

Redwell Primary School

Barnwell Road, Wellingborough, Northamptonshire NN8 5LQ

Inspection dates

18–19 June 2019

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

Summary of key findings for parents and pupils

This is a good school

- Senior leaders form a strong team. Since the infant and junior school amalgamated they have worked together to ensure that pupils receive a good quality of education.
- Leaders, including governors, know the school well. They act quickly to address weaknesses.
- Staff morale is high. They value the support from senior leaders. Research and training are used thoughtfully to develop staff professionally.
- The school is inclusive and welcoming. The leadership of special educational needs and/or disabilities (SEND) is strong.
- Leaders use additional funding with increasingly positive impact. Outcomes for disadvantaged pupils are rapidly improving in English and mathematics.
- Governors are skilled and experienced. They hold leaders to account for the school's performance.
- Safeguarding arrangements are effective and rigorously monitored by leaders. Pupils feel safe in school.
- Most pupils are making good progress in reading, writing and mathematics. They are well prepared for secondary school.
- Teachers and teaching assistants have positive relationships with pupils.
- The curriculum is broad and balanced with the exception of religious education, which is not planned in sufficient depth to give pupils a broad understanding of major faiths and religions. Teachers have strong subject knowledge in other subjects.
- Teachers and teaching assistant provide effective feedback so that pupils can quickly address errors in their work.
- Pupils enjoy learning. They are proud of their school. Pupils care for each other and value their education. They are tolerant and respectful.
- In key stage 2 teachers pose searching questions. However, in the early years and key stage 1, some questioning does not stretch pupils' thinking or deepen their understanding.
- Subject leaders of English, mathematics and science monitor, evaluate and improve teaching and learning but leaders of other subjects are not as successful in ensuring that teaching and learning continue to improve.
- The provision for pupils' spiritual, moral, social and cultural development is improving.
- Some pupils in key stage 1 and some lower-attaining pupils receive work that is either too easy or too hard in English and mathematics.

Full report

What does the school need to do to improve further?

- Improve leadership and management by ensuring that subject leaders monitor, evaluate and improve teaching and learning in their areas of responsibility so the quality of pupils' work in subjects other than English and mathematics continues to improve.
- Improve the curriculum for religious education (RE) by planning in sufficient depth for pupils in key stage 2 to acquire a broad knowledge and understanding of major faiths and religions and so be better prepared for life in modern Britain.
- Improve teaching, learning and assessment and improve outcomes by ensuring that teachers:
 - use assessment information to plan activities that are well matched to pupils' abilities in English and mathematics so that more pupils, particularly lower-attaining pupils and pupils in key stage 1, make stronger progress in reading, writing and mathematics
 - use questioning more effectively in key stage 1 and the early years, to deepen and extend pupils' knowledge and understanding
 - have high expectations of what pupils can achieve in subjects other than English and mathematics.

Inspection judgements

Effectiveness of leadership and management

Good

- Senior leaders form a strong and cohesive team. Since the previous inspection, they have worked with determination to ensure that the school's expansion from infant to primary school has been a success. Together, they have quickly improved the weaker teaching that existed in key stage 2.
- The headteacher, together with senior leaders, has forged a staff team committed to further improvement and success. Staff feel well supported by senior leaders and value the many varied opportunities on offer to develop professionally. Staff morale is high and they say that they are proud to work at the school.
- Leaders and governors know the strengths and weaknesses that exist. They are honest about what needs to improve. They ensure that detailed plans are in place to address weaknesses. Plans for improvement are aspirational. Leaders and governors regularly check that their decisions are bringing improvements and they do not shy away from adapting or changing their plans if they are not working effectively.
- The headteacher and deputy headteacher work closely with teachers to identify future leaders early in their career. They invest significantly in their leadership development through research opportunities, coaching programmes and nationally accredited leadership qualifications.
- The leadership of English and mathematics is strong. Leaders work with increasing success to improve the quality of teaching, learning and assessment in these subjects. They provide targeted support and coaching to improve weaker teaching and share best practice across the school. Consequently, pupils' attainment by the end of key stage 2 is improving each year.
- Pupil premium funding for disadvantaged pupils is having a positive impact. Funding is used to provide bespoke one-to-one and small-group support in English and mathematics. It is also used to provide a comprehensive package of support to develop disadvantaged pupils' well-being, such as nurture groups, Lego therapy and counselling sessions.
- Leaders ensure that the school is inclusive and welcoming. Leaders work effectively to develop positive relationships with parents and carers. A typical parental comment was, 'Redwell is more than just a school. It is a community where everyone can shine.'
- The funding to support provision for pupils with SEND is used thoughtfully. Leaders use it to provide additional teaching for 'catch-up' mathematics, literacy programmes and 'sensory circuits'. Leaders ensure that pupils with complex SEND receive sensitive and bespoke one-to-one support from well-trained teaching assistants.
- The primary physical education (PE) and sport funding is used effectively and is beginning to have an impact on increasing pupils' access to new, competitive sports. For example, the girls' football team has had particular success within the county and pupils talk enthusiastically about participating in dodgeball and multi-skills clubs.
- Leaders ensure that fundamental British values are embedded within the school's own values. Senior leaders hold assemblies to develop pupils' understanding of tolerance,

respect and democracy.

