

# Maltby Redwood Junior and Infant School

## Inspection report

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<b>Unique Reference Number</b>	106912
<b>Local Authority</b>	Rotherham
<b>Inspection number</b>	336767
<b>Inspection dates</b>	14–15 January 2010
<b>Reporting inspector</b>	Joan McKenna

This inspection of the school was carried out under section 5 of the Education Act 2005.

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	168
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Elaine Bolam
<b>Headteacher</b>	Mr David Horrigan
<b>Date of previous school inspection</b>	10 May 2007
<b>School address</b>	Redwood Drive Maltby Rotherham S66 8DL
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<b>Email address</b>	maltby-redwood-junior-infant@rotherham.gov.uk

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## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited eleven lessons, and held meetings with the Chair of the Governing Body, staff, a group of pupils and two representatives of the local authority. They observed the school's work, and looked at documentation, including data about pupils' progress, records of monitoring, policies, action plans and the 54 questionnaires returned by parents.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the achievement of all groups of pupils across the school, especially in writing and mathematics
- the extent to which teaching and the use of assessment information are ensuring that all groups of pupils learn well enough
- the quality of support and guidance provided for pupils and the impact on their personal outcomes
- the extent to which leaders at all levels and governors are improving the school and demonstrating capacity to improve it further.

## Information about the school

The school is smaller than the average primary and almost all pupils are of White British heritage. The proportion with special educational needs and/or disabilities is broadly average and the proportion of pupils taking free school meals is below average. Early Years Foundation Stage provision is made through a unit which has a Nursery and a Reception section.

The new headteacher took up his post in September 2009.

**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?**

**4**

**The school's capacity for sustained improvement**

**4**

## Main findings

In accordance with section 13(3) of the Education act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement.

After taking up post the new headteacher quickly and accurately identified the wide range of weaknesses in the school's provision and has set about tackling them with focus and determination. The steps taken are positive moves in the right direction, but are too recent to have had the necessary impact on pupils' achievement, which is inadequate. There is now a recognition by other leaders that things are not as they should be and that they have not been sufficiently proactive in overcoming barriers and promoting improvement. The skills of all other leaders are under-developed, although action is being taken to develop them, especially at senior level. The governing body also recognises that it has not held the school to account strongly enough and is now keen to rectify this. However, action to ensure that it has the expertise necessary to do this has not yet taken place. Currently, the drive for improvement and understanding of what is necessary to bring this about rests too much with the headteacher and so despite his important contribution recently, leaders and governors as a whole are not demonstrating the required capacity to improve the school.

Children's attainment is at broadly expected levels on entry to and exit from the Early Years Foundation Stage and they make satisfactory, although inconsistent, progress during their time in the unit. However, there has been a decline in standards at the end of Key Stages 1 and 2 in the past few years. The latest assessments and test results in Years 2 and 6 are significantly below the most recently published national figures, especially in writing and mathematics. Levels of attainment across the school as a whole are low. Pupils do not achieve well enough. They are making satisfactory progress in some classes, but not in all, especially at Key Stage 2. This is largely because the quality of teaching is inconsistent across the school. While some teaching is satisfactory and occasionally good, too much is inadequate, especially within Key Stage 2. Lessons do not focus on ensuring that pupils learn well enough, and too often pupils are not actively involved, which reduces their enjoyment. Thorough systems for tracking pupils' progress have been introduced and are providing useful information, but the use of it to inform lesson planning and to identify which pupils' need extra support is at early stages, as is the use of targets to help pupils understand what they are aiming for. The marking of pupils' work is also inconsistent and fails to give guidance to some pupils.

Satisfactory arrangements are in place to care for pupils and their personal development

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is also satisfactory. Relationships between pupils and with staff are positive. Pupils feel safe and able to approach adults with concerns. Most pupils' behave appropriately and attend regularly. They come to school keen and willing to learn, and, when given the opportunity, make a broader contribution to school life.

## What does the school need to do to improve further?

- 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

## Outcomes for individuals and groups of pupils

**4**

Pupils do as they are asked in lessons. They listen to explanations and instructions and most try hard with their work. They particularly enjoy opportunities to get involved in practical tasks and to discuss their learning with others. When activities are well conceived and matched to individuals' different needs pupils make satisfactory gains in

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their knowledge and understanding. However, in some lessons pupils' learning is passive because teachers talk for too long and do not involve them through questioning or discussion. In other lessons pupils' learning is confused, because the purpose of the tasks is not explained clearly and pupils cannot then make the connection between what they are doing and why, or because tasks are not matched closely to their prior understanding. As a result, pupils' pace of learning across the school is inconsistent and progress is not fast enough, especially for those in Key Stage 2. The progress of pupils with special educational needs and/or disabilities is also inadequate because their needs are not fully catered for in lessons or through additional support. Girls generally perform better than boys although the achievement of both groups is inadequate.

