

## PROTECT-INSPECTION

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1 July 11

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 29 and 30 June 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 fourth 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 is 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 – good

Progress since previous monitoring inspection – good

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**



## **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 fourth monitoring inspection from 29 to 30 June 2011**

#### **Evidence**

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

#### **Context**

Since the last monitoring inspection, two part-time temporary teachers have left the school and one full-time temporary teacher has joined it. In addition, one permanent teacher who was previously working part-time has moved to full-time working.

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

Initial analysis of the 2011 National Curriculum test results indicates that at the end of Key Stage 2 pupils' attainment in English has risen and improvements to attainment secured in 2010 in mathematics have been sustained. Similarly, these data suggest that the proportion of pupils attaining the expected Level 4 in both English and mathematics has increased. At the end of Key Stage 1, externally moderated 2011 outcomes confirm that pupils' above-average performance in reading and mathematics has been sustained and their attainment in writing has improved.

The proportion of pupils making expected progress between Key Stage 1 and 2 has improved, most notably in English. Most importantly, assessments of pupils' performance indicate that pupils in all classes are now on track to make at least expected progress because previously less-consistent progress has been successfully addressed. This was reflected in the findings of this inspection with learning and progress judged to be good or better in a larger proportion of lessons observed than at the last visit.

Learning targets are being used more consistently to accelerate pupils' progress. For example, teachers are encouraging pupils to apply learning from basic skills sessions to meet the learning intentions and make progress towards their targets in each lesson. Pupils are much more willing to talk about their learning and are gaining confidence in taking responsibility for improving their own work. In the lessons observed, an increasing proportion of pupils were keen to do their best work; responded well to challenge; worked well individually and in groups; and showed interest and enthusiasm in their work. The introduction of the 'Learning Behaviours Code' has successfully promoted the development of good learning habits and contributed significantly to pupils' accelerating progress in

particular classes. Both academic and pastoral interventions are being used more effectively to help address identified barriers to learning for individual pupils.

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

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

### **The effectiveness of provision**

The school has continued to embed effective teaching approaches and there is more consistency in the quality of teaching across the school. Teaching observed ranged from satisfactory to outstanding with a higher proportion judged good or better than at the previous monitoring visit. Teachers are increasingly self-reflective and show a willingness to develop their classroom practice and their mutual involvement in peer observations is successfully promoting the sharing of best practice across the school.

Assessment is being used more effectively to inform teachers' planning. Pupils recognise that teachers are matching the work more closely to their learning needs and report that there is a good degree of challenge in tasks set that extends their thinking and understanding. Pupils also note how teachers are explaining the intended learning more clearly; these views reflect the findings of lesson observations where teachers carefully modelled successful learning and highlighted possible pitfalls. Assessment is also being used more frequently within lessons to check pupils' progress in order to adjust teaching or provide targeted support from another adult where necessary. On occasions, teachers still talk for too long or the pace of learning is too slow and a minority of pupils become less actively engaged. Learning journeys continue to be a popular development. Pupils highlight how this approach to the curriculum has extended opportunities for exploring their own interests and learning outside the classroom, which contributes to their increasing enjoyment of, and engagement in learning.

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

- improve the quality and consistency of teaching across the school – good

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

Senior and middle leaders have continued their relentless drive to bring about the improvement that the school requires. Actions, introduced in a timely and sustainable way, are informed by more-rigorous monitoring of all aspects of the school's work and increasingly incisive evaluation. Senior leaders can more accurately judge the quality of teaching and can rightly identify significant strengths and areas for development following lesson observation. There is increasing triangulation of pupils' progress data, quality of work in pupils' books, outcomes of lesson observations and impact of targets in judging the effect of improvement activities. Partnership working within the learning community continues to support well improvements in the accuracy of teachers' assessment of pupils' progress, the quality of teaching and the skills of leaders. Developing links with a neighbouring special

school are being used effectively to extend staff expertise and enhance inclusion within the school.

Members of the governing body continue to develop their working knowledge of the school; their commitment and understanding are well channelled to provide increasing challenge and support for the school's improvement. They have been proactive in seeking the views of pupils and parents regarding their perceptions of the school's progress and in providing a useful conduit for parents and carers to raise concerns. Strategies to promote the school within the community have been well received; the increase in the number of children entering the Early Years Foundation Stage in September 2011 reflects parents' and carers' growing confidence in what the school can offer their child.

Progress since the last monitoring inspection on areas for improvement:

- improve leadership and management – good
- improve governance – good

### **External support**

The local authority project group continues to provide a useful forum for regularly reflecting on the school's progress and identifying actions and next steps. Rightly, the use of external support has declined steadily as the school's internal capacity to bring about and sustain improvement has grown. Nevertheless, the governing body and staff recognise the value of the continuing external support in promoting the school's improvement and still make good use of specific external skills and expertise to complement in-house knowledge, understanding and skills to meet emerging development needs.