

Inspection of a good school: Redwood

Hudsons Walk, Rochdale OL11 5EW

Inspection dates:

14 and 15 June 2022

Outcome

Redwood continues to be a good school.

What is it like to attend this school?

Pupils and students enjoy coming to Redwood. They told inspectors that members of staff care about them and help them to do their best. Pupils, including students in the sixth form, feel happy and safe. They said that school is 'like a family'.

Pupils, including students in the sixth form, take part in enriching activities that help to increase their confidence and develop their independence. These activities help prepare them well to actively participate in events taking place in their local community, such as a recent rowing competition. Students in the sixth form take part in supported internships which help to prepare them for the world of work.

Many parents and carers used words such as 'amazing' and 'inspiring' to describe the support their children receive. They value the commitment of leaders and staff in helping their children to succeed.

Pupils behave well during lessons and at break times. Staff help pupils to find ways to manage their own behaviour effectively. When incidents of poor behaviour occur, including bullying, staff deal with these quickly and effectively.

Leaders want every pupil, including students in the sixth form, to do their best. Mostly, pupils and students achieve well.

What does the school do well and what does it need to do better?

All pupils at Redwood have special educational needs and/or disabilities (SEND). Leaders have thought carefully about how to meet the needs of individual pupils. They have designed a well-organised curriculum which is delivered through four different pathways. Each pathway is tailored to the different needs of pupils and students. This means that teachers can adapt the curriculum so that each pupil can learn the things that they need to know.

The curriculum supports pupils and students to build their knowledge in a logical way. Because of this, pupils' understanding of earlier learning is secure. Teachers ensure that pupils and students can use and apply their knowledge in different contexts. This helps

them to learn and remember the intended curriculum. For example, students in the sixth form use food-preparation skills in later learning that they have learned during their work placements. Younger pupils use their counting knowledge confidently to use money in lessons and in the community.

Teachers use assessment strategies well to find out what pupils know. This helps teachers to identify what pupils need to learn next. For instance, teachers in the sixth form use assessment effectively to help them judge when students can safely use power tools for horticultural tasks.

Mostly, teachers select resources and activities that help pupils, including students in the sixth form, to learn effectively. However, occasionally, teachers do not select activities that help pupils remember the curriculum as well as they should.

Pupils who learn to read gain the skills that they need quickly. They practise reading regularly. Those pupils who have fallen behind with their reading get extra help from well-trained staff. This helps pupils to catch up with their reading. Many pupils become confident and fluent readers.

Pupils with more complex communication needs achieve well. They take part in activities, including sensory experiences, that contribute well to their communication development. Over time, they express their wishes and feelings to others with increasing confidence.

Pupils behave well in lessons and around the school. Leaders help pupils and students to consider their own behaviour. Pupils learn how to manage their emotions. Older pupils and students are keen to help other pupils to behave well.

Pupils learn about life beyond Redwood. Students are well prepared for adult life. For example, leaders ensure that students learn how to travel independently to college, when appropriate. Leaders provide students with a wide variety of work experience placements. Students explained that these help them to develop their employment skills.

Pupils enjoy a wide range of learning opportunities beyond the academic curriculum. Leaders provide clubs such as the 'ICT' club, sports club and Lego club. Pupils enjoy taking part in local and regional sporting events.

Staff reported that leaders are supportive and carefully consider their workload. Staff are proud to work in the school.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have developed robust systems for identifying those pupils who may be at risk of harm. For example, leaders keep a close check on pupils' attendance and behaviour. Staff work quickly and effectively with other agencies to help pupils, students and their families when required.

Staff receive regular safeguarding training. They know how to keep pupils safe. Governors understand their safeguarding responsibilities.

Pupils learn about how to stay keep themselves safe. For example they can explain what they need to do to stay safe online and in the community.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- At times, some teachers do not select the most appropriate resources and activities to help pupils to remember the intended curriculum. This slows pupils' and students' progress through the curriculums. Leaders should ensure that teachers deliver the curriculum effectively by using appropriate resources and activities so that pupils and students can build securely on their prior learning.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the first section 8 inspection since we the school to be good in December 2016.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	135202
Local authority	Rochdale
Inspection number	10226070
Type of school	Special
School category	Maintained
Age range of pupils	11 to 19
Gender of pupils	Mixed
Gender of pupils in sixth-form provision	Mixed
Number of pupils on the school roll	321
Of which, number on roll in the sixth form	113
Appropriate authority	The governing body
Chair of governing body	Peter Kiely
Headteacher	Clare John
Website	www.redwood-school.com
Date of previous inspection	7 and 8 December 2016, under section 5 of the Education Act 2005

Information about this school

- All pupils at this school have SEND. The school provides education for pupils and students with profound and multiple learning difficulties, severe learning difficulties, autism, moderate learning difficulties and specific learning difficulties.
- All pupils and students have an education, health and care plan.
- The school operates across several sites within Rochdale. This includes a base within a local mainstream secondary school, a base for supported internships at Rochdale Royal Infirmary, the Redwood Education and Enterprise Centre and the main school site at Hudsons Walk.
- The school meets the requirements of the Baker Clause. This means that pupils in Years 8 to 13 receive information about the full range of education and training options open to them. This includes opportunities for a range of education and training providers to speak to pupils about technical education qualifications and apprenticeships.

- Leaders do not make use of alternative provision.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives in early reading and communication, mathematics and physical development. These included discussions with leaders and teachers, visiting lessons, reviewing a range of documentation, reviewing pupils' and students' work and talking to pupils and students about their learning.
- During the inspection, inspectors spoke with pupils, students, the headteacher, the deputy headteacher, assistant headteachers, the designated safeguarding lead, the director of operations, members of the business team, teachers, teaching assistants, local authority officers and the school improvement partner.
- Alongside the main school base, the lead inspector visited the base within a local mainstream secondary school, the base for supported internships at Rochdale Royal Infirmary, the allotment and the Redwood Education and Enterprise Centre.
- The lead inspector spoke with some parents on the telephone.
- The lead inspector met with governors.
- The lead inspector reviewed the school's safeguarding arrangements. This included examining the record of employment checks on school staff. Inspectors asked pupils, students and staff about safeguarding.
- The lead inspector took account of responses to Ofsted Parent View, including the free-text comments. Inspectors considered responses to the pupil and staff surveys.

Inspection team

Martin Hanbury, lead inspector

Ofsted Inspector

Nell Banfield

Ofsted Inspector

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