

Waddington Redwood Primary School

Inspection report

Unique Reference Number	120395
Local Authority	Lincolnshire
Inspection number	327269
Inspection dates	25–26 February 2009
Reporting inspector	Pat Walsh HMI

This inspection was carried out under section 8 of the Education Act 2005 under pilot arrangements; it was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Community
Age range of pupils	5–11
Gender of pupils	Mixed
Number on roll	
School (total)	285
Appropriate authority	The governing body
Chair	Billy Wallace
Headteacher	Nick Redfern
Date of previous school inspection	14–15 December 2005
School address	Redwood Drive Lincoln LN5 9BN
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Introduction

This pilot inspection was carried out at no notice by one of Her Majesty's Inspectors and two Additional Inspectors. The inspectors visited 21 lessons, and held meetings with the chair of governors, staff, a group of pupils, individual and a group of parents. They observed the school's work, and looked at a range of documentation including: pupil assessment and tracking data, the school's self-evaluation and strategic planning and 137 parental questionnaires. They looked at pupils' work in lessons and on display in the school.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- achievement of boys, particularly in literacy
- girls' achievement in mathematics
- challenge for more able pupils
- assessment and tracking.

Information about the school

Waddington Redwood admits pupils from Waddington and the surrounding area. The two Reception classes form the Early Years Foundation Stage. Children currently start the Early Years Foundation Stage with standards slightly below those expected for children of this age. The percentage of pupils eligible for free school meals is below average. The percentage of pupils with learning difficulties and/or disabilities is broadly average whilst the proportion with a statement of special educational needs is above average. Most pupils are White British. A small number of pupils come from a range of minority ethnic backgrounds, very few of these are at the early stages of learning to speak English as an additional language.

Before and after school care is provided on the premises by an outside agency. It is not managed by the governing body and is inspected separately.

Inspection judgements

Grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Overall effectiveness

2

Capacity for sustained improvement

2

Main findings

In this extremely caring and inclusive school pupils feel safe, have an excellent understanding of healthy living, behave well and enjoy their learning. Pupils achieve well and attain above average standards by the end of Year 6 because teaching in all year groups is good and promotes learning well. Recently the school has identified that the girls are underachieving in mathematics and has sensibly planned to address this. In most lessons teachers take account of the needs of pupils well, especially those with learning difficulties and/or disabilities. However, although teachers have correctly identified the most able pupils in the class they do not always provide work that challenges them sufficiently. The good practice seen in some classes where pupils are provided with opportunities to extend their thinking through interesting challenges is not consistent in all year groups.

The school has made good progress in tackling standards in writing which was a key area for development identified at the last inspection. Since the last inspection pupils' writing has improved steadily because of the successful initiatives introduced by the school. There is now very little difference in the progress made by boys and girls in writing. The good curriculum provides an exciting range of activities through the 'broadening horizons' approach and contributes significantly to the pupils' enjoyment of learning and their good progress. Furthermore, the excellent attention given to all aspects of pastoral guidance and care and the high level of support provided to families is greatly appreciated by parents. During a group discussion one parent commented, 'The teachers are fantastic and the headteacher knows all the children by name, it makes them feel special.'

Children in the Early Years Foundation Stage settle in well and make good progress from below average starting points because teaching is good and they are cared for very well. There is an exciting range of indoor and outdoor activities that stimulate the children's interest and curiosity. Adults provide a safe and secure environment and encourage the children to gain confidence and make independent choices.

The headteacher, senior leaders and governors have an accurate view of the school's strengths and areas of weakness. The school's good capacity to improve is demonstrated by the systematic and focused intervention that has resulted in significant improvement in the pupils' writing.

What does the school need to do to improve further?

- Accelerate progress for girls in mathematics by:
 - improving their confidence and involving them more consistently in whole class learning
 - planning activities that motivate, interest and challenge them.
- Provide high challenge in lessons for the more able pupils through work that engages their interest and challenges their thinking.

How good is the overall outcome for individuals and groups of pupils?

2

In most lessons pupils are engaged in their learning, work hard and make good progress. In many lessons observed by inspectors pupils used their time well and found the work fun. A good example of this was observed in an English lesson where Year 5 pupils were actively involved in producing an information sheet as part of a topic on castles. Pupils with learning difficulties and/or disabilities make good progress because work is tailored effectively to their needs and the support they receive both in the classroom and in smaller groups is good. The action taken by the school to inspire the boys to improve their writing has been successful. Pupils have enjoyed and benefited from opportunities to use film and animation in their literacy work.

