

# Redwood Primary School

Redwood Road, Sinfin, Derby, Derbyshire DE24 9PG

## Inspection dates

12–13 December 2017

<b>Overall effectiveness</b>	<b>Good</b>
Effectiveness of leadership and management	<b>Good</b>
Quality of teaching, learning and assessment	<b>Good</b>
Personal development, behaviour and welfare	<b>Good</b>
Outcomes for pupils	<b>Good</b>
Early years provision	<b>Good</b>
Overall effectiveness at previous inspection	Good

## Summary of key findings for parents and pupils

### This is a good school

- School leaders are ambitious for the school. Their plans for improvement are sharply focused to provide a clear direction for the school.
- The executive headteacher provides good leadership. She has taken decisive action to secure better teaching through high-quality training and coaching.
- Children in the early years make a good start to school life. They enjoy a range of stimulating activities that motivate and interest them in different areas of learning.
- The school's high-quality nurture provision supports pupils who have additional needs very well.
- Members of the governing body have a wide range of expertise and have a good understanding of their roles and responsibilities. As a result, they are able to provide the necessary support and challenge to school leaders.
- Pupils are well prepared for secondary school. By the end of Year 6, the majority of pupils including those who are disadvantaged and those who have special educational needs (SEN) and/or disabilities, make good progress in reading, writing and mathematics.
- The relationships between adults and pupils are warm and friendly. Adults provide good role models and encourage pupils to be aspirational, confident learners.
- Adults in the early years develop children's independence skills well. Children are encouraged to think for themselves, experiment and explore.
- Teachers plan lessons that interest and inspire pupils to learn. The curriculum is enriched by a range of stimulating experiences. Consequently, pupils are enthusiastic learners.
- Teachers do not consistently apply the assessment and feedback policy to enable pupils to clearly understand the next steps to improve their work.
- Some pupils, particularly the most able pupils, are not challenged as soon as they could be in lessons to enable them to make better progress.
- School leaders do not thoroughly check the impact of the pupil premium funding on attainment.
- Teachers do not consistently reinforce high expectations for pupils' English spelling, grammar and punctuation across different subjects. This slows pupils' progress in writing.

## **Full report**

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

- Ensure that leaders more rigorously analyse the impact of the pupil premium funding to improve the attainment and progress of disadvantaged pupils.
- Make sure that teachers give pupils appropriately challenging work right from the start of their lessons so that it stretches their learning and further accelerates their progress in all subjects.
- Accelerate pupils' progress in writing by ensuring that teachers have high expectations for pupils to accurately and consistently use English spelling, grammar and punctuation in their writing across different subjects.
- Ensure that teachers consistently apply the assessment and feedback policy to enable pupils to understand the next steps to improve their work.

## Inspection judgements

### Effectiveness of leadership and management

**Good**

- Since her appointment in January 2016, the executive headteacher has provided strong and focused leadership for the school. She is well respected by parents, pupils, governors and staff.
- The decision by school leaders to federate with Parkview Primary school has been a positive turning point for the school. School leaders, including governors, are united in their ambition and determination to provide the best for all pupils. Leaders' work with other schools is developing good practice and securing skilled staff.
- School leaders' plans for improvement are precise and sharply focused to provide a clear direction for the school.
- The local authority has provided effective support through staff training and development opportunities. Rigorous monitoring and decisive actions by the executive headteacher and the local authority have enabled the school to secure good teaching and improving outcomes for pupils. For example, staff recruitment and retention have been a significant problem, but leaders have successfully developed and retained a number of newly qualified teachers. Leaders and teachers speak highly of the opportunities they have to develop their practice and improve their skills.
- The special educational needs coordinator (SENCo) has ensured that extra funding received by the school is allocated and monitored effectively to raise standards and improve provision for eligible pupils. These pupils receive skilled support, which is carefully tailored to their needs. For example, the nurture class provides high-quality provision and good-quality teaching to ensure that pupils make good progress and are well cared for and ready to learn.
- Middle and subject leaders are knowledgeable and lead their areas of responsibility well. They check regularly on the progress of pupils and hold teachers to account. They provide good-quality coaching and support for staff. As a result, their plans for sustained improvements are precise and accurately linked to whole-school priorities.
- The recent appointment of the acting head of school has strengthened the leadership capacity of the school. She works effectively with the executive headteacher and senior leadership team to drive sustained improvements.
- Leaders have taken decisive action to improve the quality of teaching and learning for pupils across the classes in key stage 1. Inspectors' scrutiny of books and observations of teaching show that current teaching for these pupils is at least good. As a result, the majority of pupils are working at the expected standards for their age. Where pupils are working below the standard, leaders have ensured that high-quality additional support is in place to enable pupils to catch up.
- Leaders make effective use of the primary physical education and sport premium funding to provide specialist teaching and training for staff. The school also provides a range of after-school clubs, such as football, cheerleading and fencing. As a result, pupils' physical development and understanding of the importance of keeping fit to stay healthy are good.