- The curriculum is broad and balanced. The quality of teaching and learning in science is particularly strong as the leader responsible for this subject carefully monitors pupils' learning and achievement and sources targeted training to improve teachers' subject knowledge. Other leaders have made a positive start to checking that the curriculum is taught in each year group. However, they have not thoroughly checked the quality of pupils' learning in their area of responsibility. The standard of work that some pupils produce in subjects other than English and mathematics does not typically match that expected for their age.
- The provision for pupils' spiritual, moral, social and cultural development is improving. For example, pupils have opportunities to reflect on current affairs in 'News Round' assemblies and discuss local, national and global issues in philosophy lessons. However, while there are some opportunities to learn about other cultures, some older pupils do not have a deep knowledge and understanding of other faiths and religions. They find it difficult to reflect on their own and others' beliefs.

Governance of the school

- Leaders and governors have developed a culture of open, honest dialogue. Together, they are an effective team. Leaders value the support and challenge that governors provide.
- The governing body consists of governors with varied skills and experiences, including those from education, business, public services and the local community. Governors use their wide and varied knowledge to ask challenging questions and to hold leaders to account for the school's performance.
- Governors receive regular reports from leaders about the impact of actions to improve the school. Some governors make visits to the school to meet with leaders and check, first hand, the impact of these improvements on teaching, learning and outcomes. Consequently, governors have a secure understanding of the school's strengths and weaknesses.
- The governor responsible for safeguarding is well trained and knowledgeable. He undertakes regular checks of the school's recruitment and vetting procedures and completes thorough audits of safeguarding procedures. For example, he reviews anonymised case files for pupils at risk of harm to check that leaders have taken timely action to keep these pupils safe.

Safeguarding

- The arrangements for safeguarding are effective.
- There is a strong safeguarding culture within the school. Staff are well trained, and their knowledge is regularly updated. Staff know the pupils very well. Consequently, staff are vigilant and aware of the signs of abuse and how to access help for pupils.
- Staff are tenacious in seeking and providing, support for families at the earliest possible stage. Leaders work well with a wide range of external agencies such as early help professionals, the local police community support officer (PCSO) and social workers.

Leaders contribute to plans to support pupils who are on the child protection register or children looked after.

- Leaders' records of concern are well documented and thorough. They show that leaders make timely and appropriate referrals for pupils and families at risk of harm, abuse or radicalisation. Leaders understand the local safeguarding issues well and support pupils and families affected by domestic violence.
- Pupils feel safe in school. Pupils say that they can speak to an adult about their concerns and they know who the designated lead for safeguarding is. Parents agree the school is a safe place for their children to learn.

Quality of teaching, learning and assessment

Good

- Teachers and teaching assistants have positive relationships with pupils. They demonstrate high levels of care for pupils. A typical parental comment was, 'My child feels valued because staff are very nurturing.'
- Teachers and teaching assistants are quick to spot errors in pupils' learning. They provide sensitive feedback which ensures that pupils check their work and correct mistakes.
- Teachers' subject knowledge in most subjects is strong. They use this knowledge skilfully to explain technical language. For example, teachers in key stage 2 explained the term 'pathetic fallacy' and encouraged pupils to use examples in their story settings. Pupils applied this in their work, with one writing, 'The ancient sphinx bowed like crooked mourners to worship the dead.'
- The quality of teaching and learning in mathematics continues to improve. Teachers ensure that pupils have many opportunities to problem-solve and reason mathematically. Teachers encourage pupils to explain their answers and to 'prove it' to a partner.
- Teachers work with increasing success to ensure that pupils apply what they learn in English and mathematics, in other subjects. For example, using correct spelling and accurate punctuation when writing about the Vikings or the Romans in history lessons. Other pupils record weather measurements using bar charts and tally charts, applying their knowledge of statistics and data handling in science lessons.
- Teachers and teaching assistants have high expectations of the language and vocabulary that pupils use. They skilfully explain new, ambitious words and encourage pupils to use dictionaries to define them. Most pupils apply this in their own work. For example, a pupil in key stage 2 wrote, 'Bushes, painted with red poppies, barricaded the rest of the forest' when describing the setting for a story.
- Early reading and phonics are taught well. Teachers and teaching assistants carefully model and articulate the different sounds in words. They teach pupils effectively how to segment and blend these sounds so they can accurately read words.
- The quality of teaching and learning in science is strong. Pupils have many opportunities to develop their knowledge and understanding through scientific investigations and enquiry. However, the standard of some pupils' work in subjects other than English and mathematics, particularly RE, does not match with that typically expected for their age. Some teachers do not always have high enough expectations of

what pupils can achieve.

