

Maltby Redwood Junior and Infant School

Inspection report

Unique Reference Number	106912
Local Authority	Rotherham
Inspection number	382315
Inspection dates	16 – 17 November 2011
Reporting inspector	Katrina Gueli HMI

This inspection was carried out under section 8 of the Education Act 2005 which gives Her Majesty's Chief Inspector of Education, Children's Services and Skills (HMCI) the authority to cause any school to be inspected. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Community
Age range of pupils	3 - 11
Gender of pupils	Mixed
Number of pupils on the school roll	137
Appropriate authority	The governing body
Chair	Paul Martin
Headteacher	David Horrigan
Date of previous school inspection	14 January 2010
School address	Redwood Drive Maltby Rotherham S66 8DL
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and one additional inspector. Inspectors observed eight lessons taught by five different teachers and also visited a number of reading sessions. Meetings were held with school staff; representatives of the governing body and the local authority, and groups of pupils, including the school council. Inspectors observed the school's work and scrutinised documents including minutes of governing body meetings, safeguarding policies and procedures, the school's evaluation of its own performance and data relating to pupils' current attainment and progress.

The inspection team reviewed many aspects of the school's work. It looked in detail at two key areas.

- How well the areas for improvement identified at the school's last section 5 inspection had been addressed.
- The effectiveness with which the school has built a better capacity for sustained improvement.

Information about the school

Maltby Redwood is a smaller than average primary school serving an area to the south of Rotherham. Most pupils are of White British heritage; the proportion of pupils from minority ethnic groups is low, but ranges from none to 11% in particular cohorts. The number of pupils known to be eligible for free school meals is below average. The proportion of pupils with special educational needs and/or disabilities, including those with a statement of special educational needs is broadly average overall; in some classes the proportion is high. There is currently a notable gender imbalance in some year groups. In January 2010, the school was judged to require special measures. Subsequently, the school received four monitoring inspections prior to this term. The school holds the Warwick Award for Excellence in Enterprise Education. It is engaged in a collaborative project with a local special school, sharing facilities and resources to support inclusive and differentiated practice.

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

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

In accordance with section 13 (4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures.

Good leadership and governance have ensured that much needed improvements to the quality of teaching and the curriculum have been successfully made, enabling pupils' past underperformance to be addressed. Underpinning the school's successful improvement has been the commitment and determination of all staff to enhance pupils' achievement and enjoyment. As a result, pupils' attainment at all key stages has risen rapidly and they make consistently good progress across the school. All aspects of provision in the main school and the Early Years Foundation Stage are good creating a very secure foundation for further improvement.

The school provides a calm and supportive environment in which pupils feel safe, behave well and show respect for adults and their peers. They have responded very positively to the new approaches to teaching and the introduction of a thematic approach to the curriculum. Consequently, in lessons pupils are well engaged and eager to undertake challenging tasks or participate in paired discussions. Pupils talk with enthusiasm about how their targets are helping them to make better progress and can explain clearly what they need to do to improve. Most aspects of pupils' personal development are good. However, their contribution to the school and wider community, cultural development and understanding of how to adopt a healthy lifestyle, although improving, are satisfactory. Pupils' progress is monitored carefully and individuals who are at risk of underachievement are identified quickly and helped to get back on track through well chosen interventions. The school rigorously monitors the quality and impact of provision, enabling further actions for improvement to be pinpointed accurately. All leaders, including members of the governing body, have a clear understanding of current strengths and areas for development. Subsequent action planning involves all staff and the governing body at the school ensuring there is a shared understanding and commitment to addressing improvement priorities. Robust self-evaluation, good leadership and marked success in tackling extensive underperformance confirm the school's good capacity for sustained improvement.

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What does the school need to do to improve further?

- Ensuring all aspects of pupils’ personal development are good by:
 - extending opportunities for all pupils to make a positive contribution to the school and wider community
 - broadening pupils’ understanding of factors that affect their health and well-being so they are better placed to make healthy lifestyle choices
 - increasing pupils’ breadth of experience in order to further enhance their cultural development.