- Leaders have ensured that the curriculum is broad and balanced. They discuss topics of interest with pupils to ensure that curricular activities inspire and motivate pupils, particularly boys. This has contributed to the improving progress pupils make across the curriculum.
- The school's curriculum effectively promotes pupils' spiritual, moral, social and cultural development. This contributes to pupils' good understanding and respect for others and prepares them well for life in modern Britain. As one Year 4 pupil explained: 'Our school is welcoming to everyone. We treat everybody the same.'
- School leaders have ensured that performance management is specifically linked to improvements in teaching and learning. They know where teaching is strongest and where additional support is required. However, leaders have not ensured that teachers use assessment information precisely to more effectively challenge pupils early on in lessons so that they can make even better progress in their learning.
- School leaders use the pupil premium funding effectively to ensure that disadvantaged pupils make good progress. Nevertheless, leaders do not sharply analyse the effectiveness of their actions to ensure that the attainment of disadvantaged pupils improves more rapidly towards the standards attained by non-disadvantaged pupils.

## **Governance of the school**

- In September 2017, the governing body reconstituted to become the governing body of the federation of Parkview Primary school and Redwood Primary school. Governors are experienced and have an accurate view of the school's strengths and areas for development. They are ambitious for the future of the school.
- Governors receive detailed reports from the acting head of school and executive headteacher on key aspects of the school's work. Although some governors are new to their roles, they have received effective training from the local authority. As a result, they ask appropriate and challenging questions and hold leaders to account for their actions.
- Governors are aware of their responsibilities and visit school regularly to meet with leaders. The visits help governors to evaluate the performance of the school in areas such as safeguarding, the quality of teaching and learning and the progress of groups of pupils such as those who have SEN and/or disabilities. After these visits, governors write reports and share them with other governors, ensuring that the governing body is made aware of any issues and can take necessary action.
- Governors are aware of the importance of monitoring the use of additional funds, such as the pupil premium. They understand that they need to check provision for these pupils carefully. However, they are not as effective as they could be to hold school leaders sharply to account to improve the attainment of pupils.

## **Safeguarding**

- The arrangements for safeguarding are effective.
- A strong safeguarding culture exists in the school. School leaders ensure that all staff are appropriately trained and are aware of the risks posed by radicalisation and

extremism.

- Staff understand that they have a duty to be vigilant. Highly visual prompts displayed around the school remind staff of their duty to report concerns to designated safeguarding leaders with the phrase 'same day, same hour' reminding them of the necessary urgency.
- The designated safeguarding team is tenacious in its approach to the management of child protection. It keeps detailed and accurate records of those pupils who are a concern. Team members work well with parents and other professionals to ensure that pupils are kept safe and are well cared for.

## Quality of teaching, learning and assessment

**Good**

- Teaching and learning in a range of subjects are good across the school. The executive headteacher has ensured rapid improvements to the quality of teaching and learning. Where teaching is less strong, senior leaders provide effective guidance and skilled support.
- Teachers' knowledge of the subjects they teach is secure. They plan lessons that interest pupils and motivate them to learn. For example, pupils in Year 2 developed and practised their writing skills when investigating maps and symbols. In addition, pupils developed their reasoning skills when the teacher challenged them to explain the symbols. Pupils enthusiastically explained their symbols to their partners using pictures as prompts.
- Pupils receive good-quality phonics teaching, and this provides them with a secure base on which to build their wider reading skills. Pupils who read to inspectors were able to use their phonics knowledge to read unfamiliar words. In addition, inspectors saw pupils using their phonics knowledge to support their spelling in their writing.
- Teachers promote an enthusiasm for reading. Pupils read regularly to improve their skills. In addition, teachers use high-quality texts to enthuse and motivate pupils to read and inspire their imaginations. For example, children in the Reception class were developing their communication and imagination while engaged in play based on a text about penguins. As a result, pupils' attainment and progress in reading is improving across the school.
- Pupils who have SEN and/or disabilities receive well-coordinated and effective support. Teachers work closely with the SENCo to plan targeted interventions and appropriate support. As a result, these pupils make good progress in their learning.
- Teaching within the nurture provision is a strength of the school. Pupils benefit from carefully planned provision to effectively meet their emotional, social and academic needs. As a result, pupils are enthusiastic learners, make good progress and feel well supported.
- In the majority of mathematics lessons, teachers plan lessons that are well structured and build on pupils' prior learning. Pupils have regular opportunities to apply their knowledge to solve problems. They frequently use reasoning to explain what they have done and why. Leaders are working effectively to ensure that this relatively new approach to teaching is consistent across all classes so that outcomes continue to

improve.

