

Inspection of a good school: Redwood Primary School

Redwood Road, Sinfin, Derby, Derbyshire DE24 9PG

Inspection dates:

24 and 25 January 2023

Outcome

Redwood Primary School continues to be a good school.

What is it like to attend this school?

Pupils are very happy to come to school. They readily follow the school's 'SHINE' motto. They work hard and enjoy their learning, especially in mathematics. Pupils are kind to each other. They celebrate their differences. They know why it is important to respect others. They are proud of their diverse and harmonious school.

Staff make sure that all pupils, including those with special educational needs and/or disabilities (SEND), can benefit from the opportunities on offer. Many pupils take part in clubs, for example in sports, cooking and drama. Leaders want pupils to know about the 'world beyond Sinfin'. Pupils enjoy a wide range of trips, for example to London and the seaside. They are excited about the forthcoming residential trip. Pupils know that staff will listen to their suggestions for how to improve the school.

At breaktimes and lunchtimes, pupils cooperate and play well together. They take turns on the trim trail and eagerly join in the dances that staff lead. Bullying is rare, and when it happens, pupils know that staff will deal with it quickly. Pupils feel safe. They trust adults to deal with their concerns. Pupils behave well. They learn how to manage their own behaviour because staff help them to do this.

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

Pupils achieve well, especially in mathematics. The exception to this, last year, was in phonics. Leaders have taken steps to address this. They are determined that every pupil, regardless of their starting point, will learn to read fluently. Children in early years begin to learn sounds as soon as they start school. They practise every day, systematically building on those sounds they have learned previously. They enjoy using role play to pretend to teach each other phonics. Staff make sure that pupils who are falling behind get extra practice. Pupils who are new to school get one-to-one help to learn to read. On occasion, some adults do not encourage pupils to join in phonics sessions.

Leaders have thought carefully about the books and texts that pupils read in class. Pupils

appreciate the efforts that staff have made to encourage them to read more. They like the new reading corners. They enjoy getting rewards through the 'learning loot' for reading at home. In some classes, pupils have a wide range of texts and books they can bring home. However, this is not the case in all classes.

The curriculum in almost all subjects is ambitious and well planned, building from early years upwards. For example, in mathematics, staff in early years use lots of mathematical language. Children practise forming numbers when practising a dance routine. Pupils across the school are enthusiastic about their learning in mathematics. Teachers use their good subject knowledge to explain concepts well. Pupils know how to get help if they are stuck. In one or two subjects, the curriculum is less well planned. Leaders have not thought carefully enough about the knowledge that pupils should learn.

Leaders work closely with parents and teachers to identify pupils who may have SEND. For the most part, these pupils learn alongside their peers in class. When they are not in class, they follow the same curriculum as others.

From Nursery upwards, staff model the positive relationships that are at the heart of this school. They praise good manners and helpfulness. On the rare occasions when pupils are suspended, they receive very effective support. This has included help for their families. Leaders and staff do much to promote positive mental health and well-being. In the NEST provision, staff support pupils who may find it hard to manage their emotions. At lunchtime, staff eagerly join in games and dances. In the winter months, when not all outdoor space can be used, the junior playground is lively and a little boisterous.

Pupils have an excellent understanding of values such as respect and tolerance. They learn to be proud of their heritage and to celebrate others. In the past, they have visited different places of worship, but such visits stalled following the pandemic. There are plans in place to address this.

Leaders' 'family first' approach encourages staff to protect their work-life balance. Staff feel valued. They appreciate the things leaders do to improve their workload and support their well-being such as simplifying reports and the summer barbeque.

Governors have a secure understanding of the school. They work closely with leaders to identify the right priorities for development.

Parents and carers speak highly of how the school supports their children, including those with SEND.

Safeguarding

The arrangements for safeguarding are effective.

Staff and leaders know pupils and their families well. Staff are well trained to spot the signs that pupils may be at risk of harm. They are vigilant in following up on their hunches. They know the systems for reporting their concerns. Leaders ensure that pupils and their families get help when they need it. They work closely with external agencies to

ensure that the right support is in place. Leaders keep detailed and accurate records of their safeguarding concerns. They carefully analyse their records. They use this information to ensure that pupils have the right information to learn how to stay safe.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- On occasion, some pupils in phonics sessions do not join in. Some adults supporting them do not encourage them to take part. This means that some pupils, including some with SEND, do not learn at the same pace as others. Leaders should ensure that all adults in phonics sessions encourage all pupils to join in when repeating the sounds they have learned and when learning new sounds.
- In some classes, such as in Year 1, pupils can take a wide range of reading texts home to read with their parents or independently. However, this is not the case in all classes. Leaders should build on the good practice that exists in some classes by ensuring that all pupils have a variety of texts to take home from school, as well as their usual reading book.
- The curriculum in French is overly complex. Some pupils disengage from their learning because it is too hard. Leaders should ensure that the curriculum in all subjects identifies the key knowledge that pupils should learn and enables pupils sufficient opportunity to revise and repeat their learning before moving on to new content.

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 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 school to be good in December 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	112770
Local authority	Derby
Inspection number	10254951
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	667
Appropriate authority	The governing body
Chair of governing body	Ian Bateman
Headteacher	Lyndsey Shepherd (Headteacher) Jane Calladine (Executive Headteacher)
Website	www.redwoodprimary.com
Date of previous inspection	12 and 13 December 2017, under section 5 of the Education Act 2005

Information about this school

- Leaders do not currently make use of any alternative provision.
- The governing body manages the before-school 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 met with the executive headteacher, the headteacher, senior and curriculum leaders, governors and a range of staff, including those in the early stage of teaching. The lead inspector met with the school improvement partner from Derby local authority.
- Inspectors carried out deep dives in these subjects: early reading, mathematics and computing. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke with pupils about their learning and looked at samples of pupils' work. The lead inspector listened to pupils

reading to a familiar adult.

- Inspectors observed pupils' behaviour in class and around school, including at lunchtime. They spoke with pupils about behaviour and what the school does to keep them safe. Inspectors talked with parents and carers as they brought their children to school.
- The lead inspector met the designated safeguarding lead and looked at a range of information relating to safeguarding. The lead inspector visited the NEST provision and the before-school club.
- Inspectors considered the views given in Ofsted's online surveys for staff and parents and carers. There were no responses to the pupil survey.

Inspection team

Deirdre Duignan, lead inspector

Ofsted Inspector

Rob Cruise

Ofsted Inspector

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