

Maltby Redwood Junior and Infant School

Inspection report

Unique Reference Number	106912
Local Authority	Rotherham
Inspection number	287647
Inspection dates	10–11 May 2007
Reporting inspector	Jane Hughes

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	3–11
Gender of pupils	Mixed
Number on roll	
School	263
Appropriate authority	The governing body
Chair	Mrs Elaine Bolam
Headteacher	Mrs A Whiteley
Date of previous school inspection	25 November 2002
School address	Redwood Drive Maltby Rotherham South Yorkshire S66 8DL
Telephone number	01709 812848
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Age group	3–11
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

This is a larger than average school. The proportion of pupils eligible for a free school meal or with a statement of special educational needs is smaller than average. Most pupils are of White British heritage and all pupils speak English at home. The school is working towards Healthy School status.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 3

Maltby Redwood is a satisfactory school with good some good features. Inspection findings agree with the school's self-evaluation with regard to the good quality and standards in the Foundation Stage and pupils' good personal development. In all other areas, inspectors judge the school's performance to be satisfactory rather than good because the school has largely overestimated its current effectiveness. However, senior leaders have a secure grasp of the school's priorities and strengths and have taken effective steps to improve the school since its last inspection. Satisfactory leadership and management highlight the need to raise standards and achievement and so improve pupils' potential economic well-being. Nevertheless, there is not yet a sharp enough focus by senior leaders on monitoring all aspects of the school's provision and this dilutes the effectiveness of the school overall. The school demonstrates a sound capacity to improve and provides satisfactory value for money.

Children in the Foundation Stage get off to a good start. They enter the Nursery with skills broadly in line with expectations for their age, although each year the children's skills on entry are declining, particularly their language skills. They achieve well because provision is good and the quality of teaching is strong. Most reach the expected levels by Year 1 and some exceed these. Standards are generally average throughout the rest of the school. Standards in Year 6 rose to above average in the 2006 tests, a predicted improvement for this more able year group. Pupils' achievement is satisfactory rather than good. In Years 1 to 6 this links directly with the variable quality of teaching. The greatest need is for pupils to be helped to improve the quality of their writing.

Within an overall satisfactory picture of teaching and learning, there is also some outstanding and good teaching that provides a useful model for others in the school. Nevertheless, the overall quality of teaching does not offer enough consistent challenge to enable pupils to achieve well. The satisfactory curriculum supports pupils' learning through enrichment from visits, visitors and residential opportunities. These contribute to pupils' good personal development and well-being, along with a strong emphasis on healthy and safe lifestyles. Parents agree that their children 'enjoy school'. The school values and includes all pupils equally. Pupils with learning difficulties and/or disabilities receive skilful support from teaching assistants so they make similar progress to their peers. There is satisfactory care, guidance and support for all pupils and within this, good levels of pastoral care. Pupils say they feel safe in school and that adults take good care of them. However, teachers do not provide pupils with enough information about how to improve when they mark their work. The school has good links with other organisations and schools as it promotes community, pastoral and sporting links.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next Section 5 inspection.

What the school should do to improve further

- Raise standards and pupils' achievement, particularly in writing.
- Ensure leaders at all levels focus their monitoring of the school's work on pupils' achievement.
- Increase the proportion of good and better teaching.
- Ensure teachers' marking provides crystal clear guidance so pupils know exactly what they need to do to improve their work.

Achievement and standards

Grade: 3

Children enter the Foundation Stage with skills broadly typical of those expected for their age, although each year their skills on entry have been declining. Their communication and language skills are weaker than their other skills. Most young children achieve well and reach the expected levels by Year 1 with some working beyond these. In the 2006 national assessments, pupils in Year 2 and in Year 6 attained broadly average standards. However, Year 2 pupils reached above average standards in reading. Year 6 standards rose sharply in 2006, reflecting these pupils' above average starting points. Standards in English and science were average and above average in mathematics. The more able pupils attained good levels. Pupils' achievement from Year 1 to Year 6 is satisfactory. Over time the trends in Year 6 performance are broadly average and the school's own data indicate that the current rates of progress for Year 6 pupils are satisfactory. Pupils with learning difficulties and/or disabilities do as well as other groups because work is well matched to their individual needs.

Personal development and well-being

Grade: 2

Pupils develop good levels of maturity, thoughtfulness, and quiet confidence, and satisfactory attendance prepares them well for secondary school and the world of work. Many pupils express their ideas with certainty and give good reasons for their opinions. They take it for granted that they should respect and value views different from their own, although they have limited opportunities to mix with pupils of differing ethnicity. Pupils' spiritual, moral, social and cultural development is good. Pupils have knowledge of different faiths and understand the need to be tolerant. Pupils behave well in lessons around school and listen well to adults, and their happiness is often evident in the easy relationships they enjoy with others. On the rare occasions that bullying occurs, pupils say that adults resolve the situation quickly. Pupils take their responsibilities such as answering the school telephone very seriously and would relish more such challenges. They enjoy opportunities to use leadership and organisational skills as part of the school council. By Year 6, pupils have a balanced view of how to live healthily and avoid the dangers of drug and alcohol abuse. They feel safe and know how to take care of others. Above all, they enjoy their education.