- Pupils write for a range of purposes over extended periods, and this helps to build their resilience as writers. Inspectors' scrutiny of pupils' work over time shows improvements in the quality and maturity of content. Nevertheless, teachers do not consistently reinforce high expectations for pupils' English spelling, grammar and punctuation across different subjects. This slows pupils' progress in writing.
- Teachers do not consistently use assessment information effectively. As a result, particularly the most able pupils are not consistently challenged to do their best. Conversely, where challenge is provided promptly in lessons, pupils make good gains in their learning.
- Teachers do not consistently apply the assessment and feedback policy to enable pupils to better understand the next steps to improve their learning. Consequently, some pupils do not move on in their learning as quickly as they could.

## Personal development, behaviour and welfare

**Good**

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Relationships between staff and pupils are warm and caring. Staff model positive attitudes and perseverance with learning. As a result, pupils are developing increasing resilience in lessons and are eager to work with more independence.
- Pupils' personal development is enhanced through their 'pupil passports'. The passports contain life experiences for pupils to complete before they leave Redwood Primary school. These experiences range from building a snowman to motivational days at Derby University. As a result, pupils are increasingly aspirational and develop a broad range of knowledge, skills and understanding across different subjects.
- Pupils know how to keep safe in different situations. They can explain the steps taken to look after them in school, such as what to do in the event of a fire, and how to keep safe when using the internet. The vast majority of parents who spoke with inspectors during the inspection confirmed that the school keeps their child safe.
- The majority of parents appreciate the care and attention that staff give to their children. Parents particularly value the effective communication with teachers. One parent stated: 'The teachers are always there to help me if I have a worry.'
- Pupils are proud of their school. They take pride in their work and enjoy coming to school. They socialise well and enjoy positions of responsibility. Pupils are encouraged to take part in decision-making for the school through their elected positions as members of the school council and eco committee.

### Behaviour

- The behaviour of pupils is good.
- Pupils behave well in lessons and around the school. The school is a calm and friendly learning environment. Pupils are polite and well mannered.
- Pupils are clear about the expectations for behaviour, and teachers use praise and positive reinforcement effectively to encourage and reward good behaviour.
- Pupils said that incidents of bullying or poor behaviour are infrequent but when they do happen staff deal with them promptly and effectively. The school code of conduct around the theme of 'together we shine' is well known and highly valued by pupils of all ages.
- Leaders have recently introduced new strategies for teachers to reinforce expectations for pupils' behaviour for learning. During the inspection, it was clear that this is developing well. When teachers demonstrated consistently high expectations for behaviour for learning, it ensured that pupils responded quickly and learning was very effective.
- In lessons, pupils collaborate well and show mutual respect. Relationships are positive. In some lessons, pupils lost focus only if their work was not well matched to their needs.
- Procedures for monitoring attendance are rigorous. Leaders have raised the profile of attendance in the school and with parents. The attendance officer and learning mentors work closely with vulnerable families and outside agencies. As a result, attendance overall is improving and is close to the national average.

### Outcomes for pupils

**Good**

- Pupils make good progress during their time in school. By the time pupils leave the school in Year 6, the majority of pupils make at least good progress. They develop secure knowledge, understanding and skills. As a result, most attain well and are well equipped for their next stage of education.
- Pupils in Year 6 in 2017 made above national average progress in reading and were in line with other pupils nationally in the progress they made in writing and mathematics.
- From starting points often well below that expected for their age, most children make good progress in the early years. The proportion of children who reach a good level of development is improving.
- Evidence seen in pupils' books in lessons and information provided by the school indicate that the vast majority of current pupils are working at age-related expectations in reading, writing and mathematics.
- Leaders have rigorously monitored the quality of teaching and learning to ensure improving outcomes in reading for pupils. As a result, in 2017 attainment of pupils at the end of Year 2 and Year 6 improved from that of the previous year.
- At the end of key stage 1 in 2017, the proportion of pupils attaining at least the expected standard for their age improved in mathematics but is still below national average expectations.
- The proportion of pupils who reached the required standard in the Year 1 phonics

screening check has been improving and is in line with the national average. Consequently, pupils use and apply their phonics skills and understanding increasingly well in their reading and writing.

- The majority of pupils who have SEN and/or disabilities receive good-quality support and make good progress as a result.
- Leaders have reviewed the curriculum to ensure that pupils make good progress in subjects other than English and mathematics. Information shown to inspectors by leaders and scrutiny of pupils' work indicate that current pupils across the school are making good progress in a variety of subjects.
- Disadvantaged pupils make good progress over time. Their progress is tracked carefully. Leaders ensure that funding is used appropriately to provide additional support. This is specifically tailored to meet individuals' academic, social and emotional needs. Nevertheless, leaders do not evaluate the attainment of disadvantaged pupils precisely enough to ensure that it is consistently improving towards standards attained by non-disadvantaged pupils.
- Outcomes in writing at the end of key stage 1 and key stage 2 declined in 2017. Good teaching and sharper monitoring by leaders are ensuring that current pupils are doing well. Inspectors' scrutiny of work, observations of lessons and information provided by leaders indicate that current pupils are making good progress.

