

Inspection of a good school: Waddington Redwood Primary Academy

Redwood Drive, Brant Road, Waddington, Lincoln, Lincolnshire LN5 9BN

Inspection dates:

17 and 18 January 2023

Outcome

Waddington Redwood Primary Academy continues to be a good school.

What is it like to attend this school?

Both staff and pupils said that the school feels like a family. One pupil shared, 'My school is special because everyone respects each other, and the teachers are all kind.' Pupils are happy and feel proud of their school.

Leaders have high expectations for pupils, including those with special educational needs and/or disabilities (SEND). Leaders have developed an ambitious curriculum that prepares all pupils well for life in modern Britain. Leaders plan trips, experiences and additional learning opportunities over the year. These include 'diversity day' and 'aspire week'.

Classrooms provide a calm and purposeful environment for pupils. Staff have warm relationships with pupils. Pupils spoke about their learning with enthusiasm. Some pupils receive bespoke support to help them manage their own behaviour.

Pupils do not feel that bullying happens at the school. They feel confident that, if it did happen, it would be dealt with seriously by leaders. At breaktime and lunchtime, pupils socialise and play happily and respectfully with their peers.

There are a range of rewards available for pupils, including personal 'shout out' displays. Pupils enjoy taking on extra responsibilities. These include becoming an anti-bullying ambassador or road safety officer.

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

Children get off to a secure start in the Reception Year. Children have the opportunity to explore and learn through play. Communication and the development of early language is a clear priority. Children have the opportunity to take their own risks. An

example of this was when children were using large pebbles to break ice on the ground.

There is a sharp focus on early reading. Children start phonics lessons in the second week of starting school. Leaders have a 'keep up' approach to the teaching of phonics. They use regular checks of pupils' progress to make sure that pupils are learning the correct groups of sounds. Reading books are well-matched to the sounds that pupils have been working on. This is helping pupils to become fluent and confident readers.

Leaders have created an ambitious curriculum that builds on the early years. In the majority of subjects, important knowledge is identified and well-sequenced. This allows pupils to build their knowledge over time. However, there are a small number of subjects where the identification of this important knowledge is less clear.

In core subjects, teachers use a range of different assessments to check whether pupils know and remember what has been taught. These assessments are used to identify pupils who have gaps in knowledge. In some subjects, leaders are developing what assessments to use and are making decisions about what information these assessments should include.

Pupils with SEND are well-supported. Interventions are timetabled for those pupils who require tailored support. The SEND team supports teachers well with making sure that lessons meet the needs of all pupils.

The behaviour system focuses on positive choices. Staff celebrate pupils who make the right choices. There are consequences for some negative behaviours.

The provision for pupils' broader development is of a high quality. The PSHE and RSE curriculum are well-planned and in line with statutory guidance. Pupils learn about healthy relationships and show a mature understanding of different types of relationships, including LGBTQ+. Pupils learn how to keep themselves healthy. Children in Reception Year understand the importance of dental hygiene.

Assemblies are value focused and allow pupils time for reflection. Fundamental British values are weaved throughout the curriculum and pupils demonstrate a strong understanding of them. Pupils have access to a range of clubs and enjoy taking on extra responsibility.

During 'aspire week', pupils have the opportunity to explore a diverse range of different careers. Leaders invite members of the local community into school to talk to pupils about their jobs. Leaders explore gender stereotypes with pupils. An example of this was when a female pilot visited the school.

The school is well led and managed. Staff, including early careers teachers, feel well supported. One member of staff, whose comments were representative of many, shared, 'I strongly feel that all leaders genuinely care, respect and inspire staff. I am proud and privileged to work here.' Staff have access to a wealth of professional

development opportunities. Leaders value working in collaboration with others across the trust.

Safeguarding

The arrangements for safeguarding are effective.

There is a strong safeguarding culture at the school. Leaders consider safeguarding to be everyone's responsibility. All staff attend regular safeguarding training and know how to report concerns. Records of concerns are clear and recorded effectively.

The school's safeguarding team receives support and challenge from the trust.

Leaders communicate with a range of external agencies. Leaders escalate concerns if they feel it is necessary to do so.

Pupils feel safe in school and feel that they can talk to adults about any worries or concerns they have. Pupils value the 'time to talk' boxes.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a small number of subjects, the important knowledge that children should know is not yet explicitly identified. As a result, teachers do not always know what knowledge to include in assessments. Leaders should ensure that, in all subject areas, curriculum end points are broken down, with important knowledge that informs assessments explicitly identified.

Background

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

This is the first ungraded inspection since we judged the predecessor school, Waddington Redwood Primary School, to be good in July 2017.

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.

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	146203
Local authority	Lincolnshire
Inspection number	10254880
Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	297
Appropriate authority	Board of trustees
Chair of trust	Howard Gee
Headteacher	Fiona Kent and Sian Milling
Website	www.redwood.lincs.sch.uk
Date of previous inspection	Not previously inspected

Information about this school

- The school is part of the Priory Federation of Academies Trust.
- The school does not currently use alternative provision to educate pupils.

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 school leaders and have taken that into account in their evaluation.
- The inspector carried out deep dives in early reading, mathematics and history. For each deep dive, the inspector discussed the curriculum with leaders, visited lessons, spoke with teachers and pupils and looked at samples of pupils' work.
- The inspector listened to a sample of children in Reception Year, key stages 1 and 2 read to a familiar adult.
- The inspector checked the work pupils had produced, looked at subject plans for several other subjects.
- The inspector met with leaders responsible for behaviour, personal development, and the provision for pupils with SEND.

- The lead inspector met with the primary executive and curriculum lead for the trust.
- The inspector met with the designated safeguarding leader to discuss the actions taken to keep pupils safe. She reviewed a range of documents, including the school's single central record.
- The inspector reviewed a range of documents, including the school's self-evaluation and improvement plan. She met with members of the governing board and trustees. This included the chair of the trust board.
- The lead inspector considered the responses to Ofsted's online questionnaire, Ofsted Parent View, and considered the results of the Ofsted staff questionnaires. She spoke with parents and carers at the end of the school day.

Inspection team

Luella Manssen, lead inspector

Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023