- Most teachers' use of questioning is effective. Teachers in key stage 2 ask challenging questions which encourage pupils to think and deepen their understanding. For example, in one lesson a teacher asked, 'When the writer talks about trees looking sorrowful, what does it mean?' However, some use of questioning in the early years and key stage 1 is less effective. In some instances, questioning is used solely to check understanding rather than to deepen or extend it.
- Teachers provide work for most pupils that matches their abilities in English and mathematics. However, there are occasions when work is not well matched to the abilities of some lower-attaining pupils and some pupils in key stage 1. When this happens, these pupils can lose concentration and focus and they do not make the progress they should.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils enjoy coming to school and are proud to be part of the Redwell community. Pupils are tolerant and respectful. As pupils typically said, 'It doesn't matter who you are, we accept everyone and we are all special.'
- Pupils show care and kindness towards each other. Older pupils look after younger pupils at breaktimes. Pupils are polite and thoughtful.
- Pupils relish opportunities to participate in a range of extra-curricular activities. They enjoy Spanish club, golf and learning to play instruments, such as cello, piano and drums. A typical pupil comment was, 'We are lucky to have these.'
- Pupils take pride in the responsibilities they have. For example, pupils speak enthusiastically about being prefects and leading the school's anti-bullying council.
- Most pupils have positive attitudes to learning. They engage quickly in learning and are resilient. Pupils happily improve their work following feedback from staff. They enjoy homework and understand that this helps them to prepare for the next stage of education at secondary school.
- Pupils understand how to lead healthy lifestyles. They have a secure understanding of the benefits of exercise and know what foods are healthy and unhealthy. Pupils are taught how to stay safe. They learn about road safety, fire safety and how to keep safe online.

Behaviour

- The behaviour of pupils is good.
- Leaders have high expectations of pupils' behaviour. They regularly remind pupils of the school's values and ensure that the behaviour policy is consistently applied by staff. Pupils behave well. A typical parental comment was, 'The school values help children understand what behaviours are expected.'

- Pupils enjoy receiving rewards for good behaviour. Pupils enthusiastically speak about earning pebbles for their pot or house points. They particularly enjoy the whole-school rewards they receive when the pebble pot is full. A visit from a group of elite commandos was fondly recalled by pupils. They spoke about how this visit helped them to develop teamwork skills and resilience.
- Pupils know and understand the different types of bullying, including cyber bullying. Pupils say that bullying is extremely rare, but when it does happen, it is dealt with quickly.
- Leaders have worked tirelessly to improve pupils' attendance and punctuality. The inclusion manager has efficient systems in place to monitor those pupils who do not attend school regularly enough. He has increased parental expectations around attendance and has effectively supported families to overcome barriers to weaker attendance using 'parent contract' meetings. As a result, attendance rates have vastly improved and the number of pupils who are persistently absent is much lower than the national average.

Outcomes for pupils

Good

- The proportions of pupils achieving the expected standards in reading and writing by the end of key stage 2 are in line with the national averages and improving over time. Most pupils, including those with SEND, typically make strong progress from their starting points in English.
- Despite being below the national average, the proportion of pupils achieving the expected standard in mathematics by the end of key stage 2 is improving over time. Current work of pupils, including those with SEND, shows that most are making stronger progress from their starting points than has previously been the case. Most pupils are well prepared for the next stage of their education.
- Outcomes for disadvantaged pupils in reading, writing and mathematics have improved rapidly over the last three years. Progress for these pupils was historically well below the national averages. Because of the efficient use of additional funding and targeted support, disadvantaged pupils now make progress that is at least in line with other pupils.
- The proportion of pupils achieving the expected standard in the Year 1 phonics screening check is in line with the national average. The teaching of phonics, combined with many opportunities to read widely and often, contribute to pupils' abilities to decode words successfully.
- The proportions of pupils achieving the expected standards in reading, writing and mathematics by the end of key stage 1 are typically in line with the national averages over the last three years. However, some current pupils, particularly in Year 1, do not receive work that is well matched to their abilities and do not make the progress that they are capable of in these subjects.
- Pupils make strong progress in science and have a secure, age-appropriate knowledge and understanding of chemistry, physics and biology. The quality of the work they produce in this subject is good. However, some pupils do not always produce work that reflects their abilities in some subjects other than English and mathematics, particularly

in RE. Some pupils do not have a deep understanding of major religions and faiths.

