minority ethnic backgrounds and around a quarter speak English as an additional language. Many enter the nursery and main school with little or no English. The largest minority ethnic group is of Indian heritage, but there are also a significant proportion of pupils from Pakistani and White and Black Caribbean backgrounds, with a growing number of pupils of Eastern European heritage.
- The proportion of pupils with special educational needs or disabilities supported through school action is above average and increasing. The proportion supported at school action plus or with a statement of special educational need is a little below average.
- The school meets the current government floor standard, which set the minimum expectation for pupils' attainment and progress.

What does the school need to do to improve further?

- Increase the proportion of good and outstanding teaching in order to further accelerate the progress made by pupils, by:
 - extending the successful approaches seen in the teaching of phonics within literacy to pupils in Years 5 and 6 by September 2013
 - improving the quality of marking in subjects other than English and literacy, particularly in providing comments that help pupils to improve their work, with immediate effect
 - ensuring consistency in the use of pupil targets, so that they all know how well they are doing and what the next steps are to do even better, by September 2013.

Inspection judgements

The achievement of pupils is good

- Because teaching is mainly good, pupils make good progress in most lessons across the school. Little time is wasted and lessons proceed at a demanding pace. This means that pupils are productive and there is a clear development in the learning of new skills and knowledge.
- Children start at the nursery or in the main school with skills and understanding that are well below those expected of their age. Because of good teaching and learning overall in the early years, an increasing number are achieving the levels expected by Year 1. Progress is particularly strong in the Reception classes.
- Valuable support is given by teaching assistants in the Early Years Foundation Stage, and the small, focused group work helps to boost learning. There is good support for children who do not speak English as a first language, so that they quickly make up ground in their early speaking, reading and writing skills. The same is true for disabled pupils and those who have special educational needs.
- Pupils attain similar standards to those seen in most schools by the end of Year 2, representing good progress from their starting points. A factor in the apparent dip in attainment in 2012 was the number of pupils joining the school late in the academic year, several of whom entered with skills well below average. Progress has been a little weaker in writing than other areas.
- Pupils continue to make good progress in the upper school. Results in the Key Stage 2 tests have improved considerably in the last two years. Pupils overall attain standards that are at least in line with the national average, and often better.
- Writing is again the weaker element in Year 6 results. However, a recent initiative currently developed up to Year 4 to boost phonics and literacy teaching is already making an impact on improving pupils' progress. School assessments shows that all year groups are on track to sustain the impressive improvements seen since the 'new' school opened.

The quality of teaching is good

- Teaching is usually good across all age groups, with some that is outstanding. There is a small proportion of teaching that requires some improvement, but none that is inadequate. Teaching is improving steadily as staff are able to share good practice.
- Relationships are very good because of sensitive and clear classroom management. This creates confidence in the pupils and a real love of learning. Attitudes are always good and pupils are eager to do their best.
- Planning is consistently of a good standard across the school. Work is well matched to the needs of different groups within classes. This helps to ensure that pupils in mixed-age classes are able to learn as well as others. The careful checking of what pupils already know or can do and of learning within a lesson ensures that pupils stay on task.
- Resources, including interactive whiteboards and other written materials are used well to support learning. These are often modified for different groups of pupils. This helps those who find learning harder, but also enables pupils to work independently, without over-reliance on

teacher support.

- A good, lively and varied number of approaches are used to add interest and enjoyment. The recently introduced phonics work is taught well and often outstandingly so. This is making a significant improvement in literacy skills and pupils' confidence in speaking and reading, but particularly their writing.
- Questioning is often good, but is inconsistent across the school. Less interactive questioning was seen beyond the regular use of 'talk partners', so that some questions only involved single interactions between the teacher and one pupil.
- Marking is good in English, but less effective in other subjects. The helpful comments seen in English books that help pupils to know how to improve their work are not seen elsewhere. Teachers sometimes pose questions through marking that do not appear to be responded to in writing by pupils, although they are sometimes followed up verbally.
- Although some pupils are aware of their targets, this is again inconsistent. Little marking seen makes direct reference to the level that pupils are currently working at, or what steps they could take to do even better.

