

Waddington Redwood Primary School

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

Inspection dates

4–5 July 2017

| | |
|--|----------------------|
| Overall effectiveness | Good |
| Effectiveness of leadership and management | Good |
| Quality of teaching, learning and assessment | Good |
| Personal development, behaviour and welfare | Outstanding |
| Outcomes for pupils | Good |
| Early years provision | Outstanding |
| Overall effectiveness at previous inspection | Requires improvement |

Summary of key findings for parents and pupils

This is a good school

- The headteacher's and senior leaders' unwavering drive and commitment to raising standards have led to rapid improvements in the quality of teaching. Consequently, pupils are now making strong progress in reading, writing and mathematics.
- Middle leaders have a clear view of the school's strengths and areas requiring improvement because they regularly check things for themselves.
- Most governors have been appointed since the last inspection. Governors are effective. They are committed and understand the part they play in improving the quality of education. They are fully informed about the progress pupils make. They are actively involved in the life of the school and hold leaders to account for the standards pupils achieve.
- Children in the early years get off to an excellent start. High-quality skilled staff, well-planned activities and a rich environment enable all children to make rapid progress.
- Disadvantaged pupils and those who have special educational needs and/or disabilities make good progress. This is because precise analysis identifies accurate teaching and support for them.
- Parents are very positive about the school. They appreciate the care and support their children receive.
- Pupils are very well behaved in lessons and around the school. There are exceptionally positive relationships between adults and pupils. Pupils feel extremely safe. Safeguarding systems are accurately followed and meticulous in detail.
- Sometimes, groups such as the most able pupils are not always stretched or challenged enough. Consequently, they do not always achieve their full potential.
- Efforts to improve the teaching of mathematics are proving successful. Pupils are undertaking more challenging problems but need to be provided with more opportunities to explain their thinking and reasoning.
- There have been strong improvements in pupils' writing. The quality of their handwriting has improved considerably. Pupils write in different styles and for a variety of purposes and audiences.
- Some pupils do not take enough care with their spelling, punctuation and grammar. Approaches to dealing with pupils' errors are not consistent.

Full report

What does the school need to do to improve further?

- Improve pupils' attainment and progress further by ensuring that:
 - there is a consistent approach to improving the accuracy of pupils' spelling, grammar and punctuation
 - pupils have increased opportunities to develop their reasoning skills in mathematics
 - all pupils, particularly the most able, are suitably challenged and extended in all lessons.

Inspection judgements

Effectiveness of leadership and management

Good

- 'Redwood is a very special place. It has a heart and soul that beats for the local community and all the families that journey through its doors.' This is the view of one teacher, which is supported by most pupils, parents and staff.
- The school has improved significantly since its previous inspection. This is because the headteacher has established a culture of ambition and high expectation for all staff and pupils. With strong support from her deputy headteacher and senior staff, she has implemented a range of appropriate strategies which have brought about strong and secure improvements in reading, writing and mathematics.
- Leaders at all levels have an accurate understanding of the school's overall performance and the standards achieved by the pupils. This is because they have a range of well-understood processes for checking what is happening in school. Where strengths are identified, they are celebrated. Where weaknesses are noted, decisive action is taken to remedy them. Arrangements for managing the performance of teachers and for staff training are effective.
- High-quality professional development is carefully planned to link with whole-school priorities as well as individual teachers' needs. Leaders and staff have forged a strong, positive relationship with Ling Moor primary school. Staff also participate in events and activities provided by the Lincolnshire Learning Partnership and the Equate Teaching School Alliance.
- Effective links are also made with local clusters of schools in Lincolnshire and Nottinghamshire. Staff attend relevant meetings and training, benefiting from the sharing of ideas and good practice. Staff are well motivated. In fact, all those who completed the questionnaire are proud to be a member of staff at the school and enjoy working there. As a result, teaching is effective.
- Leaders have identified the important areas for development and have suitable plans in place to deliver the improvements. They make sure that teachers share their high expectations and effective practice. The focus on those areas identified for further improvement has led to significant gains. As a result, the quality of teaching, learning and assessment has improved significantly since the last inspection.
- Occasionally, some pupils, such as the most able, are not challenged enough. When this happens, they do not make swift enough progress. Pupils' books show that handwriting has improved. However, leaders know that some pupils' spelling, grammar and punctuation are not yet precise enough. There are plans in place to remedy this.
- Leaders have worked hard to improve the teaching of mathematics in school. More opportunities are provided for pupils to solve problems in a variety of ways, but there is less evidence to show that opportunities are being provided to develop pupils' thinking and reasoning skills in mathematics.
- Funding to support special educational needs is used effectively to provide help and intervention for pupils who require additional support. As a result, the needs of these pupils are met and they do well across a range of subjects. The progress of pupils who

have special educational needs and/or disabilities is well tracked.

