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Mrs Jane Davenport
Reynalds Cross School
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Olton
Solihull
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Dear Mrs Davenport

Ofsted monitoring of Grade 3 schools

Thank you for the help which you and your staff gave when I inspected your school on Wednesday 15 September 2010, for the time you gave to our phone discussions and for the information which you provided before and during my visit. Would you also pass on my thanks to all of the pupils and staff who helped to make my visit so enjoyable and interesting.

No significant contextual changes to the school have occurred since the previous inspection, although it was noted that 10 classroom staff have started working in the school this term.

As a result of the inspection on 13 May 2009, the school was asked to:

- improve the quality of teaching and learning for pupils with PMLD in the upper school so as to raise their achievement
- ensure that assessment data is used consistently in teaching to better inform lesson planning to meet all pupils' needs and so raise their achievement
- refine systems for analysing the information concerning pupils' achievement, so that senior staff are able to identify any patterns or evidence of underachievement and set challenging targets to bring about improvement.

Having considered all the evidence I am of the opinion that at this time the school has made satisfactory progress in making improvements and good progress in demonstrating a better capacity for sustained improvement.

The reallocation of responsibilities amongst the senior leadership team (SLT) has allowed a sharper focus on developing systems to monitor and track pupils' progress throughout the school. The school has started to build a robust database to track the progress that pupils are making. It is undertaking this work in a methodical way, ensuring that each step is securely embedded. However, it is early days and not a



subjects are being fully tracked at this time. Currently, the school is able to identify patterns in progress, in core subjects, of individuals and groups of pupils based on their special educational need and/or disability. It is now starting to monitor performance of other groups of pupils such as by ethnicity or gender and in other subjects. Targets are being set for all pupils, based on increasingly sound evidence. As the database is improving over time, targets are increasingly being set which are based on past performance as well as on teachers' current knowledge of pupils' levels and abilities. In addition, patterns and trends in pupils' progress are being identified earlier. This allows the school to put appropriate interventions in place to help to raise achievement. The school's clear timetable for the collection of data over the year enables teachers to contribute effectively to this work, ensuring that the centrally held data is accurate and up-to-date.

As a result of the improved data collection, teachers are better able to meet the needs of the pupils in their classes. The improved and smarter use of data, alongside teachers' understanding of pupils' needs and contexts, underpins planning and this has enhanced learning and raised achievement. The school's evaluation is that the progress being made by pupils has improved since the previous inspection. This is supported by the evidence collected in lesson observations during this visit. In the class for older pupils who have profound and multiple learning difficulties (PMLD), teaching has improved satisfactorily since the previous inspection and some good examples were seen of pupils being reminded of their targets and being given appropriate time to reflect and respond to the work in the lessons. Although this good practice is not yet consistent enough, the school's evidence shows that progress for this group is improving at a higher rate than for some other groups of pupils in the school.

The improved capacity for sustained improvement is the result of concerted efforts by the headteacher, SLT and governing body of the school. The restructuring of responsibilities has promoted a more inclusive approach to developing all areas of the school development plan. The increased contribution by all staff to school improvement planning is a positive outcome of the school's development of a distributed leadership model. There are now increased expectations that staff will actively contribute to assessing the school's performance and support school improvement through participation in working groups. The new structure of the governing body has seen the establishment of a 'scrutiny' committee. Its purpose is to provide more challenge to the school and to scrutinise the data and evidence provided to the governing body about the school's performance. Governors are more involved in walkabouts in the school and contribute effectively to the school's self-evaluation processes. The school's own monitoring and the evidence from the inspection show that staff continue to be extremely effective in managing behaviour and are quick to defuse and de-escalate potential trigger points. They also continue to promote pupils' personal outcomes impressively in class and around school. Learning support assistants contribute well to the learning and personal development in the school as they are effective, well trained and know the pupils' needs well.



The sixth form curriculum is undergoing some significant changes which aim to provide pupils with more opportunities to gain accreditation through the ASDAN (Awards Scheme Development and Accreditation Scheme) Awards with well planned work experience and college placements to support this.

Support from the local authority is most evident through the work of the school improvement partner, who has an increasingly accurate view of the school's strengths and areas where improvements are needed.

I hope that you have found the visit helpful in promoting improvement in your school. This letter will be posted on the Ofsted website.

Yours sincerely

David Muir
Her Majesty's Inspector