- Pupils with SEND typically make strong progress in reading, writing and mathematics. These pupils receive effective one-to-one and small-group support from teachers and teaching assistants to help them access the curriculum alongside their peers. However, some lower-attaining pupils do not make strong progress. Teachers do not ensure that work is always well matched to their abilities or that they receive the right level of support to make good progress.

Early years provision

Good

- The leadership of the early years is good. Leaders know the strengths and weaknesses that exist and work with determination to further improve the quality of teaching and learning. The proportion of children, including disadvantaged children, achieving a good level of development is at least in line with the national average for the last three years. Most children are well prepared for Year 1.
- Leaders ensure that the early years curriculum is engaging and exciting. Activities are well matched to most children's needs and interests. There are many opportunities for children to revisit learning and practise their skills across a range of areas. Children's knowledge and understanding are built successfully over time.
- The quality of teaching and learning is good, particularly in writing. Staff successfully introduce new vocabulary while working with children. They provide timely reminders to 'sound out words carefully' and to 'remember finger spaces'. The quality of children's writing is strong.
- The learning environment, both indoors and outside, is purposefully set up to develop children's skills in storytelling and reading. For example, teachers were reading the story of 'The Three Billy Goats Gruff'. Children were engaged in building bridges in the sand area, creating troll masks in the creative area and retelling the story using puppets in the small world area. Children had a good understanding of the events of the story and the language used.
- Children listen and behave well. Staff establish clear routines and spend considerable time developing children's personal, social and emotional skills. As a result, children share, take turns and are confident to tackle work independently.
- Leaders continue to develop a productive partnership with parents. Parents have many opportunities to visit the school and see learning in action. They make some contributions to the assessments made of their children and appreciate the transition programme offered to families when their children start school. A typical parental comment was, 'My child is in the Reception class and loves the varied activities on offer. They can't wait to come to school.'
- Leaders work with a range of external agencies to support children and their families. For example, children with SEND have access to speech and language therapists and educational psychologists. Children who do not attend school regularly enough receive support from the inclusion manager.
- Safeguarding is effective in the early years. Staff are well trained and knowledgeable, including in paediatric first aid. They respond quickly when they believe a child may be at risk of harm and make timely referrals for early support. Children are taught how to

stay safe. For example, children wear helmets when riding bikes on the outdoor track. They remember to stop at the zebra crossings to let adults and children pass safely.

- Some teachers use questioning to encourage children to think. For example, when describing the troll from the story of 'The Three Billy Goats Gruff' the teacher asked, 'Why do you think the troll had claws? However, some adult questioning and interactions in the outdoor provision do not develop children's thinking or problem-solving skills sufficiently.

School details

Unique reference number	121949
Local authority	Northamptonshire
Inspection number	10087405

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Maintained
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	603
Appropriate authority	The governing body
Chair	Fiona Butlin
Headteacher	Anne Ansell
Telephone number	01933 676040
Website	www.redwellprimaryschool.co.uk
Email address	head@redwell-pri.northants-ecl.gov.uk
Date of previous inspection	13–14 February 2014

Information about this school

- The school is a much larger than average-sized primary school.
- The school was previously inspected as Redwell Infant School in 2014. Since the previous inspection the school has amalgamated with Redwell Junior School and become a primary school.
- The proportion of pupils with SEND is below the national average.
- The proportion of disadvantaged pupils is below average.
- The proportions of pupils from ethnic minority backgrounds and of pupils who speak English as an additional language are average.

Information about this inspection

- Inspectors observed 32 parts of lessons across all key stages. Inspectors listened to pupils read in key stages 1 and 2. Inspectors met with groups of pupils to talk about their learning and experiences in school. Inspectors scrutinised pupils’ work with the leaders for English and mathematics and with senior leaders. Inspectors observed pupils’ behaviour at breaktimes.
- Inspectors held meetings with the headteacher, the deputy headteacher, the inclusion manager, the leader of the early years, middle leaders and three governors. They also held a telephone conversation with a representative from the local authority.
- A wide range of documents was scrutinised, including those relating to safeguarding, behaviour, pupils’ performance and attendance, and records of the school’s monitoring and evaluation of the quality of education. Inspectors also examined the school’s plans for improvement, plans for the use and impact of the additional funding, minutes from meetings of the governing body and information available on the school’s website.
- Inspectors spoke with parents informally at the start of the day. There were also 88 responses to Parent View, Ofsted’s online questionnaire.

Inspection team

Steve Varnam, lead inspector	Her Majesty’s Inspector
Nina Bee	Ofsted Inspector
Rebecca King	Ofsted Inspector
Jane Ferguson	Ofsted Inspector

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