- The curriculum is broad and balanced. A range of themes linked to subjects such as history, geography and design technology are enjoyed by pupils. Themes such as 'Paws, Claws and Whiskers', 'Traders and Raiders' and 'Circle of Life' capture pupils' imagination and interest well. Pupils also enjoy activities such as singing, art and physical education, which contributes enormously to their enjoyment of learning. All pupils have regular swimming lessons in the school's own pool. A range of other activities and extra-curricular opportunities also support pupils' good progress.
- All staff work hard to ensure that all pupils are prepared for life in modern Britain. As a result of regular worship and visits from representatives of other faiths, pupils are able to reflect on their own beliefs and the religious views of others. Events such as 'spirituality weeks', 'awe and wonder days' and 'challenge days' make a valuable contribution to pupils' understanding of tolerance, respect and difference.
- Spiritual, moral, social and cultural education is threaded through the curriculum and underpins the school's values. This year, pupils have visited a mosque and a Hindu temple, for instance. British values are also promoted effectively. Pupils are encouraged to contribute their own ideas, for example through the school council.
- The school physical education and sport premium is spent well. Skilful teaching is leading to better progression of pupils' physical education skills from year to year. The use of sports coaches has increased the take up of extra-curricular sport by pupils. Increasing numbers of pupils are participating in inter-school competitions.
- The school uses the pupil premium funding effectively to diminish the difference between the outcomes for disadvantaged pupils at the school and other pupils nationally. Leaders successfully identify the barriers that disadvantaged pupils face. Additional teaching is also provided for those who need it, which is having a positive benefit.
- Parents are overwhelmingly supportive of the school. All those spoken with during the inspection, or who completed the online questionnaire, would recommend this school to another parent. Parents are fulsome in their praise of the school, with comments such as 'We couldn't wish for a better school', 'My children are thriving at this school' and 'I can't praise this school enough' being shared with the inspectors.

Governance of the school

- Since the previous inspection, there have been significant changes in the governing body, with many governors recently appointed to the role. The governing body successfully completed a governing body review, which was recommended by the last inspection, and has responded well to the recommended actions.
- Governors are keen and committed to the school and share the headteacher's aspirations for the school. Suitable training and support have been provided by the local authority.
- Governors know the school and the pupils well. They visit the school regularly. They are diligent in their focus on the priorities for improvement and ensure that goals set are achieved. They are careful to make sure that no aspect of the work is neglected.
- Governors regularly challenge senior leaders and set high standards for the

headteacher through her performance management objectives.

- Governors ensure that additional funds are used appropriately so that staff provide the best possible help for pupils.

Safeguarding

- The arrangements for safeguarding are very effective.
- There is an extremely strong culture of promoting pupils' well-being and safety in the school. All staff take their safeguarding responsibilities seriously and look carefully for any signs that support is needed. Every member of staff is trained and up to date with the latest guidance on keeping children safe in education. Staff are committed to supporting the pupils and their families.
- Checks to help keep children safe are carried out thoroughly. For example, the recruitment checks on staff's suitability to work with children are rigorous. The school's documentation is meticulous. The site is safe and secure, and discussion with pupils confirms this. Staff are vigilant, and the training they have received means that they are aware of the risks to the pupils in their care.
- The school works effectively with outside agencies to safeguard pupils. For example, the procedures for dealing with pupils who are at risk are robust.
- All of those parents who spoke with inspectors or completed Ofsted's online questionnaire agree that their child is safe in school. One parent reported that 'the school looks after the children as if they were their own.'