Outcomes for individuals and groups of pupils

2

Pupils’ attainment on entry to the school is broadly in line with the national average. By the end of Key Stage 2 in 2011, the proportion of pupils attaining the expected Level 4 in both English and mathematics was above average. However, pupils’ attainment overall was broadly in line with the national average due to the legacy of past underperformance that had to be addressed; progress for this cohort, relative to their starting points, was satisfactory. For pupils currently in school the picture is more positive. School data indicate pupils are making good progress in all classes and attainment is rising rapidly across the school; this was confirmed by inspection evidence with good teaching and learning observed in the large majority of lessons. Pupils with special educational needs and/or disabilities are also making good progress because lesson activities are carefully planned to match their needs, additional adults in the classroom are well-skilled in supporting their learning and effective action is taken to remove their personal barriers to achievement.

Pupils are active learners in lessons and the vast majority can work independently at a good pace. They are increasingly resilient when facing tasks that require them to think more deeply or apply their knowledge and understanding in a different context. They are confident when talking about their learning and can explain their choices and decisions. Pupils have a secure understanding of how to keep themselves safe, for example, explaining sensible steps they have taken to minimise risk. They feel well supported, confirming there is a range of ways that they can share their worries and that adults will help them to address their concerns. Incidents of bullying are rare and there is good cohesion within the school community. Cross-school activities such as ‘reading buddies’ enable pupils from different year groups to build positive working relationships with each other. Pupils develop well the skills and personal qualities needed for the next stage of their education through enterprise activities and other experiences related to each curriculum ‘learning journey’.

These are the grades for pupils’ outcomes

Pupils’ achievement and the extent to which they enjoy their learning Taking into account:	2
	3

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Pupils' attainment ¹	2
The quality of pupils' learning and their progress	
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	3
The extent to which pupils contribute to the school and wider community	3
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	3

How effective is the provision?

Teaching is of good quality across the school and has many strengths. The most notable and consistent features of teachers' good practice are planning that builds carefully on pupils' prior learning incorporating interesting, varied lesson activities that support the intended learning well; clear explanations and modelling of successful learning to develop pupils' understanding; very effective use of paired and group work in the classroom to support pupils' learning and, the effectiveness with which other adults are deployed in the classroom to support pupils' learning. There were no consistent weaknesses in lessons observed. Teachers use questioning and other assessment activities very effectively to check pupils' understanding and identify where teaching needs to be adjusted during lessons. The quality and consistency of marking and written feedback to pupils has markedly improved. Pupils highlighted how teachers' comments help to boost their confidence and tell them how to improve their learning. Very good practice was seen in some exercise books where pupils had been given the time to respond to teacher guidance by correcting or extending their work, successfully moving the learning on; this was not consistent in all classes.

The curriculum has been reviewed and successfully redeveloped to incorporate a series of 'learning journeys'. It provides a coherent approach to the development of pupils' skills and knowledge in all subject areas that supports progression as pupils move up through the school. Careful mapping and supplementary 'skills weeks' ensure broad and balanced coverage of all subjects. Pupils very much enjoy the opportunities they have to shape the direction of their learning by suggesting themes and ideas to explore in their 'learning journeys', this is promoting their enjoyment of all subjects across the curriculum very well. The 'learning journeys' have also increased the creativity within teaching and provide very interesting and engaging

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

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contexts for pupils to successfully apply and develop their literacy, numeracy and information and communication technology skills. Frequent enrichment activities and celebration events that allow pupils to showcase their learning making a good contribution to their personal development.

Staff know pupils and their families well. This enables support to be targeted accurately towards pupils whose circumstances may make them vulnerable to underachievement. Pupils with special educational needs and/or disabilities are also identified quickly and interventions are planned carefully to meet their individual needs. A wide range of agencies is utilised to extend and complement school-based expertise in order to provide very effective support for individual and groups. The school is working to develop further its provision and expertise through closer links with the partner special school. The importance of regular attendance and good behaviour are promoted strongly and consistently leading to significant improvements for individual pupils and overall. Pupils’ transition into the school and onto the next stage of their education is well organised and supported.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils’ needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

