

# Waddington Redwood Primary School

Redwood Drive, Brant Road, Lincoln, LN5 9BN

**Inspection dates** 17–18 March 2015

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Leadership and management		Requires improvement	3
Behaviour and safety of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Achievement of pupils		Requires improvement	3
Early years provision		Good	2

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- The governing body, headteacher and other leaders have not ensured sufficient improvements in teaching and pupils' achievement in reading, writing and mathematics.
- Leaders of subjects and other leaders have not contributed sufficiently to making sure all groups of pupils make good progress.
- Pupils' progress in reading, writing and mathematics is not good. This is particularly the case for disabled pupils and those with special educational needs, and the most-able.
- Standards are not high enough at the end of Year 6 and some pupils leave the school with limited skills in reading, writing and mathematics.
- Although pupils understand school rules and behave well in most lessons, a small number do not behave well beyond the classroom. Their attitudes to learning are not always positive.
- Teaching is not strong enough to promote good achievement. Teachers do not use the information available on pupils' attainment and progress to provide challenging work for all groups of pupils.
- Although pupils' work is marked regularly, they do not always respond to teachers' guidance by improving their work.
- The school does not communicate well with some parents. A small group of parents say the school is not giving them the information they want about their children's progress.

### The school has the following strengths

- Many disadvantaged pupils make good progress in reading, writing and mathematics.
- The school's caring ethos nurtures pupils and ensures that they are very safe. Attendance is improving and punctuality is good.
- Pupils' achievement is starting to improve.
- The range of subjects taught, together with visits and after-school clubs, enrich pupils' learning.
- Children get off to a good start in the early years. Good teaching and leadership ensure that they achieve well and most make good progress.

## Information about this inspection

- The inspectors observed teaching and learning in 17 lessons taught by 10 different teachers. Four of these lessons were observed jointly with the acting headteacher.
- Discussions were held with senior leaders, the English and mathematics subject leaders, other leaders, pupils and governors. The lead inspector had a discussion with a representative of the local authority.
- The inspectors observed pupils' work, looked at their exercise books, listened to them read and observed them in an assembly.
- A range of documentation was examined, including the school's analysis of how well it is doing, information on pupils' progress, documents related to safeguarding, and key reports and policies. Documentation relating to the care of disabled pupils and those who have special educational needs was also reviewed.
- Inspectors reviewed the school's system to check teachers' performance.
- The inspectors talked with parents at the start of the school day and took account of the 62 responses to the online questionnaire (Parent View). They also analysed 28 questionnaires completed by staff.
- A breakfast and after-school club shares the school site, but it is not managed by the governing body and did not form part of this inspection.

## Inspection team

Andrew Stafford, Lead inspector	Additional Inspector
Catherine Taylor	Additional Inspector
Paul Longden	Additional Inspector

## Full report

### Information about this school

- Waddington Redwood Primary is larger than the average-sized primary school. Children attend the one Reception class full time. There are single-age classes in all years but also three mixed-age classes for Years 1 and 2, Years 3 and 4, and Years 5 and 6.
- The vast majority of pupils are White British, higher than the proportion nationally. Fewer pupils than average speak English as an additional language.
- The proportion of disabled pupils and those who have special educational needs is below average. A small number of pupils have an education, health and care plan.
- The proportion of disadvantaged pupils supported by the pupil premium is below average. This is additional government funding to support pupils known to be eligible for free school meals or in care.
- The school meets the government's current floor standards, which set out the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- Since the previous inspection, there have been many staff changes. The governors appointed a new headteacher in September 2012, who is now on a phased return after a 12month absence due to illness. In the interim the deputy headteacher was the acting headteacher and a new acting deputy headteacher was appointed. The governors appointed two newly qualified teachers in 2014, and a new teacher to lead special needs provision in March 2015.
- The school works in partnership with a cluster group of eight local primary schools.