In 2008 standards in Key Stage 1 were broadly average overall with pupils' attaining well in writing but less well in mathematics. Year 6 standards have gradually improved since the previous inspection and in 2008 were above average overall with particular success in English and science. However, there was a marked difference in the results of boys and girls in mathematics, significantly fewer girls achieved the expected Level 4 or the higher Level 5 in this subject. Furthermore the school's data indicates that this is likely to be the case in 2009.

Pupils' enthusiasm for school is reflected in their good attendance. They behave well in lessons and around school. They feel safe and told inspectors that bullying is not a problem. They have an excellent understanding of how to keep healthy through a sensible diet and physical activity. There is enthusiastic participation in the good range of sporting activities, demonstrated by a coaching visit by Lincoln Football Club during the inspection. Pupils make a good contribution to school life and the wider community however, the school council would like even more opportunities to be involved in decisions.

These are the grades for pupils' outcomes

Pupils' attainment ¹	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with learning difficulties and/or disabilities and their progress	2
How well do pupils achieve and enjoy their learning?	2
To what extent do pupils feel safe?	2
How well do pupils behave?	2
To what extent do pupils adopt healthy lifestyles?	1
To what extent do pupils contribute to the school and wider community?	2
Pupils' attendance	2
How well do pupils develop workplace and other skills that will contribute to their future economic well-being?	2
What is the extent of pupils' spiritual, moral, social and cultural development?	2

The quality of the school's work

Pupils make good progress as they move through the school because there is good teaching in all year groups. Teachers are confident users of technology for instance, creatively using interactive white boards to make literacy more fun for pupils. Effective questioning helps teachers to check pupils' understanding during the lesson. However, in some mathematics lessons girls do not volunteer answers as readily as boys and so do not fully engage in learning. Staff are skilled in planning and preparing interesting activities that meet the needs of most groups and individual pupils. Planning is less effective in identifying work that is appropriately challenging for more able pupils. Relationships at all levels are very strong and this results in a happy and productive learning environment.

The school tracks pupils' progress well and the recently implemented system is helping teachers to set sharply focused targets that most pupils understand. The school effectively uses the information from the regular assessments to check that pupils are not falling behind and to put in place good intervention strategies where necessary. Pupils are grouped for English and mathematics and this has helped teachers to focus more sharply on improving writing across the school.

The curriculum supports pupils' learning well across the different subjects, including French, music and art and makes a good contribution to pupils' enjoyment of school. Extra-curricular clubs enhance pupils' learning, although a small number of parents would welcome more after school activities and visits for the younger children.

The pastoral care for pupils is outstanding and exemplary support is given to vulnerable pupils and their families. The school works well with other agencies and organisations to meet the needs of the pupils.

¹ Grades for attainment are: 1 is high; 2 is above average; 3 is broadly average; 4 is low

These are the grades for the quality of provision

High quality teaching and purposeful learning	2
Effective assessment	2
An appropriate curriculum which meets pupils' needs, including, where relevant, provision through partnership with other organisations	2
Support, guidance and care	1

How effective are leadership and management?

The headteacher provides strong and purposeful leadership and is committed to bringing about improvement in all aspects of school life. Senior leaders and governors monitor the work of the school effectively and have an accurate view of what is going well and what needs to improve. Lesson observations are routinely carried out and have a sharper focus than when the school was last inspected, resulting in improved teaching and better learning. Observations carried out jointly by senior leaders and inspectors confirm that the school's judgements of the quality of teaching are largely accurate.

The school's effective work to promote equal opportunities is demonstrated by the way it has tackled the gap between boys and girls attainment in literacy and by the plans in place to address girls' underachievement in mathematics. Governors provide good support and challenge. The chair of governors has a positive partnership with the headteacher and he ensures that all governors contribute to the monitoring and evaluation of the school. Work to promote community cohesion is satisfactory. The school has ambitious plans for a Children's Centre to open in 2010 and is working hard to meet the needs of the local community. Global links are less well developed, and there are few planned opportunities for pupils to have the opportunity to learn more about issues that affect the wider community. The school has good links with parents and carers and involves them in decision making through questionnaires and day to day contact. Appropriate safeguarding procedures are in place and risk assessments are routinely carried out.