Leaders have a clear vision and ambition for the school which fully reflects the school’s mission statement ‘every child an achiever’. Improvement actions taken have been considered, timely and sustainable. Systems to ensure all staff are held to account for pupils’ progress are robust and well embedded. Targets are regularly reviewed to ensure they provide a consistent degree of challenge. The school’s promotion of equality is good. The performance of different groups of learners is carefully monitored, past underperformance has been successfully addressed and the school has gone to great lengths for some individual pupils to ensure any barriers to learning or participation are removed. Partnerships are used well to extend curricular provision; provide good quality specialist care and support for pupils and drive further improvements in teaching and leadership through collaborative working. The school has successfully promoted engagement with parents and carers and its recent survey of their views indicates that they are effectively informed about how well their children are doing. Parents and carers of pupils with special educational needs and/or disabilities and those of children in the Early Years Foundation Stage are actively involved in supporting their children’s learning. The school has rightly identified that for parents and carers of other pupils this aspect of its work is less well developed. The governing body has ensured that good procedures are in place

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to safeguard pupils with policies thoroughly reviewed and consistently applied, for example, during recent building work. Individual governors have a detailed working knowledge of the school and across the governing body there is a broad range of pertinent skills and expertise. Consequently, the governing body is well placed to challenge and support leaders and make well-informed decisions about the strategic direction of the school. The school’s promotion of community cohesion is satisfactory. While secure progress has been made in this respect in relation to the school and its local community, action to promote community cohesion beyond this is in the early stage of implementation.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school’s engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children enter the Early Years Foundation Stage with the skills, knowledge and understanding broadly expected for their age. They make good progress across all areas of learning. Children are confident, happy and sociable learners who display good levels of independence. Skills are taught carefully and modelled effectively by adults. For example, children use letter sounds in order to read and they play imaginatively together. By the end of their time in the Reception Year children are typically working securely within age-related expectations and a few children exceed them in particular elements. Assessment information and children’s interests are used well to shape planned learning so that it meets children’s needs well. Provision both indoors and outside is well organised but the school rightly recognises that the outdoor provision could be developed further so its quality matches the stimulating indoor environment. Good leadership and management are ensuring children’s induction is well supported and parents and carers are effectively encouraged to be partners in their children’s education. Staff work well together as a team, for example, in the assessment of children’s learning and there is a strong commitment

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to continuous improvement. Growing links with a special school are promoting inclusion effectively and enhancing provision for learners with special educational needs and/or disabilities.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

Parent and carer questionnaires are not normally distributed for inspections conducted under section 8 of the Education Act 2005, unless inspectors have specific reasons to request that the school does so.

Glossary

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.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
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.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
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.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
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.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



18 November 2011

Dear Pupils

Inspection of Maltby Redwood Junior and Infant School, Rotherham, S66 8DL

You may remember that I visited your school recently with another inspector. We would like to thank you for talking to us about your learning and sharing your views about the school.

This was the fifth time that I have visited your school and I am really pleased to tell you that on this visit inspectors judged that the school no longer requires special measures. Teaching, the curriculum, the care, guidance and support that you receive and the leadership and management of the school are all good so most of you are now making good progress. We were impressed by how well you work in lessons, trying hard to do your best work even when it is challenging and also how you can explain what you need to do to improve your work further. Your behaviour is good and you attend regularly; this helps you to learn well. You told us how you are enjoying the 'learning journeys' and that these are making your learning more interesting because you can make choices about topics and areas to explore. You told us that you feel safe in school and that teachers listen to your worries and help you to sort things out if you have a problem. Inspectors found that staff look after you and meet your individual needs well, making sure you can achieve your targets and develop the skills and personal qualities that will help you be successful in the next stage of your education.

Although your school is good we have asked the staff to make improvements further in three areas. These are to help you develop a wider understanding of how to adopt a healthy lifestyle; increase the opportunities you have to make a positive contribution to the school and wider community and increase the range of experiences you have to support your cultural development.

I hope you will continue to work well with your peers and the staff to make these improvements. You have my very best wishes for the future.

Yours sincerely,

Katrina Gueli
Her Majesty's Inspector

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