

Inspection of Redscope Primary School

Kimberworth Park Road, Rotherham, South Yorkshire S61 3JT

Inspection dates: 13 and 14 June 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Outstanding
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

What is it like to attend this school?

Communication and relationships are at the heart of Redscope Primary School. This supports staff, pupils and parents to work together. Leaders have high ambitions for pupils. What is more, the curriculum includes many educational visits and activities to encourage pupils' personal development. Pupils have frequent opportunities to develop their interests. Leaders ensure that these experiences are purposeful. Experiences range from camping on the school field to completing sponsored walks.

Leaders focus on developing pupils' communication skills. Pupils get the opportunity to apply what they learn in discussions. There is a considered personal, social and health education curriculum. This supports pupils to develop their character. Leaders change lessons to align to pupils' lives. They learn how to be responsible citizens. This includes meeting local litter picking groups and environmental groups. Pupils are tolerant and respectful.

Pupils feel safe. They state that if they have any concerns, there is an adult they can speak to. Pupils say that adults take their concerns and worries seriously, and that any issues or problems get sorted out. Bullying is rare. Pupils understand how their choices and actions can affect others.

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

Reading is prioritised in school. Pupils are encouraged to read. Leaders have invested in high-quality texts. This includes fiction and non-fiction texts. Pupils take part in school-wide reading events and competitions. They are proud to receive rewards and certificates for engaging in these activities. Adults support pupils in small-group reading sessions, such as their daily 'guided reading' sessions. This allows pupils to practise under their teacher's watchful eyes. They become confident, fluent readers. At times, some pupils struggle with reading. These pupils access extra reading and fluency lessons, which are fun and engaging. As a result, pupils who struggle enjoy learning to read.

Leaders assess what pupils learn in reading, writing and mathematics. These systems are effective. Leaders are developing ways to check what pupils know and can do in other subjects.

Leaders have made recent changes to the curriculum. They have high ambitions for pupils. The changes to the curriculum reflect these ambitions. The curriculum is clear and purposeful. Leaders have mapped out intended learning in a clear and logical order. Leaders' ambition is to support pupils to build on prior learning. However, subject leaders are not currently checking the quality of this effectively. As a result, teaching can be inconsistent in subjects such as science and art.

Pupils with special educational needs and/or disabilities (SEND) access the same curriculum as their peers. Teachers adapt activities so that these pupils are successful.

Personal development is exceptional. Pupils access a range of clubs and a large number of trips and experiences. They have opportunities to take on leadership roles which contribute to school life. School leaders are proud of the changes they have made to the school. These opportunities develop pupils' character. One pupil stated, 'We are all different in our class, but as a team, we fit together and support each other.' This reflects how the pupils in the school think and conduct themselves. They have an embedded level of awareness, tolerance and responsibility.

Leaders ensure that children get a good start to their education in early years. Children access activities that are engaging and interesting. However, at times, they do not get the chance to practise what they have learned in mathematics. As a result, children are not able to develop their knowledge as effectively as they could.

Leaders have put in steps that support positive behaviour. This includes making changes for pupils with specific behaviour needs. Pupils state that these steps help them to make the right choices. Pupils respect each other. They work together and listen to one another. Pupils behave well in lessons and at breaktimes.

Governance is a strength. Governors and trustees have an accurate understanding of the school. They have the skills and commitment needed to support and develop the school.

Safeguarding

The arrangements for safeguarding are effective.

All staff understand their responsibilities for keeping children safe. Leaders work well with other agencies. They ensure that families and pupils receive highly effective support. Leaders ensure that systems of recording and reporting concerns are in place. They make sure that staff receive regular and comprehensive training. Leaders have completed safer recruitment training. They ensure that all visitors to the school have undergone the correct checks. Pupils know how to stay safe online and offline. Governors are aware of their responsibilities and fulfil these. They access appropriate training to support the staff in safeguarding pupils.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders are not checking the implementation of the newly developed curriculum effectively. As a result, there is some variability in teaching, including in art and science. Leaders need to ensure that systems of checking the quality of the delivery of the curriculum are embedded so that learning across the curriculum is consistent and even more effective.
- The process of assessing what pupils know and remember in foundation subjects is not always as effective as it could be. As a result, leaders are not able to

identify impact of recent changes to the curriculum and identify any next steps. Leaders need to ensure that the assessments clearly align to the key knowledge they want pupils to know and remember, so that leaders can evaluate impact and make any changes needed to improve the curriculum.

- Children in the early years do not get enough opportunities to learn and rehearse in mathematics. As a result, pupils are not learning as much as they could. Leaders need to ensure the provision provides opportunities to rehearse and embed mathematical understanding so that they are in the best position to access learning in year 1.

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	147738
Local authority	Rotherham
Inspection number	10269274
Type of school	Primary
School category	Academy converter
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	454
Appropriate authority	Board of trustees
Chair of trust	Diane Heritage
Headteacher	Alison Bradbury
Website	www.redscopeprimaryschool.co.uk
Date of previous inspection	Not previously inspected

Information about this school

- The school does not use any alternative provision.

Information about this inspection

The inspector(s) carried out this graded inspection under section 5 of the Education Act 2005.

- 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.
- The lead inspector held meetings with the chief executive officer, the director of primary education, trustees, governors and members of the academy advisory board.
- Inspectors scrutinised a range of documents, including those relating to safeguarding and SEND.
- Inspectors conducted deep dives in the following subjects: reading, mathematics, art and science. As part of the deep dives, inspectors spoke with curriculum leads, visited lessons, looked at examples of pupils' work and spoke with pupils and

teachers. As part of the reading deep dive, an inspector listened to pupils read to a familiar adult.

- Inspectors visited lessons and observed pupils at various times during the school day.
- Inspectors considered the responses to Ofsted’s surveys for pupils, staff and parents. This included any free-text responses.

Inspection team

Andrew Yeomans, lead inspector

Ofsted Inspector

Kirsty Godfrey

His Majesty's Inspector

Alison Ashworth

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