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

- Improve teaching, achievement and pupils' attitudes to learning by ensuring that:
  - teachers use the information they hold on pupils' current progress to plan learning activities that are challenging for all ability groups
  - pupils apply and practise their basic skills in mathematics frequently in all subjects and in solving problems
  - pupils' skills in writing are developed so they can write competently in different styles and for different purposes
  - pupils are provided with texts that stimulate their interest, extend their vocabulary and develop their comprehension skills
  - marking shows pupils how to improve their work, and teachers check that pupils always correct and improve their work as directed.
- Improve the effectiveness of leaders and managers, including governors, by ensuring that:
  - leaders at all levels use the information they hold on how well pupils are achieving to check progress and intervene effectively where it is not good enough
  - subject leaders are given the training they need to improve their skills
  - leaders develop better communication and more positive relationships with parents
  - the governing body rigorously holds the school to account on all aspects of its work.

An external review of governance should be undertaken to assess how this aspect of leadership and management may be improved.

## Inspection judgements

### The leadership and management requires improvement

- Leaders and managers have not yet improved teaching so that all is, at least, consistently good, or ensured the good progress of all groups of pupils. In 2014, pupils did not make the progress necessary to enable them to reach average standards in the Year 6 national tests.
- The headteacher is providing determined and focused leadership that is creating a culture in which teaching must be at least good and every pupil behaves well and wants to learn. She is supported in pursuing these priorities by an effective leadership team and governors, who are all determined to raise standards.
- Leaders' actions to improve teaching are having a positive effect. Consequently, there is some good and better teaching across the school. The additional help subject and other leaders are giving directly to teachers and pupils is improving classroom practice. However, subject leaders' actions do not yet show the full impact intended and their skills are not fully developed in supporting colleagues.
- Newly qualified teachers, and those in the early stages of their careers, are currently well supported. This help is bringing about significant improvements in the quality of teaching across the school and reflects the school's high expectations for the quality of teaching overall.
- Good links with the cluster of local schools enable leaders and teachers to learn from each another. Staff are further supported by regular training provided directly by the school. These actions are contributing to improving teaching.
- Pupil premium funding has been used effectively to help disadvantaged pupils to achieve well. Good management at all levels is ensuring that additional support is directed effectively to eligible pupils. Consequently, their good achievement is being sustained.
- The school's effective systems for tracking the progress of all groups of pupils show that all pupils are achieving more, and that additional support is having the impact intended. Underperformance is being overcome, and the school is providing more equality of opportunity for all pupils.
- The local authority is supporting the school in its drive to improve and is working closely with leaders to address weaknesses. The governors have benefited from the training provided for them.
- School development planning is helpful. It is well focused on key weaknesses and spells out clearly how improvements are to be achieved, so it can be readily applied by staff. For example, plans identify clearly and specifically what improvement is intended, who is to monitor the action taken and how the impact of that action is to be assessed. As a result, there is better direction and sense of purpose to make the necessary improvements that are taking place across the school.
- Leaders are improving the curriculum to ensure that pupils develop stronger skills in reading, writing and mathematics. Consequently, pupils are better engaged and motivated to learn. Pupils currently have many learning opportunities, for example, they learn Spanish in Key Stage 2.
- The school promotes pupils' spiritual, moral, social and cultural development well. Their personal development is reflected in their genuine delight when others' academic or sporting achievements are celebrated. The school uses the local and wider community to enrich pupils' awareness of cultures and faiths, and the recent Diversity Day has further raised awareness of this aspect of learning. As a result, pupils show understanding of fairness and tolerance of difference. This reinforces their understanding of being British and the rights and responsibilities of life in modern British society. Discrimination is always tackled, and pupils are convinced there is none in the school.
- The school uses the sports premium well. It pays for more opportunities for pupils to take part in sporting competitions, developing staff expertise in dance and lacrosse, and helpful links with local sports coaches. Leaders have reviewed the impact of the funding and many more pupils are participating in sporting

activities that contribute well to their health and well-being.