These are the grades for leadership and management

Communicating ambition and driving improvement	2
Promoting equality of opportunity and tackling discrimination	2
Ensuring that safeguarding procedures are effective	3
Ensuring that the governing body provides effective challenge and support so that weaknesses are tackled decisively and statutory responsibilities are met	2
Promoting the school's relationship with parents and carers, including their involvement in decision-making about matters relating to learning and well-being	2
Developing partnerships with other providers, organisations and services	2
Ensuring the school contributes to community cohesion	3
Deploying resources to achieve value for money	2

Early Years Foundation Stage

The Early Years Foundation Stage is well led and the provision is good. Staff in the Reception classes provide a good range of activities that are well matched to children's needs and focus successfully on the six early learning areas. Children achieve well and make good progress so that most have achieved the expected levels by the time they enter Year 1 and some exceed them. The good curriculum provides exciting and relevant activities that help children to learn, for example using the story of the Jolly Postman to inspire role play. Learning is effectively integrated through themes and stimulating displays. The outdoor learning area provides an excellent range of activities to promote children's physical and academic skills. Teaching is good; staff encourage children to develop independence and confidence through well planned activities. While adults are skilled in knowing when to intervene and ask a well framed question, there are limited opportunities for this to happen when children are engaged in their own play activities. Assessment is used effectively to plan the next steps in learning. Staff have worked successfully to involve parents and carers in their child's learning, for example, through the contributions they make to the baseline assessment 'learning together' initiative. Children are encouraged to eat healthily and stay safe with good attention to routines such as hand washing. They readily learn to play and work together and their behaviour is good. Practitioners take very good care of children in a secure and welcoming environment.

How good are the outcomes for children in the Early Years Foundation Stage?	2
What is the quality of provision in the Early Years Foundation Stage?	2
How effectively is the provision in the Early Years Foundation Stage led and managed?	2
Overall effectiveness: how well does the setting/school meet the needs of children in the Early Years Foundation Stage?	2

Views of parents and carers

This was an unannounced inspection and parents were invited to respond overnight to the questionnaire. Individual parents spoke to inspectors and a small group volunteered to discuss their views during the inspection. The vast majority of parents and carers are overwhelmingly supportive of the school. They value the caring and supportive ethos and welcome the high level of commitment shown by the headteacher and his staff. There were no particular trends in the small number of concerns raised by parents.

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs. In 2007-8, 15% of schools were judged to be outstanding.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well. In 2007-8, 49% of schools were judged good.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils. In 2007-8, 32% of schools were judged satisfactory.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves. In 2007-8, 5% of schools were judged inadequate.

Common terminology used by inspectors

- Attainment:** the standard of the pupils' work shown by test and examination results and in lessons.
- Progress:** the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.
- Achievement:** an overall measure of the pupils' success in their academic learning. The term combines attainment and progress. Pupils might make good progress, for example, but if their attainment remains low, inspectors may judge that their achievement is only satisfactory.
- Capacity to improve:** the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
- Leadership and management:** the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.



27 February 2009

Dear Children

Inspection of Waddington Redwood Primary School, Lincoln, LN5 9BN

Thank you for the very warm welcome you gave us when we visited your school. You were most polite, well-behaved and keen to show us around your school. It was good to have the opportunity to talk with you.

We agree with your parents that you go to a good school and that the level of care is outstanding. You play your part well in making the school happy and successful. You join in lessons enthusiastically and play happily with each other. You feel safe and have an excellent understanding of how to stay healthy. We were particularly impressed by the work you have done using film and animation to help you to become better writers.

The headteacher and staff have done much to make school life interesting. There are many good things happening in your classrooms. We could see how well you worked when you were set exciting and challenging tasks. We have asked Mr Redfern and the teachers to make mathematics lessons as enjoyable as those in literacy, particularly for the girls, so that you do better in this subject. We know that some of you would like harder work so we have asked your teachers to arrange this. You can help by continuing to give of your best.

I wish you well for the future.

Yours sincerely

Pat Walsh
Her Majesty's Inspector

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