Quality of provision

Teaching and learning

Grade: 3

Within a satisfactory overall picture, the quality of teaching and learning varies. There are examples of good and better teaching where planned activities offer consistent challenge to pupils, and teachers have high expectations. In these lessons pupils' responses are equally strong and this ensures that lesson time is used well to move pupils' learning on apace. Teachers use questions well and pupils clarify their ideas with their 'talking partners'. Adults in the Foundation Stage successfully encourage young children to think hard about a problem and work out their own solution. This consolidates their learning and builds self-confidence because children know their views are valued. Teachers encourage pupils to demonstrate positive attitudes to learning.

Nevertheless, in more ordinary lessons that lack challenge, pupils sometimes forget these expectations and there is a slower pace to their learning. Sound planning ensures pupils make satisfactory progress, although the data generated by the school's improved tracking systems are not used well to ensure a closer match of challenge to the ability of individual pupils. Skilful teaching assistants make a strong contribution to the progress of pupils with learning difficulties and/or disabilities, who enjoy school and make as much progress as other pupils.

Curriculum and other activities

Grade: 3

The curriculum satisfactorily meets pupils' needs and enriches pupils' experiences and their enjoyment of learning. A varied range of visits and residential experiences bring to life pupils' learning. These help pupils to develop greater understanding of local and worldwide history. Adults use interesting games and interactive whiteboards to make learning fun. Pupils enjoy a range of popular clubs and activities that contribute to their healthy lifestyle. Teachers pay appropriate attention to pupils' basic skills and are beginning to help them apply these in a range of subjects. Due attention is paid to pupils' personal and social development. For example, there are good opportunities for pupils to talk about their thoughts and feelings. These equip them appropriately to work well together.

Care, guidance and support

Grade: 3

Pupils benefit from good levels of pastoral care. The school offers effective support for those with learning difficulties and/or disabilities and other vulnerable pupils through good systems of management and well trained teaching assistants. There is a strong ethos of care and there are appropriate procedures to safeguard pupils and to promote their health, safety and well-being. The school monitors behaviour and attendance closely. Pupils and parents comment that the school 'deals with bullying instantly and sensitively'. There are good systems to track pupils' progress and these are beginning to have a positive impact on pupils' achievement. However, the guidance pupils receive through teachers' marking is not consistently detailed enough to ensure that they understand what they need to do to improve.

Leadership and management

Grade: 3

The headteacher works closely with the deputy headteacher and other senior leaders to provide a clear direction for the school's improvement. Even so, leaders are not sufficiently rigorous in checking all aspects of the school's work and this slows pupils' achievement. For instance, lesson observations do not have a keen focus on the quality of pupils' learning. Subject leaders are increasingly influential. Strong leadership, in mathematics for example, is helping teachers to identify the skills they need to enable pupils to achieve consistently well. Although the school collects a good quantity of data about the standards pupils reach, this is not yet used rigorously enough to accelerate pupils' progress. Effective partnerships with other schools increase staff expertise, for example in science. Conscientious administrators and lunchtime and ancillary staff make good contributions to the smooth running of the school. The school has improved the quality of information for parents since the last inspection. Governors offer commitment and expertise but do not yet hold leaders sufficiently accountable for the school's performance.

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Annex A

Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3
How well does the school work in partnership with others to promote learners' well-being?	3
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	3
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	3
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	3

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	3
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	3

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Annex B**Text from letter to pupils explaining the findings of the inspection**

Thank you for your friendly welcome when I visited your school with Mr Clarke and Mr Swallow. We enjoyed meeting you, listening to what you had to say about your school and joining you in lessons. Both you and your parents told us how much you enjoy school and we saw that for ourselves.

We found your school to be satisfactory, with many things for you and your parents to be pleased about. You behave well and try hard. Everyone gets on well and you clearly enjoy working with your partners in lessons. This is a good skill to develop for the future. You are keen to take responsibility for your school by helping in the office or on the school council. You are very good at making sure anyone with special difficulties is included in all the school's activities. You are also learning how to live healthy and safe lives.

One of the reasons for our visit was to see what your school can do to improve. We have asked your headteacher and all the adults to help you do better in your work, especially your writing, so you reach higher standards. To help with this, we have asked your teachers to increase the number of good or better lessons you enjoy and to make sure that when they mark your work they always show you how to make it even better. Adults will also be keeping a closer eye on how well the school is working so they can improve it even faster. You can help by reading carefully what your teachers write in your books and trying to remember those tips when you start your next piece of work. That's how we all learn.

Carry on working hard and enjoying school.