- The school uses newsletters to keep parents informed, and conversations with parents and carers during the inspection were positive in most areas. Parents confirm that the school is very friendly, caring and supportive of their children. However, some parents who responded to Parent View say that they are not well informed about their children’s progress. The school has not gained their confidence.
- Safeguarding arrangements are effective and meet current national requirements. Leaders, including governors, ensure that relevant procedures are fully applied and include checks of all adults working with pupils and risk assessments covering key aspects of school life, such as educational visits.
- **The governance of the school:**
  - The governing body is not effective enough. It has not addressed weaknesses in pupils’ achievement well enough to sustain the school’s good performance from its previous inspection. In the past, governors have not reviewed the information the school holds on pupils’ attainment and progress closely enough and have not provided the necessary level of challenge to leaders to account for the school’s performance. Recently, governors have received training from the local authority and have a better understanding of their roles. The governing body is currently supporting the headteacher in improving teaching and achievement. Governors have become more aware of the quality of teaching. They know how performance management is being used to improve teaching. They have begun to set targets for the headteacher and all teachers that link salary increases and promotions to the progress pupils make. Governors review carefully the financial position of the school and are aware of the effectiveness of how resources are spent to help pupils eligible for pupil premium support, although they have not yet evaluated its impact in the context of the new National Curriculum.

## The behaviour and safety of pupils

requires improvement

### Behaviour

- The behaviour of pupils requires improvement. Although the large majority behave well at break and lunchtime, a few are not considerate enough of each other. Pupils spoken to say that most behave well but a few do not always behave well enough.
- The school’s thorough records of behaviour confirm that a small number of pupils do not always behave well enough outside lessons. The action taken to improve this poor behaviour, through a policy of rewards and consequences, is having a positive effect.
- In lessons, pupils behave according to the rules and expectations of the school. They listen to instructions and settle quickly to carry out work. They understand established routines, and many complete tasks to the best of their ability. On occasion, a few do not try as hard as they could and this hinders their progress.
- Pupils are happy to come to school. Attendance is improving and most parents say that they feel their children are happy at school. Pupils proudly wear the school uniform, are keen to take responsibility and understand the school’s expectations for behaviour.
- Most pupils are polite, friendly and welcoming as they move around school. They have good manners, and form positive relationships with staff.

### Safety

- The school’s work to keep pupils safe and secure is good. Pupils say they feel safe and parents agree that they are safe in school. Pupils are taught how to stay safe, including when using the internet, and they understand how to deal with situations outside school where they might encounter risk.
- Bullying is rare. Pupils understand what it means to be unkind to someone and they are aware of different kinds of bullying, including name-calling, cyber bullying and homophobic bullying. They feel confident that the school would deal with any concerns that they might have.
- The school provides good opportunities for pupils, and particularly for disadvantaged pupils, to develop

their social, sporting and other skills in a safe and stimulating environment. This situation applies in school and at lunchtime and after-school recreation clubs.

- Staff have received appropriate training in safeguarding and know how to deal with any incidents if they arise. There are good systems to control access to the school and these are applied well.

### The quality of teaching

### requires improvement

- Teaching has not been strong enough to ensure that pupils make good progress in reading, writing and mathematics. It is improving, but not yet enough to close gaps in pupils' skills, knowledge and understanding.
- Teachers do not consistently use the information they have about pupils' progress and attainment to provide challenging work for all abilities, especially for the least and most-able. Consequently, although the progress of many pupils is improving, it is not yet rapid enough.
- Some activities, especially in writing, are now making pupils keen to learn and improve their work. In the past, work has sometimes been too easy. Pupils say that learning in lessons is becoming more interesting and holds their attention. Consequently, they are taking more pride in their work.
- Teachers mark pupils' work regularly. They often provide positive comments and indicate what pupils have to do to improve it, but not consistently well across the school. Pupils are not in the habit of regularly responding to teachers' comments in order to help them to improve their work and aspire to better achievement.
- Some teachers do not show sufficiently high expectations of what pupils can achieve in reading. Teachers often provide texts which stimulate pupils' imagination and extend their vocabulary and understanding of plot very well, but this is not always the case in every class. As a result, pupils' progress in reading is not as rapid as it should be.
- Teachers are currently providing pupils with examples of how to write effectively and are making writing a strong feature across different subjects. This action is starting to remedy weaknesses in pupils' ability to write competently in a range of different styles and for different purposes. Some teachers do not expect enough of what pupils can achieve in mathematics. Pupils lack opportunities to practise mathematics and tackle problems using their mathematical skills in different subjects. As a result, some pupils, including the most able, are not always making the progress they should in this subject.
- Teaching assistants often lead small-group activities for disabled pupils and those who have special educational needs. These pupils often make good progress in those sessions.
- Teaching makes a good contribution to pupils' spiritual, moral, social and cultural development. Pupils work well together, study a range of faiths, consider what is right and wrong, and take part in musical, sporting and creative and technological activities in lessons and outside the classroom.