Quality of teaching, learning and assessment

Good

- The higher expectations of the headteacher and senior leaders and a wide variety of training have led to improvements in teaching across the school. Teaching is consistently good and promotes good learning in a wide range of subjects. The raised expectations in pupils' progress are confirmed in pupils' books, visits to classrooms, discussions with pupils and the school's own checks of the quality of teaching over time.
- Teachers plan well-thought-out learning experiences for pupils and ensure that they engage positively in the lessons. Staff work hard to ensure that all pupils achieve their full potential. Teachers routinely check on pupils' progress during lessons, but sometimes do not extend some pupils enough, particularly the most able. For example, books show that some pupils have completed a page of similar problems correctly. It is clear that they have grasped the concept but have not been moved on to more challenging activities to extend their thinking.
- Teachers have good subject knowledge and a secure understanding of how pupils learn. Teaching is precise. Teachers know what skills and knowledge pupils are expected to develop and where pupils are expected to be for their age in learning. New learning is explained carefully so that pupils understand.
- Teachers usually ask stretching questions to extend pupils' thinking, but occasionally do not probe pupils' understanding deeply enough. Pupils confidently use the correct

words or terminology relevant to the discussion.

- Adults are deployed effectively. Teaching assistants know which pupils they will be working with in each lesson and what they need to do to ensure that the pupils are challenged sufficiently.
- Pupils' work and books show that they are writing at length and using more interesting and engaging vocabulary. Boys' writing has improved due to the introduction of 'boy-friendly' themes which are proving interesting and motivational. Opportunities are also provided for pupils to write in other subjects such as science and history. Pupils are keen to write. Pupils are developing a carefully joined handwriting style. However, their efforts are sometimes impeded because they do not always spell key subject vocabulary accurately enough and do not take enough care with their grammar and punctuation. Some teachers identify this weakness in their marking but others do not.
- The teaching of mathematics has improved significantly since the last inspection. Strategies have been implemented to increase pupils' confidence and ability to recall key number facts. Pupils use the most efficient methods to solve their problems. Teachers are providing more problem-solving activities, but fewer opportunities are provided for pupils to explain or justify their thinking.
- The focus on reading is high in the school. Children in the Reception class and in Years 1 and 2 are taught phonics well. Pupils use their skills well to tackle unfamiliar words. Older pupils read fluently and with intonation. Adults listen to pupils read regularly.
- Teachers manage pupils' behaviour well and in a consistent way across the school. Adults have high expectations of pupils' behaviour, courtesy and manners. Rare instances of unsettled behaviour or disengagement are dealt with immediately and in a calm and respectful way.
- The accurate checking of pupils' work and their progress helps to inform pupils of their next steps and helps teachers to know when pupils need extra help. Pupils usually respond to the guidance they are given promptly, which helps reinforce their learning. However, there are occasions when the teacher has reminded pupils about the need for accurate punctuation and spelling but this has not been addressed or remedied in subsequent pieces.

Personal development, behaviour and welfare

Outstanding

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding. Pupils speak with great pride about their school and their achievements. There is an exceptionally calm, friendly and nurturing atmosphere around the school. Pupils are considerate and respectful.
- Acts of collective worship provide time for adults and pupils alike to reflect on Christian values such as courage. Pupils are able to reflect on the actions of David and Goliath, Shadrach, Meshach and Abednego, and Robert the Bruce to consider what constitutes courage and how this might apply to them in their life and work. Events such as 'kindness days' explore how small acts of kindness can have a positive impact on people's lives and self-esteem.

- Pupils are confident and take their learning seriously. They support each other very well, especially when their peers experience difficulties with their work or at playtime. They interact sensibly and encourage each other, and enjoy working independently, in pairs or in teams both in and outside the classroom. Pupils thrive on taking responsibility. For instance, internet safety officers and anti-bullying ambassadors contribute positively to pupils' personal development and welfare.
- Pupils understand the need to become responsible citizens and they relish being given positions of responsibility such as being a member of the school council. As a result, they can talk about British values such as democracy.
- Pupils feel safe in the school. They have been taught about road and e-safety, and cyber bullying. Pupils are confident there is no bullying. One child said, 'There is no bad behaviour at all, only silly behaviour that can change into bad behaviour.' When these rare occurrences happen, pupils are adamant that adults deal with these incidents rapidly and effectively.
- The school's arrangements for safeguarding are extremely thorough and followed rigorously. All staff, governors and volunteers have undertaken relevant training to ensure that pupils are kept safe. Parents agree. One parent wrote, 'The learning support team has been invaluable in the care and education of my child.'

