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25 March 2011

Mr D Horrigan  
Headteacher  
Maltby Redwood Junior and Infant School  
Redwood Drive  
Maltby  
Rotherham  
South Yorkshire  
S66 8DL

Dear Mr Horrigan,

### **Special measures: monitoring inspection of Maltby Redwood Junior and Infant School**

Following my visit to your school on 23 and 24 March 2011, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the inspection findings.

The inspection was the third monitoring inspection since the school became subject to special measures following the inspection which took place in January 2010. The full list of the areas for improvement which were identified during that inspection are set out in the annex to this letter. The monitoring inspection report is attached and the main judgements are set out below.

Progress since being subject to special measures – satisfactory

Progress since previous monitoring inspection – satisfactory

Newly Qualified Teachers may be appointed.

This letter and monitoring inspection report will be posted on the Ofsted website.

I am copying this letter and the monitoring inspection report to the Secretary of State, the Chair of the Governing Body and the Director of Children's Services for Rotherham.

Yours sincerely

Katrina Gueli  
**Her Majesty's Inspector**

January 2011



## **Annex**

### **The areas for improvement identified during the inspection which took place in January 2010**

- Raise standards and ensure better and more consistent achievement of pupils across the school, especially at Key Stage 2, by:
  - using information from the tracking of pupils' progress to ensure work in lessons meets all pupils' needs
  - ensuring leaders and teachers use tracking information to decide which pupils need additional support and to provide that support
  - using targets with individuals and groups of pupils to help them understand what they are aiming for and how to reach it.
  
- Improve the quality and consistency of teaching across the school by:
  - ensuring a greater focus on promoting the learning of all groups of pupils when planning and delivering lessons
  - eradicating inadequate teaching
  - providing sufficient opportunities for pupils to be actively involved in their learning and promoting greater enjoyment of lessons
  - giving clear guidance to pupils about the steps they need to take to improve their work through marking work
  - ensuring the taught curriculum matches more closely that which is planned.
  
- Improve leadership and management by:
  - ensuring that leaders at all levels accept and carry out monitoring and leading improvement in their areas of responsibility
  - ensuring that leaders at all levels understand how to monitor and evaluate effectively.
  
- Improve governance by:
  - ensuring that the governing body is better informed about how to monitor the school's effectiveness
  - ensuring the governing body holds the school to account for its performance more rigorously and monitors the effectiveness of its own practice.

## **Special measures: monitoring of Maltby Redwood Junior and Infant School**

### **Report from the third monitoring inspection on 23 and 24 March 2011**

#### **Evidence**

The inspector observed the school's work, scrutinised documents and met with the headteacher and other staff, a group of pupils, members of the governing body and representatives from the local authority.

#### **Context**

There have been no significant changes to the context of the school since the last monitoring inspection.

#### **Pupils' achievement and the extent to which they enjoy their learning**

The school's data show that, overall, pupils' attainment continues to rise and that in most classes more pupils are on track to reach the level expected for their age. However, progress remains variable between classes and in specific subjects. Some pupils in Years 4, 5 and 6 still need to make accelerated progress in order to address their past underachievement fully.

In lessons, pupils' engagement in learning has improved. Nevertheless, some pupils still lack focus when required to listen and a small minority do not always make a full contribution to paired tasks and discussions. Pupils are able to talk about their learning more confidently and have a greater understanding of their targets. There are more-frequent opportunities for pupils to review their own learning or that of their peers and this is helping pupils to have a better understanding of what they need to do to improve further. Pupils recognise the benefits of 'basic skills' sessions in helping them to make progress towards their targets and providing time for them to respond to written feedback.

'Learning journeys' and themed weeks are making an increasingly positive contribution to pupils' enjoyment of learning. Boys in Years 5 and 6 talked excitedly about how the different elements of a theme link together and were pleased that they could be involved in shaping the direction of their learning experiences.

Progress since the last monitoring inspection on the area for improvement:

- Raise standards and ensure better and more consistent achievement of pupils across the school, particularly in Key Stage 2 – satisfactory

#### **The effectiveness of provision**

In lessons observed, all teaching was of at least satisfactory quality and half was good. Teachers are ensuring that classrooms provide a secure environment for pupils to learn and

individuals feel well supported. There is more-consistent use of agreed approaches including the use of success criteria to inform pupils of the intended learning and the encouragement of good learning behaviours. Teachers are being increasingly creative in planning learning and choosing contexts and resources that successfully engage pupils. Teachers are also making more-effective use of assessment to support learning, particularly the use of questioning to check pupils' understanding and promote their thinking to move learning on. Good teaching features effective modelling of successful learning, good challenge, short, focused activities that support the intended learning well and regular 'learning stops' to check pupils' progress and identify any necessary adjustments to teaching. Teaching assistants understand their role in supporting learning in each lesson and make an effective contribution to the progress of individuals and groups. There are no consistent weaknesses in lessons where teaching is satisfactory rather than good. However, less successful features included: slower pace and limited challenge for higher-attaining pupils; missed opportunities to promote pupils' independent learning skills; and instances where learning was either not sufficiently well structured or too teacher led.

Progress since the last monitoring inspection on the area for improvement:

- Improve the quality and consistency of teaching across the school – satisfactory

## **The effectiveness of leadership and management**

Leaders have continued to drive the school's improvement while ensuring that staff feel supported and clearly understand their role in improving provision and raising pupils' attainment. Middle and senior leaders beyond the headteacher are increasingly involved in evaluation and there is a much sharper focus on identifying the impact of improvement actions. Consequently, all leaders have a better understanding of current strengths and priorities for further improvement across the school. Meetings to monitor pupils' progress continue to be effective in identifying quickly individuals and groups who require additional support to help them get back on track. School leaders also know each individual pupil well and their needs are being increasingly well met through a wider range of both academic and pastoral interventions. The strong focus on the professional development of all staff has been sustained and the school is increasingly making use of its own staff to take a lead on developing provision further. Partnerships with other schools in the local learning community are also providing a useful mechanism for sharing and developing good practice.

The governing body has continued to build on previous improvements and more of its members have had the opportunity to gain experience of the day-to-day working of the school. Data presented to governors have been refined further and an on-going programme of presentations from other staff with leadership responsibility has been introduced. Consequently, members of the governing body have a broader and deeper understanding of the school's current strengths and areas for development so are better placed to provide challenge and support. Minutes of the meetings of the governing body confirm that pertinent questions are being asked about the impact of actions taken and the evidence that

underpins the school's view of improvement. Governors are currently revisiting an earlier audit to re-evaluate their effectiveness and identify next steps in developing their role.

Progress since the last monitoring inspection on areas for improvement:

- Improve leadership and management – good
- Improve governance – satisfactory

## **External support**

The local authority continues to provide effective support for the school's improvement. Support is being carefully adjusted in recognition of the developing capacity of leaders, managers and governors to lead improvement independently. Support is also responsive to emerging developments and increasingly sharply focused on specific development needs of individual staff. The School Improvement Partner and consultant are working in partnership with the school well to validate school self-evaluation, monitor progress in relation to the areas for development and challenge further improvement.