### The achievement of pupils

### requires improvement

- Pupils' attainment at the end of Year 6 was above average in 2012, but declined in 2013 and remained lower in 2014. Year 6 pupils were roughly one and a half terms behind others nationally in 2014. Leaders had not tracked progress carefully enough, or acted to address underperformance to ensure good progress for all groups of pupils. They have now responded and achievement is improving, but it is not yet good.
- In 2014, attainment at the end of Key Stage 1 was below average. Standards in mathematics were particularly low. However, the school's data indicate that pupils in the present Year 2 are already at average levels of attainment in reading, writing and mathematics.

- The school's data confirm that the progress pupils make in reading, writing and mathematics is now stronger in most year groups. Pupils are being encouraged to read at home and build on the guided reading done in school. Pupils' books show that they are getting more opportunities to practise applying their skills in writing, for example, in different subjects and topics. This change is supporting progress and helping to raise standards for all pupils. Pupils are getting more practice in applying their skills in mathematics, for example, in situations they might find in real life, but this is not yet sufficiently widespread across the school.
- The progress made by disabled pupils and some of those who have special educational needs is similar to that of other pupils. The school's data and observations of the extra sessions provided for them show that most of the pupils with special educational needs are starting to make better progress. Recent improvements in the support provided by the new leader for special needs, teachers and teaching assistants have yet to have a full impact on pupils' achievement.
- Pupils who speak English as an additional language make similar progress to their classmates because the school focuses strongly on developing their vocabulary and correct use of English. Pupils from minority ethnic groups achieve at least as well as other pupils, and sometimes better, because the school is fully committed to ensuring equality of opportunity and is successful in tackling discrimination.
- In 2014, the proportion of pupils in Year 6 who reached National Curriculum Level 5 or above in the national tests was below average. School data show that the progress made by the most able pupils is improving this year. More challenging work for them is often promoting better progress, although this is not always the case.
- The pupils who are eligible for pupil premium funding are receiving help to close the gaps between their skills compared with those of other pupils nationally. In the 2014 National Curriculum assessments at the end of Year 6, disadvantaged pupils were over two terms behind in reading, nearly three terms behind in writing and over one term behind in mathematics. In comparison, they were ahead of their classmates by about three terms in reading, and over one term ahead in writing and equal in mathematics. The school's own information, confirmed by inspection findings, indicates that disadvantaged pupils are currently making better progress and gaps in attainment are closing across all year groups.

### The early years provision

### is good

- All children in the early years, including disabled pupils and those have special educational needs, make good progress and are well prepared for Year 1. This is due to good teaching and effective leadership and management. Staff are very aware of each child's prior knowledge and skills. Children's good progress helps prepare them well for the next stage of their education. They are happy at school and are kept safe. Their behaviour is good.
- Children settle in well and quickly become used to the school's routines. They start the day happily and productively, and enjoy sharing their learning with adults. For example, they worked very enthusiastically when learning new words when moving around the room to music. They were also enthusiastic when they are learning to write numbers. Children work and play cooperatively. They enjoy school and the range of activities provided for them, especially outdoors and in their role play area.
- Staff use the accommodation well to help children do well in all areas of learning. The outdoor area is used effectively to extend children's learning. They enjoy a range of adult-led activities and those they choose for themselves. The range of wooden playhouses, the Captain's kitchen and Pirate Hideout, are used very effectively for different learning areas such as for writing and story-telling.
- Teaching is good. Assessment is detailed and used very effectively to plan the next steps which children need to take to move their learning on. All adults are involved in observing and recording children's progress. Parents are regularly informed about children's progress, and they are invited to record their comments in the children's records of learning. Parents are also kept aware of what their children are learning so they can support them at home.



## 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

<b>Unique reference number</b>	120395
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	455993

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Number of pupils on the school roll</b>	282
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Simon Dean
<b>Headteacher</b>	Fiona Kent
<b>Date of previous school inspection</b>	25 January 2012
<b>Telephone number</b>	01522 721156
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