The behaviour and safety of pupils are good

- Behaviour during the inspection was always good, both in lessons and around the school site. Discussions with pupils and parents and carers, and the scrutiny of school records indicate that this is normally the case. Pupils are courteous, confident and polite.
 - Attendance has greatly improved and is now at least in line with that found in most schools. This has been due to much tighter systems that identify patterns of non-attendance. The effective use of learning mentors is helping to engage with some families to ensure that pupils attend regularly.
 - Pupils appreciate the rewards and recognition given for good attendance and for cooperative, helpful and kind behaviour. Many more parents and carers now come into school to attend 'Golden Book' assemblies.
 - Pupils know about different kinds of bullying, including cyber-bullying and that based on prejudice. They say that there is very little bullying, and are confident that adults deal quickly and effectively with any problems.
 - Pupils feel safe in school. The scrutiny of school records indicates that safeguarding and risk-assessment procedures meet all requirements and are carefully monitored and reviewed. The site is secure and visitors are carefully checked at reception.
 - The social and moral development of pupils is very well encouraged. The constant reinforcement of expected behaviour such as kindness and respect is evident in lessons, through assemblies and in the supervision of pupils at play. There is also good provision for their cultural and spiritual development through a planned programme of visits, visitors and themed weeks.
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The leadership and management are good

- The governors and headteacher have provided a clear vision for an all-age primary school that has been supported by the staff. During a period in which the staffing has been completely re-structured, the school has continued to improve the standards achieved by pupils.
 - A good level of planning that identifies key areas for further development is driving improvements in teaching, the curriculum, and attendance in particular. Senior leaders check that the school is making the progress that it should and have an accurate view of strengths and weaknesses.
 - Teaching is well led, with training and the sharing of good practice having a strong impact on improving teaching and increasing consistency. Planning has greatly improved, and teachers are more aware of what pupils already can do. Teachers share the intentions and expected outcomes for lessons and check what pupils are learning regularly.
 - The deputy headteachers and phase leaders have clear responsibilities and are increasingly driving improvements across a range of issues. Considering that the primary school is only four terms old, the sense of teamwork and the consistency of approach is remarkable.
 - The two-year cycle of curriculum planning is helping to meet the challenge provided by mixed-age classes. The introduction of a progressive phonics programme is developing literacy skills well, particularly writing.
 - Performance management processes have been revised. All staff have pupil progress and teaching targets. The headteacher has been able to successfully resolve staffing issues that emerged through re-structuring.
 - Senior leaders use data well. They check that all groups of pupils achieve equally well and have taken effective action to achieve this. Pupil premium money has been carefully targeted at pupils who are eligible for this and whose circumstances may make them more vulnerable. The funding is used to pay for learning mentors and effective teaching assistants, who work with identified pupils and their families so that they can make faster progress. As a result, there is little difference in attainment between these pupils and their peers and they make good progress. Pupils with special educational needs make at least as good progress as other pupils, and sometimes better.
 - The school adviser is new to the school, but has good knowledge about the school's performance and intends to come into the school at future visits to help monitor its progress. Because the school is not one that causes the authority concern, support has been at a low level, with local authority resources directed to less well performing schools.
- **The governance of the school:**
- Governors have appointed a headteacher who can deliver the primary school that they envisaged at the time of amalgamation. They have had to divert much of their energy in the last couple of years to ensuring that this change has been successful. At the same time they have recruited some new and inexperienced governors.
 - The governing body has appropriate plans to develop its skills and effectiveness further in the next phase of the school's development. Governors are keen to provide the same level of challenge and support to the school that many of them have shown previously.
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- The governors know the strengths and weaknesses of the school well. They understand school data and make informed decisions on spending pupil premium money. They receive reports on the performance management of staff and are adamant that future career progression will be dependent on staff meeting their targets. They are well informed and seek first-hand information, for example by receiving verbal reports from subject leaders.
 - The governing body is less well informed about the local authority school improvement services and what they are able to offer to the school in terms of support, nor of the local authority's recently published strategy to improve all schools in Derby.
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What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	112770
Local authority	Derby
Inspection number	400236

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

Type of school	All-through
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	502
Appropriate authority	The governing body
Chair	Tracey Comfort
Headteacher	Helen Farrell
Date of previous school inspection	10-11 May 2011
Telephone number	01332 767443
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