Behaviour

- The behaviour of pupils is outstanding. A determined effort to raise the quality of teaching has had a significant impact on improving behaviour in lessons, so that inattentiveness is rare and there is no disruption to learning because of inappropriate behaviour. Pupils strive to do well.
- Pupils enjoy coming to school and rush into class, eager to get on with their work. There is always something for them to learn. Consequently, pupils make very good use of lesson time and appreciate the opportunities provided for them. One parent enthused, 'My daughter enjoys attending this school very much. She has blossomed so much due to this school.'
- Pastoral staff work intensively with the small number of pupils and their families to promote daily attendance. A wide range of strategies are employed and these are proving successful. The attendance of those eligible for pupil premium is now close to that of other pupils in the school. The number of persistent absentees is reduced.
- The school encourages good behaviour from the very start. Pupils conduct themselves very well around the school, in lessons, at lunchtime and at playtime. They have very positive attitudes to learning, showing high levels of respect to staff and pupils alike. At playtimes, pupils play extremely well together. A wide range of activities are provided to ensure that there are plenty of things to do to keep pupils occupied and engaged.
- The large majority of parents who replied to the online questionnaire have no concerns about pupils' behaviour or how staff deal with any very occasional misbehaviour. This view was supported by staff and inspection evidence. One parent wrote, 'We feel children are well cared for within this school. The teachers put the children first.' Another reported 'All staff care deeply about the children... we couldn't wish for a better school.'

Outcomes for pupils

Good

- Pupils' work and the school's accurate records point to substantial improvement in both pupils' attainment and their rates of progress this year. More pupils than previously are making stronger progress in reading, writing and mathematics throughout the school. Consequently, more pupils are working at the level expected for their age.
- Pupil premium funding is used well. Disadvantaged pupils and those who have special educational needs and/disabilities make good progress due to the targeted support they receive. Every pupil is known well by all adults, and carefully tailored support is provided to ensure that all make strong progress from their starting points.
- Since the last inspection, the proportion of children attaining a good level of development by the end of Reception has generally been above the national average. It was in line in 2016, but the school's detailed assessments and careful tracking show that children made strong progress from their starting points. This year, children in Reception have made rapid progress because they are in receipt of excellent teaching. Unvalidated data shows outcomes to be above those typically found nationally, with a greater proportion exceeding the expected standard.
- The proportion attaining the expected standard in the phonics check has been above the national average in recent years. Provisional data indicates that this year's outcomes are close to those found nationally because this cohort contains a small number of pupils who find reading difficult. Suitable support is provided for these pupils to help them catch up.
- Throughout the school, the teaching of phonics, guided reading sessions and a well-organised home reading programme contribute well to pupils' accelerated progress in reading.
- National assessment results for the end of key stage 1 have shown a steady improvement since the previous inspection in reading, writing and mathematics. This year's unvalidated outcomes show that the proportion of pupils working at the expected standard and at greater depth is broadly in line with that found nationally in all subjects. There has been significant improvement in the proportion working beyond the expected standard in writing.
- National assessment results at the end of key stage 2 in 2016 were too low in reading, writing and mathematics. Too few made the rates of progress of which they were capable. This year's provisional outcomes show a dramatic improvement. Attainment is much improved and outcomes are above in reading and writing, and in line in mathematics.
- This year, school data and scrutiny of books show that progress in mathematics is much better throughout the school. The whole-school focus has helped secure improvements in the teaching of calculation and problem-solving. Pupils' reasoning skills are improving, but more opportunities need to be provided for them to explain their thinking and consider alternative approaches to solving problems.
- Since the last inspection, pupils' writing is much improved both in quality and quantity. Handwriting is neat and carefully presented. Pupils' writing is interesting and engaging because they use a rich and varied vocabulary. Themes have been carefully chosen to

motivate and engage boys; consequently, their outcomes have improved.

- Although teachers provide resources, such as word cards and dictionaries, to help with spelling, these are not always used by some pupils effectively. Consequently, their spelling of key vocabulary and unfamiliar words is not always accurate enough. In addition, a few pupils do not take enough care with their punctuation and grammar.
- Although teachers plan work to meet the needs of all pupils, occasionally they do not challenge the most able enough. As a consequence, these pupils do not always make the rates of progress of which they are capable.