Pupils' personal development is secure and most aspects are satisfactory. Most pupils behave well, although a minority, mainly boys, have difficulty conforming to expectations. Pupils generally get on well with each other although there are some cases of fractiousness between a few individuals and their peers. Pupils report that incidents of bullying are taken very seriously by the new headteacher and as a result have reduced in frequency, helping pupils to feel safe. Opportunities for pupils to contribute to the school community have increased recently and Year 6 pupils now make a good contribution by, for example, acting as lunchtime monitors and running the 'tutti-frutti snack shop at break-times. Opportunities to contribute to the wider community are less well developed. Pupils' spiritual, moral, social and cultural development is satisfactory, although their understanding of cultures other than their own is limited. Attendance is broadly in line with the national average. Pupils' range of personal skills contributes satisfactorily to their future well-being.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>4</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	4
The quality of pupils' learning and their progress	4
The quality of learning for pupils with special educational needs and/or disabilities and their progress	4
<b>The extent to which pupils feel safe</b>	<b>3</b>
<b>Pupils' behaviour</b>	<b>3</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>3</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>3</b>

<sup>1</sup> 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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<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b> Taking into account: Pupils' attendance <sup>1</sup>	<b>3</b>  3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>3</b>

## How effective is the provision?

There is some satisfactory and good teaching within the school. In these lessons what pupils are expected to learn is clearly identified and explained. Suitable tasks are provided which relate to relevant objectives and which enable pupils to make the planned gains in understanding. However inconsistencies in quality exist across the school, and the inadequacies, especially at Key Stage 2, means that teaching overall is inadequate and is not strong enough either to ensure that all pupils make at least satisfactory progress or to compensate for earlier underachievement. Planning is often not detailed enough, especially in relation to how pupils of different ability are to make adequate progress. Assessment information is not used to ensure activities are pitched at the right level and much work lacks challenge. Unclear explanations, lessons where pupils are kept busy but without a clear purpose and tasks that assume a level of knowledge that pupils do not have all serve to limit learning. Pupils begin lessons attentive and keen and often remain so throughout, even when teaching does not particularly engage their interest. However, some lose concentration after being talked at for too long or when they do not understand what they are supposed to be doing. Guidance on what pupils are aiming for and next steps in learning are not consistent and are under-developed across the school, although there is some positive practice in a few classes.

The curriculum covers all required subjects and meets statutory requirements but does not meet the needs of pupils well enough. Participation in some external projects is developing aspects of provision such as in reading and writing. There is some positive enrichment through visits and visitors, and this is sometimes used as a stimulus to make learning in lessons more interesting, especially with younger pupils. However the quality of cross-curricular links varies across classes, as does the precision with which pupils' basic skills are promoted. The curriculum in Year 1 does not build sufficiently on that in the Early Years Foundation Stage.

The positive relationships that exist between staff and pupils contribute to the satisfactory care and support provided for pupils and help pupils feel secure in school. Pastoral arrangements have recently been strengthened. 'Golden rules' which clarify expectations of behaviour and conduct have been introduced, for example, and procedures for dealing with bullying have improved. A school council and regular circle times give pupils more opportunity to express their views and let staff know how they are feeling. Extra support for pupils with additional personal or learning needs is provided but, while some is helpful, it is not always clearly enough targeted or sufficiently well informed. Action has been taken to improve this, but it is very recent.

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Arrangements for promoting attendance are satisfactory and have resulted in a decline in the number of persistent absences.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>4</b>
Taking into account: The use of assessment to support learning	4
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>4</b>
<b>The effectiveness of care, guidance and support</b>	<b>3</b>

