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Fiona Kend
Headteacher
Waddington Redwood Primary School
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Dear Mrs Kent

Requires improvement: monitoring inspection visit to Waddington Redwood Primary School

Following my visit to your school on 18 June 2015, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. Thank you for the help you gave me and for the time you made available to discuss the actions you are taking to improve the school since the most-recent section 5 inspection.

The visit was the first monitoring inspection since the school was judged to require improvement following the section 5 inspection in March 2015. It was carried out under section 8 of the Education Act 2005.

Senior leaders and governors are taking effective action to tackle the areas requiring improvement identified at the recent section 5 inspection.

Evidence

During the inspection, meetings were held with the headteacher and a member of the senior leadership team, the Chair of the Governing Body, and subject co-ordinators. I held a telephone conversation with a representative of the local authority. I toured the school and visited all classrooms. I held discussions with pupils. I evaluated the school development plan and I scrutinised the school's latest data on the achievement of the pupils.

Context

There have been no significant changes since the inspection.

Main findings

The leadership of the school has become sharper, more purposeful and more focussed on pressing on with improvements than has been possible until recently. You are taking a carefully planned, systematic and progressive approach to deal with sensibly sequenced priorities for development, which are linked closely with the areas for improvement identified at the section 5 inspection. Your development plan is still not specific enough about the timings of proposed activities to enable you to respond quickly, if things do not go according to plan.

You have made improving the quality of teaching a clear priority. To that end, you have dealt quickly with a number of staffing matters. For example, you have changed radically the way in which you deploy teaching assistants. You have also established a more-secure staffing base for the school from September.

You have put in place and are now implementing fundamental systems and ways of working that are beginning to have an effect on improving the quality of teaching. You are checking on the quality of teaching more rigorously than previously and using a wider range of suitable evidence to reach your judgements.

Subject leaders are playing a bigger role in leading developments. The leaders for literacy and numeracy are now involved directly in discussing the pupils' progress with the teachers. As a result, the teachers are much more aware of the different groups of pupils in their classes and of how well the pupils are doing. This is leading in turn, in conjunction with the changed deployment of teaching assistants, to more-appropriate support for pupils who are doing less well than they should.

You are also using the data and information about the quality of teaching more systematically than previously to help the teachers improve their practice. Each teacher, now, has a personal plan for improving their teaching. They are being given a variety of opportunities for professional development to help them, including coaching and mentoring. Senior leaders and subject leaders are following up on the implementation of the personal plans to check that progress has been made.

The changes in staffing and improvements in teaching have had a positive effect on the pupils' attitudes to learning. The pupils say that behaviour has improved as a result of the changes and so they are finding it easier to learn. They are discussing their progress and the marking of their work more often with the teachers. That is helping the pupils to make better progress than previously.

Your data show that the pupils are making better progress this year than they did last. You have identified clearly where there are still any differences between the

rates of progress for different groups of pupils, such as the pupils eligible for the pupil premium, looked-after children, pupils with English as an additional language, and disabled pupils and those with special educational needs. You are using the information productively in your discussions with the teachers about the progress of the pupils.

The governing body is still going through a period of significant change. The external review of governance has been completed. The governing body is preparing a plan to put into action the recommendations from the review. The plan is due to be completed imminently. The school development plan does not, however, identify how the governing body can be involved in evaluating the progress being made by the school.

Ofsted may carry out further monitoring inspections and, where necessary, provide further support and challenge to the school until its next section 5 inspection.

External support

The school has received an appropriate level of external support. The support has been effective in helping to improve the quality of leadership and management at the school. The external review of governance was carried out with the support of the local authority. The local authority has provided assistance also in dealing with staffing matters, providing expertise in teaching, and in helping the school to obtain additional funding for the professional development of the staff.

I am copying this letter to the Chair of the Governing Body and the Director of Children's Services for Lincolnshire.

Yours sincerely

Clive Moss
Her Majesty's Inspector