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12 July 2010

Mr D Horrigan  
Headteacher  
Maltby Redwood Junior and Infant School  
Redwood Drive  
Maltby  
Rotherham  
S66 8DL

Dear Mr Horrigan,

Special measures: monitoring inspection of Maltby Redwood Junior and Infant School

Following my visit with Jim Kidd, Additional Inspector, to your school on 8 and 9 July 2010, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the inspection findings.

The visit was the first monitoring inspection since the school became subject to special measures in January 2010. The monitoring inspection report is attached and the main judgements are set out below.

Progress since being subject to special measures – satisfactory

Newly Qualified Teachers may not 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

Special measures: monitoring of Maltby Redwood Junior and Infant School

Report from the first monitoring inspection on 8 and 9 July 2010

## Evidence

Inspectors observed the school's work, scrutinised documents including pupils' work and met with the headteacher, other leaders and staff, the acting Chair of the Governing Body, groups of pupils and representatives from the local authority (LA).

## Context

Since the time of the inspection in January 2010 one teacher has left the school. At the time of the monitoring inspection three teachers were absent due to ill health and an acting Chair of the Governing Body was in place. The previously separate Nursery and Reception classrooms have been remodelled to form an Early Years Foundation Stage Unit and development work has also been undertaken in the outside learning area.

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

School data, provisional results of national tests and observations of learning during the inspection, all confirm that pupils are beginning to make better progress and attainment is rising. Teacher assessments at the end of Key Stage 1 show improvements in pupils' attainment in reading, writing and mathematics. At the end of Key Stage 2, provisional data indicates that the decline in attainment in English and mathematics has been halted. Notably, there are significant improvements in the proportion of pupils gaining the expected Level 4 in mathematics and the higher Level 5 in English. Elsewhere in Key Stage 2, progress remains inconsistent due in the most part to the significant instability of the teaching staff for these classes.

In lessons, pupils are increasingly keen to be involved in their learning and are responding positively to increased opportunities to work in pairs or small groups. However, in a small minority of classes, the confidence of some pupils to take responsibility for their own learning remains less well developed.

Information relating to pupils' attainment and progress is extensive and teachers' planning indicates that they are increasingly modifying learning to meet the needs of identified groups of pupils. Half-termly meetings, underpinned by increasingly accurate assessment information, are enabling leaders and class teachers to monitor pupils' progress more closely. Data are being used more effectively to identify pupils who require additional support and a wider range of interventions is in use to help pupils get back on track. The impact of each intervention is carefully checked to ensure that it is bringing about intended improvement in pupils' attainment. Targets are being used much more widely with individuals and groups with pupils keen to



share evidence about their progress recorded in their target booklets. The school has rightly identified that this system requires further embedding and refinement to maximise its impact on pupils' progress.

Progress since the last inspection on the area for improvement

- Raise standards and ensure better and more consistent achievement of pupils across the school, especially at Key Stage 2 – inadequate

The effectiveness of provision

Teaching seen during the visit was at least satisfactory with examples of good and outstanding practice. A more consistent approach to classroom practice is being developed with agreed 'non-negotiable' features planned into all lessons. However, the degree to which these elements are incorporated remains variable due mostly to the turbulent staffing situation. Stronger features seen in lessons include the sharing of lesson objectives so pupils are aware of the intended learning; clearly communicated expectations for pupils' behaviour and the incorporation of a range of teaching strategies that support pupils' active engagement. In addition, learning is being increasingly contextualised by relating all planned activities to an extended 'learning journey' theme. Pupils are very positive about this new approach to the curriculum, noting that they are enjoying their learning more because lessons provide a wider variety of experiences. Pupils also confirm that they are getting more feedback on their work with teachers telling them how they can do better. Application of the school's marking policy, however, is still very variable because systems to recognise pupils' success and identify next steps to improve their learning are not consistently utilised.

Progress since the last inspection on the area for improvement

- Improve the quality and consistency of teaching across the school – satisfactory

The effectiveness of leadership and management

The headteacher and other leaders ensure a shared commitment and determination to contribute to the school's improvement amongst both permanent and temporary staff. The headteacher, in conjunction with the local authority, is managing effectively the turbulent staffing situation to minimise the impact on learners' progress. The wider leadership team are responding well to the challenge of taking responsibility for whole-school development by leading staff training, modelling successful teaching strategies and supporting individual teachers in developing their skills. Other colleagues beyond the leadership team are also playing a key role in the school's improvement through leading new curriculum developments and taking on



additional and/or different class teaching responsibilities. Monitoring is developing to involve all leaders in gathering a broad range of evidence from a variety of activities. The subsequent evaluation of impact is becoming more incisive. Consequently, leaders are better placed to provide individualised support for teachers' development needs and have a clearer view of whole-school issues that require further embedding and development. Systems of accountability have been strengthened. The introduction of half-termly meetings between class teachers and school leaders to discuss pupils' progress are helping all concerned to develop a shared understanding of provision and outcomes for different groups.

The acting Chair of the Governing Body has been influential in developing a more business-like approach to the school's governance. Input from the local authority has ensured that governors have a greater understanding of their role within the school and committees are beginning to function more effectively. In addition, newly appointed governors are bringing significant previous expertise to support existing governors in discharging their responsibilities more effectively. Governors are developing their knowledge of school issues and systems through leadership reports and more focused visits into school. As a result, they are beginning to become more confident in questioning and challenging the information presented.

Progress since the last inspection on the areas for improvement

- Improve leadership and management - satisfactory
- Improve governance - satisfactory

External support

The support provided by the LA is contributing effectively to the school's progress and is valued by the school. The LA had already begun to provide increased support prior to the school's inspection and this support was quickly amended and extended to help address the breadth of improvements that the school was judged to require. Roles of those involved in supporting the school are clearly defined and there is a good balance between strategic support for leaders and classroom level input. The LA is also providing valuable advice and guidance in relation to staffing and finance matters.