## Early years provision

**Good**

- Leadership of the early years is good. The leader for early years is knowledgeable and has high expectations for children's learning. Provision across the Nursery and Reception classes is well planned to ensure a range of stimulating activities that motivate and interest children in different areas of learning.
- The vast majority of children start early years with skills which are well below those typical for their age. In 2017, the proportion of children achieving a good level of development although still below national expectations, improved from the previous year. Good teaching and nurturing relationships enable children to make good progress.
- Provision in the early years is inclusive. Children who have SEN and/or disabilities are supported well. Additional adult support and activities are effectively targeted to ensure that these children develop well during their time in the Nursery and Reception classes. As a result, children in the Reception class who have SEN and/or disabilities, in line with other children, are well prepared for Year 1.
- Teachers frequently check the progress of children's learning. Teachers use the range of information collected from their continual assessment of children's learning to effectively ensure that activities are tailored to meet the needs of children. Consequently, children make good progress across different areas in the early years curriculum.
- The outdoor area has exciting activities that complement and extend the indoor learning environment. Children are provided with opportunities to investigate, explore and experiment. For example, inspectors observed a group of children independently creating a bowling alley and devising a way to keep score. Other children were



absorbed in building a racetrack for their cars and investigating what happened when they adjusted the height of the track.

- Children's reading, writing and mathematics skills are developed well in the early years. Children are provided with regular opportunities to develop their number skills. For example, children in the Reception class were observed independently challenging each other to recognise numbers to 10, while other children played an addition game with an adult. The adult skilfully used questioning and modelling to encourage children to solve the problems.
- Disadvantaged children make good progress. The leader for early years uses advice and support from external agencies well to ensure that the quality of teaching and learning meets the needs of different groups of children, including those who speak English as an additional language.
- Parents regularly share in their children's achievements. Parents value the interaction with staff and the regular information they receive about their children's time in school. As one parent said: 'I feel content that my child has such good support at school and the activities organised are great.'
- Teachers and teaching assistants in the Nursery and Reception classes develop children's independence skills well. Routines are established and children follow instructions promptly. Children are encouraged to think for themselves and choose their own activities. The leader for early years has rightly identified that more effective questioning by adults can extend children's learning. As a result, training for staff has been put in place to ensure that questions are effective in moving children's learning on.

## School details

Unique reference number	112770
Local authority	Derby
Inspection number	10037606

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

Type of school	Primary
School category	Maintained
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	641
Appropriate authority	The governing body
Chair	Sue Jones
Executive Headteacher	Jane Calladine
Telephone number	01332 767443
Website	<a href="http://www.redwoodprimary.com">www.redwoodprimary.com</a>
Email address	<a href="mailto:admin@redwood.derby.sch.uk">admin@redwood.derby.sch.uk</a>
Date of previous inspection	22–23 January 2013

## Information about this school

- The school meets requirements on the publication of specified information on its website.
- The majority of pupils are from White British backgrounds. The proportion of pupils from minority ethnic backgrounds or who speak English as an additional language is higher than the national average.
- The proportion of pupils eligible for the pupil premium is above the national average.
- The proportion of pupils who have SEN and/or disabilities is in line with the national average.
- The school is in an area of high deprivation and high mobility.

## Information about this inspection

- Inspectors observed teaching in all year groups. They listened to pupils reading. Inspectors talked to pupils about their school and looked at samples of their work.
- Inspectors held meetings with the executive headteacher, acting head of school, senior and middle leaders, representatives of the governing body and a representative from the local authority.
- Inspectors spoke to parents informally at the start of the school day. They took account of the 14 responses to the Ofsted online questionnaire, Parent View, and considered the responses made through the Ofsted free-text service.
- Inspectors considered the views of the 11 members of staff who shared their opinions about the school through their online survey. There were no responses to the pupil survey.
- Inspectors looked at a range of documents, including: the school's self-evaluation of current performance and plans for improvement; the school's most recent information on the achievement and progress of pupils; reports of external reviews carried out by the local authority; information relating to the safeguarding of pupils; the school's most recent information relating to the attendance of pupils; and minutes from a number of governing body meetings.

## Inspection team

Stephanie Innes-Taylor, lead inspector	Her Majesty's Inspector
Janis Warren	Ofsted Inspector
Michael Wilson	Ofsted Inspector
Joanna Hall	Ofsted Inspector

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Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

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