**How effective are leadership and management?**

The headteacher is energetically and clear-sightedly tackling the weaknesses in leadership and management and in other aspects of the school's work and is utilising support from the local authority to do so. Teachers practice is being checked against agreed criteria. Evaluation and monitoring arrangements, although new, are now more comprehensive and systematic. This is helping staff understand what needs to happen to improve the school. However the fact that weaknesses are widespread and action to tackle them is very recent means that leadership and management at other levels, and governance, are not yet effective enough. The new tracking system is providing more detailed and increasingly reliable information about how pupils are progressing and this has helped clarify where some of the problems lie. However the fact that the information is so new means that it has not yet been analysed in full or used to ensure all groups of pupils are making similar progress and experiencing equality of opportunity. Nevertheless, all pupils are valued and the school is becoming a more cohesive community. Helpful action has been taken to improve relationships with parents, engage with the immediate community and forge local partnerships and links. Community cohesion has not yet been promoted on a wider scale. Arrangements for safeguarding pupils are satisfactory, with steps to strengthen them further planned. There is a deficit budget, and in view of the inadequacies in provision and outcomes, the school is not providing value for money.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>4</b>
Taking into account: The leadership and management of teaching and learning	4
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>4</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>3</b>



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<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>3</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>4</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>4</b>

## Early Years Foundation Stage

Children settle well into the Early Years Foundation Stage, and quickly become familiar with routines and expectations. Positive relationships with adults help children feel secure and promote their personal development. A broadly satisfactory curriculum is provided within the unit and children make satisfactory progress during their time there. However, although the quality of provision is satisfactory it is not consistent. There is greater clarity of purpose, more imaginative tasks, more specifically targeted input and more accurate assessment in the Reception class, and so children's progress increases as they move through the unit. Leadership and management are satisfactory. Leaders have ensured some positive practice and have promoted improvement, but have not been proactive enough in tackling weaker areas. Outdoor provision is underdeveloped, in part because of facilities, but there are plans in hand to improve this.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

## Views of parents and carers

A majority of the parents who returned the questionnaire were positive about the school. Several included comments about the positive impact of the new headteacher. A small minority gave a negative response to the questions, with most negative comments centring on concerns about the quality of some of the teaching. Inspectors agree that there are some aspects of the school's work that are more positive than others, such as pastoral aspects which are satisfactory overall. However inspectors found that there are some areas that are not satisfactory, such as the quality of teaching and pupils' achievement. Inspectors agree that the headteacher is making a positive contribution to

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improving the school, even though there has not been enough time for the work to have had the impact required.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Maltby Redwood Junior and Infant School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspector received 54 completed questionnaires by the end of the on-site inspection. In total, there are 168 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	27	50	26	48	1	2	0	0
The school keeps my child safe	28	52	26	48	0	0	0	0
The school informs me about my child's progress	15	28	34	63	4	7	1	2
My child is making enough progress at this school	24	44	24	44	4	7	1	2
The teaching is good at this school	18	33	31	57	3	6	2	4
The school helps me to support my child's learning	14	26	36	67	3	6	0	0
The school helps my child to have a healthy lifestyle	16	30	33	61	4	7	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	17	31	31	57	3	6	2	4
The school meets my child's particular needs	19	35	28	52	5	9	2	4
The school deals effectively with unacceptable behaviour	16	30	33	61	3	6	1	2
The school takes account of my suggestions and concerns	12	22	36	67	2	4	0	0
The school is led and managed effectively	18	33	32	59	2	4	0	0
Overall, I am happy with my child's experience at this school	19	35	29	54	3	6	2	4

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for 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 inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

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 were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## 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"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
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.**



Dear Pupils

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

Thank you for being so friendly and welcoming when my colleagues and I visited your school recently. I really enjoyed meeting you. I am writing to tell you about our judgements.

The positive features about your school include the fact that staff care for you all and you feel safe and able to talk to teachers about anything that worries you. Trips and visitors into school are arranged to help make your learning more interesting. You come to school keen to learn, do what teachers ask you to and try hard in lessons. Most of you behave well and you play and work nicely with each other. You make a helpful contribution to your own school community, such as through the school council and the range of things that Year 6 monitors do, including selling healthy snacks in the 'tutti-fruitti shop.

There are some areas that are not so positive. Some of the teaching in the school is helping you learn well, but some of it is not helping all of you to make enough progress. This is because work is not always interesting or does not involve you enough. Sometimes your work is too easy or too difficult or is not explained clearly so you are not sure what you are supposed to be learning. You do not all get enough guidance about what you should be aiming for in your work and how you can improve it. Some of you told me how you like your new headteacher and he is working hard to improve your school for you. Other leaders and the governors of your school are keen to improve it too, and we think there is more that they need to do to help achieve this. We have asked the school to improve all of these areas.

We think the school needs some extra support to help it increase its rate of improvement and to become effective in all areas, and we have therefore placed it in 'special measures'. This means that extra support will be given to the school and regular checks will be made on how effectively it is improving

You can help your teachers by all of you continuing to work hard and doing your best.

Best wishes for the future.

Yours sincerely

Ms Joan McKenna

Lead inspector

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