Early years provision

Outstanding

- Attainment on entry varies year-on-year. This year, the majority of children started school with skills, knowledge and understanding that are typical of those expected, but with weaknesses in relationships and moving and handling.
- Children of all abilities, including those who are the most able, those who are disadvantaged and those who have special educational needs and/or disabilities, make outstanding progress in all areas of learning. This is because teaching is of high quality and activities provided are enjoyable and motivating. The learning environment is bright and stimulating and used effectively to support learning. The fabulous outdoor learning environment provides a range of opportunities such as a mud kitchen and a tree trunk for children to climb and explore. By the end of the Reception Year, most children are extremely well prepared for Year 1.
- Children are kept safe and secure because staff ensure that they are well cared for at all times. For instance, a sports coach worked with children to teach them how to climb the tree trunk safely and how to land correctly when jumping from the tree to the ground.
- Adults check regularly on how well children are doing, making careful observations and using the outcomes of these to shape children's learning. Adults are highly skilled in talking to children to assess their learning, recognising which children need work that is harder or when they need extra help in order to catch up.
- Adults are highly effective in supporting children. This includes children who have special educational needs and/or disabilities. As a result, children are confident, understand the school routines and work well together. They show high levels of care for others.
- Children learn in a caring, nurturing environment. Adults encourage them to take risks and foster a 'can do' attitude. Children are praised for their achievement and as a result they want to achieve more. Adults support disadvantaged children and those who find learning difficult extremely well. Additional funding is well targeted to minimise the differences between disadvantaged and other children. As a consequence, disadvantaged pupils, including the most able of them, make exceptional progress.
- Leadership and management is outstanding. The early years leader has driven forward improvements with unswerving determination. A wide range of learning activities are provided to develop different skills. These are exciting, interesting and engaging. For example, children enjoyed finding out more about 'Jack and the Beanstalk'. They were able to compare and contrast the size of his boots, construct the giant's castle, write

stories in the style of a fairy tale and revelled in mixing the ingredients for the giant's pie. Because children enjoy their learning, they show high levels of concentration.

- Staff work closely with parents, who are pleased with the way children settle into school life. They talk regularly with parents and carers at the start and end of the day to share their child's learning.

School details

| | |
|-------------------------|--------------|
| Unique reference number | 120395 |
| Local authority | Lincolnshire |
| Inspection number | 10031142 |

This inspection of the school was carried out under section 5 of the Education Act 2005.

| | |
|-------------------------------------|--|
| Type of school | Primary |
| School category | Community |
| Age range of pupils | 4 to 11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 272 |
| Appropriate authority | The governing body |
| Chair | Simon Dean |
| Headteacher | Fiona Kent |
| Telephone number | 01522 721156 |
| Website | www.redwood.lincs.sch.uk |
| Email address | enquiries@redwood.lincs.sch.uk |
| Date of previous inspection | 17–18 March 2015 |

Information about this school

- This is a larger than averaged-sized primary school.
- Almost all pupils are of White British heritage and there are few who speak English as an additional language.
- The proportion of pupils who have special educational needs and/or disabilities is close to the national average. The proportion with a statement of educational needs or education, health and care plan is below the national average.
- The proportion of disadvantaged pupils, eligible for the pupil premium, is below that found nationally.
- The school has a breakfast and after-school 'Kid's Club' on the school site. This is not operated by the governing body so did not form part of this inspection.
- The school meets the government's current floor standards.
- The school meets requirements on the publication of specified information on its

website.

Information about this inspection

- The inspectors observed teaching and learning in 19 lessons and attended two acts of collective worship. Three observations were carried out jointly with the headteacher.
- The inspectors held a meeting with members of the governing body and met with a representative of the local authority and the national leader of education (NLE) who works with the school. They also met with school staff, including senior, middle and subject leaders.
- The inspectors observed the school's work and looked at its documentation, including teachers' planning, the school's analysis of its strengths and weaknesses, information on pupils' attainment and progress, records of behaviour and safety, the monitoring of teaching and the management of teachers' performance, governing body evaluations, monitoring and evaluation summaries by the local authority and safeguarding documents.
- Discussions were held with a group of pupils, as well as informal conversations with them during lessons and at breaktimes. The inspectors listened to pupils read and talked to them about books they enjoy.
- The inspectors took account of the 71 responses to the online parent questionnaire (Parent View) and spoke with parents informally at the end of the school day. They also took account of 40 responses to questionnaires completed by pupils and 21 by staff.

Inspection team

| | |
|-----------------------------|------------------|
| Paul Weston, lead inspector | Ofsted Inspector |
| Kelly Lee | Ofsted Inspector |
| Heather Hawkes | Ofsted Inspector |

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making a complaint about Ofsted', which is available from Ofsted's website: www.gov.uk/government/publications/complaints-about-ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.gov.uk/government/organisations/ofsted.

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 www.gov.uk/ofsted.

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 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2017